

**Policy: Personal, Social and Health Education (PSHE)**



**Reviewed: 23<sup>rd</sup> September 2019 (Learning & Standards)**

**Reviewed: 17<sup>th</sup> September 2018 (Learning & Standards)**

**Reviewed: 18<sup>th</sup> September 2017 (Learning & Standards)**

**Adopted: 12<sup>th</sup> September 2016 (Learning & Standards)**

## 1) Introduction

Personal, social and health education (PSHE) help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

They reflect on their experiences and understand how they are developing personally and socially-, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

## 2) The Teaching of PSHE

PSHE is delivered in a number of ways at Sidmouth College:

- All students in Key Stage 3 and 4, spend 1 hour every two weeks in a dedicated PSHE lesson. The curriculum is included in Appendix 1.
- Each year group has one full day per year, to focus on PSHE and related areas. The outline for these Impact Days is included in appendix 2.

- Students at Sidmouth College follow a rich and diverse curriculum where they are encouraged to develop their interpersonal skills. Many topics which feature in the humanities curriculum challenge their ideas about themselves and the world they live in.

### 3) Other PSHE opportunities

The ethos of the College contributes greatly to the wider PSHE curriculum. Students are encouraged to take an active role in the College community, through fund-raising activities, the student executive and the Student House Council. Students are encouraged to take part in a wide range of extra-curricular activities, at lunchtime and after school. Students' health is actively promoted through the P.E. curriculum.

Wherever possible and following published guidelines on their use, we encourage the use of visitors to enrich the PSHE programme. This includes members of the College community, local community representatives, staff from Careers South West, Police Officers, Drugs project workers, local employers, providers of Theatre in Education projects, and others.

### 4) Statement on Styles of Learning

It goes without saying that student involvement and activity in the PSHE curriculum is not going to be promoted by a didactic style of teaching. Materials should be provided that encourages a style of learning develops their learning habits and therefore their character, these are:

Collaboration: Working effectively with others

Listening to understand

Empathising with feelings and views

Imitation: Picking up good habits from others

Independence: Working effectively alone

Questioning: Asking questions to get below the surface

Making links and recognising relevance

Imagining how things could be and seeing a range of possibilities

Reasoning: Thinking rigorously, methodically and giving explanations.

Capitalising: Using resources purposefully

Managing distractions and sustaining concentration

Effective use of time

Noticing details

Perseverance: Overcoming frustration and difficulty

Planning your learning in advance

Adapting: Reflecting and making changes

Distilling what you have learnt and what you need to learn

Meta Learning: Talking about how you have been learning

## 5) Reviewing the Policy

In the light of the above, we recognise the need to:

- Review and update all programmes on a regular cycle, the nature of the vertical tutoring system ensures that the curriculum for PSHE is reviewed at least annually.
- involve students and parents in reviewing and challenging our practice in PSHE delivery
- to hold Parents Evenings to consult with and inform parents of developments.
- to continue to organise regular programmes of CPD for tutors.
- to work with a wide range of agencies, the Police, Health Service, local youth services and others, to improve the range of activities offered, and to ensure they are adequately resourced, effectively managed and well delivered.

## 6) Conclusion

The provision of PSHE in the College says much about the values and ethos of the school. College students are good citizens - their annual fund-raising for charity, their support for a range of causes bears this out. Students have generally positive attitudes towards sexual health, healthy lifestyles, mental health and well-being and substance misuse. They are well informed about Career options and subject choices, and are well prepared for life as members of the community.

However, no-one is complacent, and we believe that more can yet be done, to promote the aims and values of the PSHE Framework, more specifically to develop our student's resilience and attitude to their own emotional health and wellbeing. This will be achieved by continuing to gather student voice on Impact Days, further involve the students through the student executive in the design and content of the personal development curriculum and to prioritise the training and development of tutors within our college CPD program.

