

Relationships and Sex Education Policy Poppyfield School

Policy Reference:	A133-POP
Version Number:	7
Applies to:	Schools
Associated documents:	Curriculum policy PSHE policy Child protection policy
Approved by:	Quality Team
Implementation date:	June 2026
Next review due by:	June 2027
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

0. Changes Since Last Version

- Full review and in line with previous version

1. Aims

This policy aims to:

Provide a framework in which sensitive discussions can take place. Through the curriculum we will help prepare children and young people for puberty, and to understand the importance of health and hygiene and sexual development. We will teach the correct vocabulary to describe themselves and their bodies. At Aurora we help our children and young people to develop feelings of self-respect, confidence and empathy and create a positive culture around issues of sexuality and relationships.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Legislation and statutory requirements

This Policy fulfils the requirements of:

- The Department for Education's Statutory guidance on relationships education, relationships and sex education (RSE) and health education. [\(RSE\) 2021](#)
- Section 34 of the [Children and Social work act 2017](#).
- Keeping Children Safe in Education (latest version)
- Equality Act 2010
- SEND Code of Practice (2015, current)

3. Scope

This policy applies to all staff, children and young people at Aurora Poppyfield School

4. Roles and responsibilities

4.1 The Site Lead will:

4.1.1 Be responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

4.2 Staff will:

4.2.1 Deliver RSE in a sensitive way

4.2.2 Model positive attitudes to RSE

4.2.3 Monitor progress

4.2.4 Respond to the needs of individual pupils

4.2.5 Respond appropriately to young people whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns should discuss them with the Site Lead.

Across the Aurora Surrey Schools the teaching of PSHE and RSE is led by class teachers or class tutors and members of students' consistent teaching team. This ensures that students have safe, secure and trusting relationships that enable them to have open conversations with staff about sensitive topics and concepts.

4.3 The governing board will:

4.3.1 The governing board will hold the headteacher to account for the implementation of this policy.

4.3 Children/young people will:

4.3.1 Engage fully in RSE and, treat others with respect and sensitivity, when discussing related issues.

5. Definitions

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

6. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – via ongoing quality assurance and curriculum review
- Staff consultation – via curriculum meetings
- Parent consultation - via letter and invites to parental discussion
- Pupil consultation - via school council and prior to topic coverage
- Ratification - at first governance meeting of the academic year

7. Curriculum

7.1 Within KS3 and KS4, RSE will be delivered as part of PSHE, by Form Tutors. RSE is embedded within the PSHE offer and the PSHE curriculum. Aurora Poppyfield School have adopted the SWEET Personal Growth and Wellbeing BTEC at Level 1 and 2. The unit award structure allows the curriculum to be meaningfully sequenced while providing staff with the resources to deliver individualised

intervention for students should the need arise following a specific incident or change in circumstances.

RSE will be taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, and foster parents/carers amongst other structures). Along with reflecting sensitively that some children may have a different structure of support around them (for example, looked after children or young carers).

7.3 Like all curriculum areas, RSE is further personalised and supported through 1 to 1 intervention, which focuses on student concerns and anxieties and takes into account their conceptual capacities. Parent involvement is crucial and parents are kept informed through pre-delivery information sharing and weekly phone calls and updates.

8. Delivery of RSE

RSE is delivered as a taught program through PSHE and through appropriate science modules at GCSE and Entry Level. The emphasis of the whole school curriculum is on acknowledging difference and diversity, celebrating uniqueness and tolerance for views and lifestyles that are different than our own.

Students are taught about relationships within the context of their own families and family life, taking care to acknowledge that families come in a range of combinations and that there is no 'right' family structure.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Adapting RSE for pupils with Autism and SEND

Cover:

- explicit teaching of social rules
- visual supports
- concrete language

- avoiding ambiguity
- support with understanding consent
- recognising grooming and exploitation
- online safety risks
- understanding private/public behaviours
- understanding healthy boundaries
- teaching relationship skills at a developmentally appropriate level

9. Safeguarding and child protection

At Aurora Poppyfield School we are aware that discussion with children and young people during RSE lessons, may lead to a disclosure. If this happens, we will follow the procedures described in our Child Protection Policy. Ensuring that the needs of the child/young person are met sensitively and in a timely manner are paramount to everything that we believe in.

10. Parents right to withdraw

Parents of secondary age pupils do have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

To opt a child/young person out of RSE lessons, complete Appendix 2 and return it to the Head of School who will then arrange a meeting to discuss your request with you.

11. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Head of School may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

12. Monitoring arrangements

This policy will be reviewed annually by Head of School and Principal.

Appendix 1: Secondary RSE Curriculum Overview

Book 1: Fitter, Healthier, Happier

Key Stage: 3/4

Title of book: Fitter, Healthier, Happier

Unit title: (L1) Improving Physical Health and Wellbeing

(L2) Maintaining Physical Health and Wellbeing

Unit level and title	Learning objectives	Learning across the curriculum	Learning Activities	Key Terms/ concepts	Resources	Assessment Task (AOL/AFL)	Suggested Homework	Number of guided learning hours
Book 1	Level 1	Literacy:	Lesson starters:	Key language:	One Drive	Formative assessment	Vocabulary or spellings test.	GLH 24
Level 1 Improving Physical Health and Wellbeing	Explain factors that influence physical health and wellbeing (A.P1)	Developing and presenting information and ideas. Locating, selecting and using information.	See starters PowerPoint: discussions points, video links, think pair share tasks, vocabulary practice. Listening: respond to the ideas of others in group or pair discussions and seek clarification through appropriate questioning.	Diet Healthy Exercise Organ Donation Wellbeing Nutrition Consequence Motivation Habit First aid	resources; Starter and Plenary PowerPoints, additional tasks, flashcards, delivery PowerPoints for each level, marking scheme/Teacher's notes, SOW and skills map.	– teacher feedback throughout the unit. Summative assessment – Completed Assessment Record Sheet p.42	Research different health or fitness plans.	Total unit time 30
Level 2 Maintaining Physical Health and Wellbeing	Create a plan to improve physical health and wellbeing (B.P2). Level 2 Research the factors that impact a	Numeracy: Developing numerical reasoning and prioritise and organise the relevant steps needed to complete the task or reach a solution.	Speaking: Taking part in group discussions concerning healthy lifestyles, discussing ways to be healthy to create fitness plans.	Exam strategies: Using extended answers.				

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	healthy lifestyle (A.P1) Discuss ways you can assist others to maintain a healthy lifestyle (A.P2). Assess personal lifestyle (B.P3). Develop personal goals and actions to improve your healthy lifestyle (B.P4).	DCF: Interacting and collaborating, Producing. RSE: Developing physical health and well-being has lifelong benefits. Our decision-making impacts on the quality of our lives and the lives of others English: Presenting information in the correct format.	Reading: Opportunities given to use a range of reading strategies to complete tasks and tables correctly and in line with the assessment criteria. Writing: Responding to tasks appropriately using one of the 6 text types to meet the assessment criteria e.g., presentation of a 6-week training programme (L1), info sheet to treat injuries (L2). Extension: Scaffolded tasks included to complete assessed tasks fully and comprehensively. Additional extension tasks included on supportive material folder. Plenary: See Plenaries PowerPoint: - Reflection tasks / key words task /	Making links to the question. Referring to assessment criterion appropriately and effectively.				
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			Bingo / Post-it task, video discussions.					
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Book 2: I've Got a Feeling

Key Stage: 3/4 **Title of book:** I've Got a Feeling **Unit title:** (L1) Understanding Emotional Wellbeing
(L2) Appreciating Emotional Wellbeing