## Appendix 1: PSHE Whole School Curriculum

### Autumn 1

#### Health & wellbeing

### Autumn 2

#### Health & wellbeing

<p><b>Year 7</b></p>	<p><b>My Big Life – Lessons 1 -3</b>            H1. to recognise their personal strengths and how this affects their self-confidence and self-esteem</p> <p>H2. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem</p> <p>H3. to accept helpful feedback or reject unhelpful criticism</p>	<p><b>What keeps us Healthy?</b>            H13. the benefits of physical activity and exercise and the importance of sleep            H14. to recognise and manage what influences their choices about exercise</p> <p>H16. what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)            H17. what might influence their decisions about eating a balanced diet</p> <p>H10. the purpose and importance of immunisation and vaccination</p>
<p><b>Year 8</b></p>	<p><b>My Big Life – Lessons 4 - 6</b>            H4. to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment</p> <p>H5. the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies;            H6. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it</p> <p>H15. the importance of, and strategies for, maintaining a balance between work, leisure and exercise</p>	<p><b>Looking after my Health</b>            H27. to recognise and strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs)</p> <p>H29. the safe use of prescribed and over the counter medicines            H21. to understand how the inappropriate use of mobile phones can contribute to accidents</p> <p>H31. how to access local health services and other sources of support such as smoking cessation services or if concerned about own or others’ alcohol or substance use</p>
<p><b>Year 9</b></p>	<p><b>What affects my identity?</b>  <b>Dove session 1 and 2</b>            H18. how the media portrays young people; to recognise its possible impact on body image and health issues</p>	<p><b>What are drugs?</b>            H24. the positive (for example the treatment or eradication of disease) and negative (for example dependency) roles played by drugs in society (including alcohol)</p>

	<p>H19. that identity is affected by a range of factors, including the media and a positive sense of self</p> <p>H32. about cancer and cancer prevention, including healthy lifestyles and (in upper key stage 3) testicular self-examination, acknowledging that childhood and adolescent cancers are rarely caused by lifestyle choices</p>	<p>H25. factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis</p> <p>H26. the law relating to the supply, use and misuse of legal and illegal substances</p> <p>H28. the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke</p> <p>H30. the risks and consequences of ‘experimental’ and ‘occasional’ substance use and the terms ‘dependence’ and ‘addiction’</p>
<b>Year 10</b>	<p><b>How can I be resilient?</b> <b>Dove session 3 – 5.</b></p> <p>H1. to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this</p> <p>H2. to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism</p> <p>H10. to recognize and manage feelings about, and influences on, their body image including the media’s portrayal of idealised and artificial body shapes</p>	<p><b>How can choices affect health?</b></p> <p>H7. how to take increased responsibility for maintaining and monitoring their own health</p> <p>H8. how lifestyle choices affect a developing foetus</p> <p>H11. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning salons</p>
<b>Year 11</b>	<p><b>How to look after my wellbeing</b> <b>Samaritans DEAL</b></p> <p>H3. strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing</p>	<p><b>How to keep healthy during Year 11</b></p> <p>H5. (reinforcing and building on key stage 3 learning) to recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it</p>

	H4. the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)	
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	<b>Spring Term 1</b> <b>Relationships</b>	<b>Spring Term 2</b> <b>Relationships</b>
<b>Year 7</b>	<p><b>What makes a good friend?</b></p> <p>R1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)</p> <p>R2. to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise</p> <p>R3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness</p> <p>R6. the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)</p>	<p><b>How can other people affect me?</b></p> <p>R30. to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it</p> <p>R31. to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours</p> <p>R37. how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns</p> <p>R4. to explore the range of positive qualities people bring to relationships</p>
<b>Year 8</b>	<p><b>What are relationships?</b></p> <p>R8. different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)</p>	<p><b>How to deal with relationships</b></p> <p>R12. how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement</p>