Unit level and title	Learning objectives	Learning across the curriculum	Learning Activities	Key Terms/ concepts	Resources	Assessment Task (AOL/AFL)	Homework	Number of guided learning hours
Book 2	Level 1	Literacy:	Lesson starters	Key language	One Drive	Formative assessment	Vocabulary or spellings test.	GLH 24
Level 1 Understanding Emotional Wellbeing	Describe the importance of sharing personal emotions and feelings (A.P1).	Developing and presenting information and ideas. Locating, selecting and using information.	See starters PowerPoint: discussions points, video links, think pair share tasks, vocabulary practice.	Confidential Emotions Communication Mental health Self-image Consequence Wellbeing Anxiety Behaviour Depression	additional resources; Starter and Plenary PowerPoints, additional tasks, flashcards, delivery PowerPoints for each level, marking scheme/Teacher's notes, SOW and skills map.	— teacher feedback throughout the unit.	Research different mindful tasks.	Total unit time 30
Level 2 Appreciating Emotional Wellbeing	Identify the benefits and challenges when sharing personal feelings to others (A.P2).	Numeracy: Developing numerical reasoning to prioritise and organise the relevant steps	Listening: respond to the ideas of others in group or pair discussions and seek clarification through appropriate questioning. Speaking: Taking part in group/pair discussions to discuss ways to promote positive mental health,			Summative assessment completed Assessment Record Sheet p.34 (L1), p.38 (L2).	Complete the additional mindful tasks to aid with stress.	

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	Describe the approaches you could take when sharing feelings with others (B.P3). Level 2 Discuss the impacts of emotional wellbeing on self and others (A.P1). Review responses to change to ensure healthy emotional wellbeing (B.P2).	needed to complete the task or reach a solution. DCF: Interacting and collaborating, Producing. RSE: Developing physical health and well-being and has lifelong benefits. How we process and respond to our experiences affects our mental health and emotional well-being. Our decision-making impacts on the quality of our lives and the lives of others	ways to trust others and be able to talk about feelings and emotions. Reading: Opportunities given to use a range of reading strategies i.e., reading for gist and skimming and scanning, to complete tasks correctly and in line with the assessment criteria Writing: Responding to tasks appropriately using one of the 6 text types to meet the assessment criteria e.g., summarising, presenting, and explaining strategies to deal with given scenario in assessed task. Extension: Scaffolded tasks included to complete assessed tasks fully and comprehensively. Additional extension tasks	Exam strategies Using extended answers. Making links to the question. Referring to assessment criterion appropriately and effectively.				
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		English: Presenting information in the correct format.	included on supportive material folder. Plenary: See Plenaries PowerPoint: - Reflection tasks / key words task / Bingo / Post-it task, video discussions.					
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Book 3: Skills for Social Success

Key Stage: 3/4

Title of book: Skills for Social Success

Unit title: (L1) Understanding the Role of Relationships in Social Health & Wellbeing

(L2) Developing Social Health and Wellbeing

Unit level and title	Learning objectives	Learning across the curriculum	Learning Activities	Key Terms/ concepts	Resources	Assessment Task (AOL/AFL)	Homework	Number of guided learning hours
Book 3 Level 1 Understanding the Role of Relationships in Social Health & Wellbeing	Level 1 Summarise the impacts of relationships on personal wellbeing (A.P1).	Literacy: Developing and presenting information and ideas. Locating, selecting and using information,	Lesson starters See starters PowerPoint: discussions points, video links, think pair share tasks, vocabulary practice. Listening: respond to the ideas of others in group or pair discussions and seek	Key language: Relationships Identity Judging Harmful Consent	One Drive additional resources; Starter and Plenary PowerPoints, additional tasks, flashcards, delivery PowerPoints for each level,	Formative assessment – teacher feedback throughout the unit. Summative assessment	Vocabulary or spellings test.	GLH 24 Total unit time 30

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Level 2 Developing Social Health and Wellbeing	Review how personal skills can help build and develop relationships (B.P2). Level 2 Explain how social relationships contribute to personal health and wellbeing (A.P1). Evaluate the importance of healthy social relationship behaviours (B.P2).	<u>Numeracy:</u> Developing numerical reasoning prioritise and organise relevant steps needed to complete the task or reach a solution, Identify processes and connections and review. <u>DCF:</u> Interacting and collaborating, Producing. <u>RSE:</u> How we process and respond to our experiences affects our mental health and emotional well-being, our decision-making impacts on the quality of our	clarification through appropriate questioning. <u>Speaking:</u> Presenting findings to an appropriate audience using correct tone and language. Taking part in group/pair discussions to discuss the factors which lead to healthy and unhealthy relationships, and the negative impact of unhealthy relationships. Discuss where and when to find support for unhealthy relationships. <u>Reading:</u> Opportunities given to use a range of reading strategies i.e., reading for gist and skimming and scanning, to complete tasks correctly and in line with the assessment criteria. <u>Writing:</u> Responding to tasks appropriately using one of the 6 text types to meet the assessment criteria e.g., produce and present factors to promote	Wellbeing Respect Controlling Behaviour Support <u>Exam strategies</u> Using extended answers. Making links to the question. Referring to assessment criterion appropriately and effectively.	marking scheme/Teacher's notes, SOW and skills map.	<u>completed</u> Assessment Record Sheet p.42 (L1), p.46 (L2).		
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		lives and the healthy relationships and lives of others, write a personal reflection on how we engage based on healthy social with social behaviours. influences shapes who we are and affects our health and well-being, Healthy relationships are fundamental to our well-being. English: Presenting information in the correct format.	healthy relationships and write a personal reflection based on healthy social behaviours. Extension: Scaffolded tasks included to complete assessed tasks fully and comprehensively. Additional extension tasks included on supportive material folder. Plenary: See Plenaries PowerPoint: - Reflection tasks / key words task / Bingo / Post-it task, video discussions.					
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Book 4: Let's Talk About...

Key Stage: 3/4

Title of book: Let's Talk About...

Unit title: (L1) Understanding Sexual Health and Wellbeing

(L2) Maintaining Sexual Health and Wellbeing

Unit level and title	Learning objectives	Learning across the curriculum	Learning Activities	Key Terms/ concepts	Resources	Assessment Task (AOL/AFL)	Homework	Number of guided learning hours

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Book 4	Level 1:	Literacy:	Lesson starters	Key language	One Drive	Formative	Vocabulary	GLH 24
Level 1 Understanding Sexual Health and Wellbeing	Outline factors that may influence the choice to enter into and continue an intimate relationship (A.P1)	Developing and presenting information and ideas. Locating, selecting and using information,	See starters PowerPoint: discussions points, video links, think pair share tasks, vocabulary practice.	Level 1: Values Belief Attitude Expectation Empathy Respect Honesty Relationships Consequences Interaction Support	additional resources; Starter and Plenary PowerPoints, additional tasks, flashcards, delivery PowerPoints for each level, marking scheme/ Teacher's notes, SOW and skills map.	Formative assessment – teacher feedback throughout the unit. Summative assessment – Completed Assessment Record Sheet p.38 (L1), p.50 (L2).	or spellings test.	Total unit time 30
Level 2 Maintaining Sexual Health and Wellbeing	Identify personal skills and how they can influence intimate relationships (B.P2). Level 2: Discuss features of intimate relationships and the impact of these on wellbeing (A.P1).	Numeracy: Developing numerical reasoning and prioritise and organise the relevant steps needed to complete the task or reach a solution, Identify processes and connections and review. RSE: Developing physical health and well-being has lifelong benefits.	Listening: respond to others in group or pair discussions to talk about consent, identify scenarios, offer support. Speaking: Taking part in group/pair discussions to discuss how to identify consent in scenarios and negative behaviours in relationships. Reading: Opportunities given to use a range of reading strategies i.e., reading for gist and skimming and scanning, to complete tasks correctly and in line with the assessment criteria. Writing: Responding to tasks appropriately using	Level 2: Fertility Sexuality Intimate relationships Online safety Unhealthy relationships Decision making Wellbeing				

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	Explain potential risks of intimate relationships on personal wellbeing (B.P2).	How we process and respond to our experiences affects our mental health and emotional well-being. Our decision-making impacts on the quality of our lives and the lives of others. How we engage with social influences shapes who we are and affects our health and well-being English: Presenting information in the correct format; diary.	one of the 6 text types to meet the assessment criteria e.g., summarising, persuading, arguing, and presenting support and factors to avoid risks that can impact personal wellbeing. Extension: Scaffolded tasks included to complete assessed tasks fully and comprehensively. Additional extension tasks included on supportive material folder. See Plenaries PowerPoint: - Reflection tasks / key words task / Bingo / Post-it task, video discussions.	Mental health Consequences Positive relationships consent Exam strategies Using extended answers. Making links to the question. Referring to assessment criterion appropriately and effectively.				
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Book 5: This is Me!

Key Stage: 3/4

Title of book: This is Me!

Title of unit: (L1) Developing Personal Identity

(L2) Investigating Personal Identity

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Topic title	Learning objectives	Learning across the curriculum	Learning Activities	Key Terms/ concepts	Resources	Assessment Task (AOL/AFL)	Homework	Number of guided learning hours
Book 5 Level 1 Developing Personal Identity. Level 2 Investigating Personal Identity.	Level 1 Explain factors that can impact on personal identity considering positive and negative influences (A.P1). Consider how personality types can help or hinder social interactions (B.P2). Level 2 Describe factors that influence personal	<u>Literacy:</u> Developing and presenting information and ideas. Locating, selecting and using information, <u>Numeracy:</u> Developing numerical reasoning and prioritise and organise relevant steps needed to complete the task or reach a solution, Identify processes and connections and review. <u>DCF:</u>	<u>Lesson starters</u> See starters PowerPoint: discussions points, video links, think pair share tasks, vocabulary practice. <u>Listening:</u> respond to others in group or pair discussions about what is identity, the purpose of names and the benefits of having high self-esteem. <u>Speaking:</u> Taking part in group/pair discussions to discuss the links between self-esteem and identity. <u>Reading:</u> Opportunities given to use a range of reading strategies i.e., reading for gist and skimming and scanning, to complete tasks correctly and in line with the assessment criteria.	<u>Key language</u> Self-reflection Personality type Wellbeing Social media Influence Perception Unique Body image Peer pressure Stereotyping Compromise Empathy Feelings	One Drive additional resources; Starter and Plenary PowerPoints, additional tasks, flashcards, delivery PowerPoints for each level, marking scheme/Teacher's notes, SOW and skills map.	Formative assessment – teacher feedback throughout the unit. Summative assessment completed Assessment Record Sheet p.54 (L1), p.34 (L2).	Vocabulary or spellings test. Gather/ Research online anti-bullying charities or organisations information to help produce advice material.	GLH 24 Total unit time 30

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	identity (A.P1). Examine how personal identity impacts self and others (B.P2).	Interacting and collaborating, Researching. RSE: Developing physical health and well-being and has lifelong benefits. How we process and respond to our experiences affects our mental health and emotional well-being. Our decision-making impacts on the quality of our lives and the lives of others English: Responding to active verbs correctly.	Writing: Responding to tasks appropriately using one of the 6 text types to meet the assessment criteria e.g., summarising, persuading, arguing, and presenting to demonstrate an understanding of the factors that influence personal identity. Extension: Scaffolded tasks included to complete assessed tasks fully and comprehensively. Additional extension tasks included on supportive material folder. Plenary: See Plenaries PowerPoint: - Reflection tasks / key words task / Bingo / Post-it task, video discussions.	Exam strategies Using extended answers. Making links to the question. Referring to assessment criterion appropriately and effectively.				
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Book 6: Our World, Our Future

Key Stage: 3/4

Title of Book: Our World, Our Future

Title of units: (L1) Improving Personal Impact on the Environment

Unit level and title	Learning objectives	Learning across the curriculum	Learning Activities	Key Terms/ concepts	Resources	Assessment Task (AOL/AFL)	Homework	Number of guided learning hours
Book 6	Level 1	<u>Literacy:</u>	Lesson starters	<u>Key language</u>	One Drive additional resources; Starter and Plenary PowerPoints, additional tasks, flashcards, delivery PowerPoints for each level, marking scheme/Teacher's notes, SOW and skills map.	Formative assessment – teacher feedback throughout the unit. Summative assessment completed – Assessment Record Sheet p.30 (L1) and p.26 (L2).	Vocabulary or spellings test. Complete a diary of recycling approaches.	GLH 24 Total unit time 30
Improving Personal Impact on the Environment.	Describe an environmental issue and its impact (A.P1).	Developing and presenting information and ideas. Locating, selecting and using information, Responding to what has been read.	See starters PowerPoint: discussions points, video links, think pair share tasks, vocabulary practice. Listening: listen and respond to others when discussing key points in group or pair tasks, to respond appropriately to others' viewpoints.	Level 1 Sustainability Recycling Deforestation Emotive language Climate change Environment Awareness Environmental campaigner Pollution Conservation Paperless office				
Promoting Environmental Awareness.	Describe how you have contributed to environmental issues (B.P2).	<u>Numeracy:</u> Developing numerical reasoning – prioritise and organise the relevant steps needed to complete the task or reach a solution,	Speaking: Taking part in group/pair discussions to discuss a variety of approaches to help protect the environment. Reading: Opportunities given to use a range of reading strategies i.e.,					
	Level 2 Describe an environmental issue and its impact (A.P1). Consider methods to							

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help raise awareness of environmental issues with others (B.P2). Communicate ways others can engage with environmental issues (B.P3).	Identify processes and connections and review. DCF: Interacting and collaborating, Researching and presenting. RSE: Our decision-making impacts on the quality of our lives and the lives of others. English: Use extended answers to justify and explain.	reading for gist and skimming and scanning, to complete tasks correctly and in line with the assessment criteria. Writing: Responding to tasks appropriately using one of the 6 text types to meet the assessment criteria e.g., summarising, persuading, arguing, and presenting to demonstrate personal involvement to contribute to environmental awareness. Extension: Scaffolded tasks included to complete assessed tasks fully and comprehensively. Additional extension tasks included on supportive material folder. Plenary: See Plenaries PowerPoint: - Reflection tasks / key words task /	Level 2 Recycling Climate change Pollution Awareness Global warming Sustainability Deforestation Environment Conservation Biodiversity Exam strategies Using extended answers. Making links to the question. Referring to assessment criterion appropriately and effectively.				
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			Bingo / Post-it task, video discussions.					
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Book 7: Making Money Work for Me!

Key Stage: 3/4

Title of book: Making Money Work for Me!

Title of units: (L1) Financial Commitments

(L2) Being

Financially Aware

Unit level and title	Learning objectives	Learning across the curriculum	Learning Activities	Key Terms/ concepts	Resources	Assessment Task (AOL/AFL)	Homework	Number of guided learning hours
Book 7	Level 1	<u>Literacy:</u>	Lesson starters	Key language	One Drive additional resources; Starter and Plenary PowerPoints, additional tasks, flashcards, delivery PowerPoints for each level, marking scheme/ Teacher's notes, SOW and skills map.	Formative assessment – teacher feedback throughout the unit.	Vocabulary or spellings test.	GLH 24
Level 1 Financial Commitments	Describe financial products and services that could help benefit health and wellbeing (A.P1)	Developing and presenting information and ideas. Locating, selecting and using information, Responding to what has been read.	See starters PowerPoint: discussions points, video links, think pair share tasks, vocabulary practice. Listening: listen and respond to others when discussing debt and problem-solving options.	Level 1 Necessity Savings Luxury Debit card Budget Investment Mortgage Debt Receipt Financial stress Credit card		Summative assessment – completed Assessment Record Sheet p.38 (L1), p.30 (L2).	Research different financial organisations and the products they offer – collect leaflets from local branches.	Total unit time 30
Level 2 Being Financially Aware	Explore a financial decision showing an understanding of choices (B.P2). Identify the associated risks of making a financial commitment (B.P3).	<u>Numeracy:</u> Developing numerical reasoning prioritise and organise the relevant steps needed to	Speaking: Taking part in group/pair discussions to discuss ways to deal with debt and having a healthy financial lifestyle. Reading: Opportunities given to use a range of	Level 2				

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	Level 2 Analyse sources of income including deductions on employment earnings (A.P1). Prepare a budget over a fixed period of time based on a scenario (B.P2). Discuss the impacts of sound budgetary management (B.P3).	complete the task or reach a solution, Identify processes and connections and review. DCF: Interacting and collaborating, Researching, and presenting. RSE: Our decision-making impacts on the quality of our lives and the lives of others.	reading strategies i.e., reading for gist and skimming and scanning, to complete tasks correctly and in line with the assessment criteria. Writing: Responding to tasks appropriately using one of the 6 text types to meet the assessment criteria e.g., summarising, persuading, arguing, and presenting to demonstrate and describe activities to be financial aware and healthy, to be successful. Extension: Scaffolded tasks included to complete assessed tasks fully and comprehensively. Additional extension tasks included on supportive material folder. Plenary: See Plenaries PowerPoint: - Reflection tasks / key words task /	National minimum wage Real living wage Income tax Payslip Income Credit card Pension Self-employment Entrepreneur Budget Grants Interest Debt Exam strategies Using extended answers. Making links to the question. Referring to assessment criterion				
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			Bingo / Post-it task, video discussions.	appropriately and effectively.				
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Book 8: Future Roles and Setting goals

Key Stage: 3/4

Title of book: Future Roles and Setting Goals

Title of units: (L1) Produce a Personal Progression Plan

(L2) Producing a Long-Term

Progression Plan

Topic title	Learning objectives	Learning across the curriculum	Learning Activities	Key Terms/ concepts	Resources	Assessment Task (AOL/AFL)	Homework	Number of guided learning hours
Book 8	Level 1	Literacy:	Lesson starters	Key language	One Drive additional resources; Starter and Plenary PowerPoints, additional tasks, flashcards, delivery PowerPoints for each level, marking scheme/ Teacher's notes, SOW and skills map.	Formative assessment – teacher feedback throughout the unit. Summative assessment – completed Assessment Record Sheet p. 38 (L1), p.34 (L2).	Vocabulary or spellings test. Cover letter and CV draft version. Research appropriate jobs which match own skills set.	GLH 24 Total unit time 30
Level 1 Produce a Personal Progression Plan	Carry out a review of strengths and weaknesses (A.P1). Compile a short and mid-term progression plan (A.P2).	Developing and presenting information and ideas. Locating, selecting, and using information, Responding to what has been read.	See starters PowerPoint: discussions points, video links, think pair share tasks, vocabulary practice. Listening: Listen and respond to questions appropriately when applying for a job. Discuss sources of applying for jobs with others.	Perseverance Attributes Continues Professional Development (CPD) Motivation Influence Progression Feedback Responsibility Development				
Level 2 Producing a Long-Term Progression Plan	Respond to feedback on your plan (B.P3).	Numeracy: Developing numerical reasoning prioritise and	Speaking: Take part in job interview scenarios using the correct tone and language. -Sharing ideas with others to					

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	Level 2 Explore a range of personal and professional progression opportunities (A.P1). Use tools and strategies to help inform your progression plan (B.P2). Produce your progression plan (B.P3).	organise the relevant steps needed to complete the task or reach a solution, Identify processes and connections and review. Represent and communicate, review. DCF: Interacting and collaborating, Researching, and presenting. RSE: Developing physical health and well-being has lifelong benefits. How we process and respond to our experiences affects our mental health and emotional well-being.	discuss positive interview tips. Reading: Opportunities given to use a range of reading strategies i.e., reading for gist and skimming and scanning, to complete tasks correctly and in line with the assessment criteria. Writing: Responding to tasks appropriately using one of the 6 text types to meet the assessment criteria e.g., summarising, persuading, arguing, and presenting to apply for jobs successfully, create a personal progression plan to have a successful future and create a CV in the correct format. Extension: Scaffolded tasks included to complete assessed tasks fully and comprehensively. Additional extension tasks included on supportive material folder. Plenary:	Goal Commitment Divisive Aspiration Exam strategies Using extended answers. Making links to the question. Referring to assessment criterion appropriately and effectively.				
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		How we engage with social influences shapes who we are and affects our health and well-being.	See Plenaries PowerPoint: - Reflection tasks / key words task / Bingo / Post-it task, video discussions.					
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Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			