	<p>R9. the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children</p> <p>R10. that marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable</p> <p>R11. the roles and responsibilities of parents, carers and children in families</p>	<p>R13. to understand the importance of friendship and to begin to consider love and sexual relationships in this context</p> <p>R36. to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy</p> <p>R34. about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support</p>
<b>Year 9</b>	<p><b>What is a healthy relationship?</b></p> <p>R14. to understand what expectations might be of having a girl/boyfriend</p> <p>R7. that the media portrayal of relationships may not reflect real life and the possible impact of this on people’s expectations of relationships</p> <p>R18. that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected</p> <p>R29. the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them</p> <p>R38. when the sharing of explicit images may constitute a serious criminal offence</p>	<p><b>How does social media affect relationships?</b></p> <p>R23. to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)</p> <p>R5. that relationships can cause strong feelings and emotions (including sexual attraction)</p> <p>R32. to understand the terms ‘habit’, ‘dependence’ and ‘addiction’ in a wide variety of contexts (including substance use and information technology) and where and how to access support if they have concerns</p> <p>R33. laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon</p>
<b>Year 10</b>	<p><b>What is identity and sexuality?</b></p> <p>R13. about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p> <p>R2. the characteristics and benefits of positive, strong, supportive, equal relationships</p>	<p><b>How is a family made?</b></p> <p>R4. parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding)</p> <p>R24. the reasons why parents choose to adopt/foster or to place children for adoption/fostering</p>

	<p>R14. to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)</p> <p>R1. strategies to manage strong emotions and feelings</p> <p>R3. that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other</p> <p>R6. managing changes in personal relationships including the ending of relationships</p>	<p>R27. that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age</p> <p>R28. about the options open to people who are not able to conceive</p> <p>R25. about abortion, including the current legal position and the range of beliefs and opinions about it</p> <p>R26. the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support</p>
<b>Year 11</b>	<p><b>Managing relationships into Adulthood</b></p> <p>R19. to manage unwanted attention in a variety of contexts (including harassment and stalking)</p> <p>R17. to understand the pernicious influence of gender double standards and victim-blaming</p> <p>R20. to understand and respect others' faith and cultural expectations concerning relationships and sexual activity</p> <p>R29. the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)</p>	<p><b>When things go wrong in relationships</b></p> <p>R9. about the impact of domestic abuse (including sources of help and support)</p> <p>R10. the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances</p> <p>R11. about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement</p>

	<b>Summer Term 1</b> <b>Living in the Wider World</b>	<b>Summer Term 2</b> <b>Living in the Wider World</b>
<b>Year 7</b>	<b>What helps me to succeed?</b>  <i>How do my skills fit with local jobs?</i> <ul style="list-style-type: none"> <li>• <i>Kudos and match to local jobs (icould buzz quiz)</i></li> </ul> L1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices L2. the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3)  Enterprise and Career Project? L8. about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills L15. the benefits of being ambitious and enterprising in all aspects of life	<b>What are money risks?</b> EconoMe  L18. to assess and manage risk in relation to financial decisions that young people might make  L19. about gambling (including on-line) and its consequences, why people might choose to gamble, and the gambling industry influences their choices and tries to engage them in gambling; how to manage pressure or influence to gamble and access support if worried about themselves or others  L20. to explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environments)
<b>Year 8</b>	<b>What is a career?</b> L10. different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work <ul style="list-style-type: none"> <li>• Job centre presentation and interview</li> </ul> L16. the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit	<b>Making the transition to KS4</b> L14. about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process <ul style="list-style-type: none"> <li>• Icould buzz quiz</li> </ul> L9. to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them
<b>Year 9</b>	<b>What are Human Rights?</b> L5. about the potential tensions between human rights, British law and cultural and religious expectations and practices	<b>Which careers?</b> L11. about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks

	<p>L6. about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored</p> <p>L17. the importance of protecting their own and others' reputations; protecting their 'on-line presence': the concept of having a personal 'brand' that can be enhanced or damaged</p>	<p>L12. about different work roles and career pathways, including clarifying their own early aspirations</p> <p>L13. about the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes</p>
<b>Year 10</b>	<p><b>What are the challenges to diversity?</b></p> <p>L2. about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace</p> <p>L3. to think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of 'shame' and 'honour based' violence)</p> <p>L4. to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern</p> <p>L5. how to recognise a 'cult'; how it differs from other types of group; how cults recruit; how to seek help if they are worried for themselves or for others</p>	<p><b>The world of work</b></p> <p>L6. how social media can offer opportunities to engage with a wide variety of views on different issues</p> <p>L7. to recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views</p> <p>L10. how their strengths, interests, skills and qualities are changing and how these relate to future employability</p> <p>L12. to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)</p> <p>L17. attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')</p> <p>L9. about harassment and how to manage this (including in the workplace); the legal consequences of harassment</p>
<b>Year 11</b>	<p><b>Managing Money</b></p> <p>L20. to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms); to access appropriate support for financial decision-making and for concerns over money, gambling etc.</p> <ul style="list-style-type: none"> <li>• Student finance</li> </ul>	<p><b>Study Leave</b></p>

	<p>L21. to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices</p> <p>L22. their consumer rights and how to seek redress</p>	
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## Proposal for Impact Days 2019 - 2020

Year	Day	Date	Themes and Workshops	Notes/ Costs
7 NUMBERS: 145	Monday	14 <sup>th</sup> October 2019	1 Paul Stevens Play £150 – Virtual Reality 1 Paul Stevens follow up 1 physical changes and puberty Tracey – menstruation/packs etc PCSO Phil Thomas – Positive Behaviour in the Community 1 HoH team building in the gym –	TW £250 Paul Stevens £150
11 NUMBERS: 124	Thursday	14 <sup>th</sup> November 2019	1 consent and pornography with TW 2 session with real experience groups (Five Lives) 1 session PCSO Phil Thomas– drugs and the law 1 Wellbeing session Active or Relax	Cost for Five Lives workshop £200 TW £300
10 NUMBERS: 133	Friday	7 <sup>th</sup> February 2020	1 Paul Stevens 1 SRE Tracey Wills – body image and pornography 1 Road Safety Devon and Somerset Fire Safety 1 PCSO Phil Thomas – Alcohol and the Law 1 Five Lives – recovery Ali	TW £250 Paul Stevens £150
8 NUMBERS: 129	Monday	9 <sup>th</sup> March 2020	1 showing of FIT film in hall (Reg and P1) 1 conception and definitions of sex Tracey Wills 1 CSE awareness with REACH 1 Job Centre Plus Session 1 Arson awareness Devon and Somerset Fire and Rescue Service	TW £250
9 NUMBERS: 120	Thursday	7 <sup>th</sup> May 2019	1 Paul Stevens Play – What’s love got to do with it 1 Contraception and STIs condom demo Tracey Wills 1 mock trial with magistrates 1 Phil Thomas - 1 First Aid – recovery position	TW £250 Paul Stevens £130
<b>TOTAL COST:</b>				<b>£1230 (£1700)</b>

### Careers Dates:

10<sup>th</sup> Sept Aim Higher Year 11

23<sup>rd</sup> Sept Introduction to Work Experience Year 10

22<sup>nd</sup> Nov Careers Roundabout Year 9

## Year 7 Impact Day Monday 14<sup>th</sup> October

	RALEIGH	GRENVILLE	SCOTT	DRAKE
<b>REG 8.50 – 9.15</b>				
P1 9.15 – 10.15	Session A: Virtual Reality Play and Workshop in the Gym	Session A: Virtual Reality Play and Workshop in the Gym	Session B: Positive behaviour in the Community PCSO Phil Thomas	Session C: Puberty and SRE with Tracey Wills
P2 10.15 – 11.15	Session A: Virtual Reality Play and Workshop in the Gym	Session A: Virtual Reality Play and Workshop in the Gym	Session C: Puberty and SRE with Tracey Wills	Session B: Positive behaviour in the Community PCSO Phil Thomas
<b>BREAK 11.15 – 11.35</b>				
P3 11.35 – 12.35	Session B: Positive behaviour in the Community PCSO Phil Thomas	Session C: Puberty and SRE with Tracey Wills	Session A: Virtual Reality Play and Workshop in the Gym	Session A: Virtual Reality Play and Workshop in the Gym
P4 12.35 – 1.35	Session C: Puberty and SRE with Tracey Wills	Session B: Positive behaviour in the Community PCSO Phil Thomas	Session A: Virtual Reality Play and Workshop in the Gym	Session A: Virtual Reality Play and Workshop in the Gym
<b>LUNCH 1.35 – 2.20</b>				
P5 2.20 – 3.20	Session D: House team building in Sports Hall with BW	Session D: House team building in Sports Hall with BW	Session D: House team building in Sports Hall with BW	Session D: House team building in Sports Hall with BW

Session A: Virtual Reality Play and Workshop in the drama studio

Session B: Positive behaviour in the Community PCSO Phil Thomas

Session C: Puberty and SRE with Tracey Wills

Session D: House team building in Sports Hall with BW

## Year 8 Impact Day Monday 11<sup>th</sup> March 2019

	RALEIGH	GRENVILLE	SCOTT	DRAKE
REG 8.50 – 9.15				
P1 9.15 – 10.15	<b>9.05 start in hall -</b> Session A: showing of tackling homophobia film	<b>9.05 start in hall -</b> Session A: showing of tackling homophobia film	<b>9.05 start in hall -</b> Session A: showing of tackling homophobia film	<b>9.05 start in hall -</b> Session A: showing of tackling homophobia film
P2 10.15 – 11.15	Session B: CSE Awareness with REACH	Session C: What is conception? With school nurse Tracey Wills		Session E: Arson awareness with Devon and Somerset Fire and Rescue
BREAK 11.15 – 11.35				
P3 11.35 – 12.35	Session E: Arson awareness with Devon and Somerset Fire and Rescue Service	Session B: CSE Awareness with REACH	Session C: What is conception? With school nurse Tracey Wills	
P4 12.35 – 1.35		Session E: Arson awareness with Devon and Somerset Fire and Rescue Service	Session B: CSE Awareness with REACH	Session C: What is conception? With school nurse Tracey Wills
LUNCH 1.35 – 2.20				
P5 2.20 – 3.20	Session C: What is conception? With school nurse Tracey Wills		Session E: Arson awareness with Devon and Somerset Fire and Rescue	Session B: CSE Awareness with REACH

Session A: showing of tackling homophobia film

Session B: CSE Awareness with REACH

Session C: What is conception? With school nurse Tracey Wills

Session D: The World of Work with Matt Hurley from Jobcentre Plus in room 10

Session E: Arson awareness with Devon and Somerset Fire and Rescue

## Year 9 Impact Day Friday 10<sup>th</sup> May

	RALEIGH	DRAKE	SCOTT	GRENVILLE
REG 8.50 – 9.15				
P1 9.15 – 10.15	What's Love got to do with it? Play in hall	What's Love got to do with it? Play in hall	What's Love got to do with it? Play in hall	What's Love got to do with it? Play in hall
P2 10.15 – 11.15	Our legal system: mock trial with local magistrates in	Contraceptives and what they can protect from with Tracey Wills	Rights and Responsibilities in the local community PCSO Phil Thomas	
BREAK 11.15 – 11.35				
P3 11.35 – 12.35		Our legal system: mock trial with local magistrates	Contraceptives and what they can protect from with Tracey Wills	Rights and Responsibilities in the local community PCSO Phil Thomas
P4 12.35 – 1.35	Rights and Responsibilities in the local community PCSO Phil Thomas		Our legal system: mock trial with local magistrates	Contraceptives and what they can protect from with Tracey Wills
LUNCH 1.35 – 2.20				
P5 2.20 – 3.20	Contraceptives and what they can protect from with Tracey Wills	Rights and Responsibilities in the local community PCSO Phil Thomas		Our legal system: mock trial with local magistrates

What's Love got to do with it? Play in hall

Contraceptives and what they can protect from with Tracey Wills

Our legal system: mock trial with local magistrates

Rights and Responsibilities in the local community PCSO Phil Thomas

First Aid - CPR

## Year 10 Impact Day Friday 1<sup>st</sup> February 2019

	RALEIGH	DRAKE	SCOTT	GRENVILLE
REG 8.50 – 9.15				
P1 9.15 – 10.15	Session A - sexual health workshop with School Nurse Tracey Wills	Session B - Road Safety with Devon and Somerset Fire Safety Team	Session C – Drugs and the law with PCSO Phil Thomas	Session D – Five Lives
P2 10.15 – 11.15	Session D – Five Lives	Session A - sexual health workshop with School Nurse Tracey Wills	Session B - Road Safety with Devon and Somerset Fire Safety Team	Session C – Drugs and the law with PCSO Phil Thomas
BREAK 11.20 – 11.40				
P3 11.35 – 12.35	Session C – Drugs and the law with PCSO Phil Thomas	Session D – Five Lives	Session A - sexual health workshop with School Nurse Tracey Wills	Session B - Road Safety with Devon and Somerset Fire Safety Team
P4 12.35 – 1.35	Session B - Road Safety with Devon and Somerset Fire Safety Team	Session C – Drugs and the law with PCSO Phil Thomas	Session D – Five Lives	Session A - sexual health workshop with School Nurse Tracey Wills
LUNCH 1.35 – 2.20				
P5 2.20 – 3.20	Spyral performance	Spyral performance in the Gym	Spyral performance	Spyral performance

Spyral performance in the Gym

Session A - Sexual health workshop with School Nurse Tracey Wills in room 5

Session B - Road Safety with Devon and Somerset Fire Safety Team in room 3

Session C – Drugs and the law with PCSO Phil Thomas in room 34

Session D – Five Lives Recovery Stories

## Year 11 Impact Day Friday 16<sup>th</sup> November

	<b>RALEIGH</b> SF, MC, RJP, SL, RAC	<b>DRAKE</b> CD, PR, JD, AB, MP	<b>SCOTT</b> JB, MGH, HBD, RS	<b>GRENVILLE</b> CT, NC, ON, RJ, SO	<b>MIX</b> SCW, DO, JLC, RK, LJM
<b>REG</b> 8.50 – 9.15					
P1 9.30 – 10.25	Session A –	Session B - Five Lives: the impact of Alcohol addiction	Session C – Drugs and the law with PCSO Phil Thomas	Session D – Your Wellbeing Active or Relaxation choice of session (Gym OR in Room 6)	Session E – Five Lives: the impact of drug addiction
P2 10.25 – 11.20	Session E – Five Lives: the impact of drug addiction	Session A –	Session B - Five Lives: the impact of Alcohol addiction	Session C – Drugs and the law with PCSO Phil Thomas	Session D – Your Wellbeing Active or Relaxation choice of session (Gym OR in Room 6)
<b>BREAK</b> 11.20 – 11.40					
P3 11.40 – 12.35	Session D – Your Wellbeing Active or Relaxation choice of session (Gym OR in Room 6)	Session E – Five Lives: the impact of drug addiction	Session A –	Session B - Five Lives: the impact of Alcohol addiction	Session C – Drugs and the law with PCSO Phil Thomas
P4 12.35 – 1.35	Session C – Drugs and the law with PCSO Phil Thomas	Session D – Your Wellbeing Active or Relaxation choice of session (Gym OR in Room 6)	Session E – Five Lives: the impact of drug addiction Room 10c	Session A –	Session B - Five Lives: the impact of Alcohol addiction
<b>LUNCH</b> 1.35 – 2.20					

P5 2.20 – 3.20	Session B - Five Lives: the impact of Alcohol addiction	Session C – Drugs and the law with PCSO Phil Thomas	Session D – Your Wellbeing Active or Relaxation choice of session (Gym OR in Room 6)	Session E – Five Lives: the impact of drug addiction	Session A –
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Session A – What is consent?

Session B - Five Lives: the impact of Alcohol addiction in Room 10

Session C – Drugs and the law with PCSO Phil Thomas in Room 20

Session D – Your Wellbeing Active or Relaxation choice of session (Gym OR in Room 6)

Session E – Five Lives: the impact of drug addiction in Room 10c

