



Year 12

Relationships and Sex Education (RSE) (Including online relationships)	Health Education: Physical Health and Mental Wellbeing	Living in the Wider World - Citizenship and British Values	Online Safety
<p><b>Staying Safe – Healthy Relationships (Guidance)</b></p> <ul style="list-style-type: none"> <li>• What is sexual harassment?</li> <li>• How and where to report.</li> <li>• Male and female statistics on sexual harassment and harmful sexual behaviours</li> <li>• Say Something campaign</li> </ul> <p><b>Staying Safe – Online Blackmail (PD in S&amp;C)</b></p> <ul style="list-style-type: none"> <li>• To learn about different types of online blackmail and the tactics offenders may use.</li> </ul>	<p><b>School Safety Plan (Guidance)</b></p> <ul style="list-style-type: none"> <li>• Keeping students safe in school: fire safety; accessing support in school, including safeguarding.</li> </ul> <p><b>A Level State of Mind (Guidance and S&amp;C)</b></p> <ul style="list-style-type: none"> <li>• Helping students to adjust to A Level studies; advice and guidance on making effective transition from GCSE to A Level studies</li> </ul> <p><b>World Mental Health Day (Guidance &amp; Student Events)</b></p> <ul style="list-style-type: none"> <li>• Student led day of raising awareness, providing sources of</li> </ul>	<p><b>Freshers Fair (Guidance)</b></p> <ul style="list-style-type: none"> <li>• Assembly from Student President discussing Student Leadership Team vision; Senior VP Head of Student Council explaining role; VP Student Voice explaining power of student voice; Freshers Fair in canteen to celebrate diversity and opportunities to get involved in Sixth Form life and make a successful transition from GCSE to A Level experience.</li> </ul> <p><b>Black History Month (Guidance)</b></p> <ul style="list-style-type: none"> <li>• A range of student led activities, including an assembly, to raise awareness</li> </ul>	<p><b>Staying Safe Online (PD in S&amp;C)</b></p> <ul style="list-style-type: none"> <li>• Online safety including fake news and financial scams.</li> </ul> <p><b>Sharing Nudes (PD in S&amp;C)</b></p> <ul style="list-style-type: none"> <li>• How to stay safe online</li> </ul> <p><b>Termly Parent Newsletter (KLJ/JRE)</b></p> <ul style="list-style-type: none"> <li>• How to keep your young person safe online</li> <li>• Identify strategies that can be used to respond to pressuring messages.</li> <li>• To understand how someone’s attitudes and behaviours may affect peers that have had their images released.</li> <li>• To understand the process of reporting and removing nude images.</li> </ul>

	<ul style="list-style-type: none"> <li>To describe different types of online blackmail.</li> <li>Analyse the different tactics and types of attention offenders might use online.</li> </ul> <p><b>Tackling Violence Against Women and Girls (PD in S&amp;C)</b></p> <ul style="list-style-type: none"> <li>To learn about strategies to support personal safety, especially when out socialising with peers.</li> <li>Identify situations where people may feel unsafe when out socialising</li> <li>Evaluate how to support personal safety for each other</li> <li>Analyse the effect of attitudes towards personal safety and violence against women and girls</li> </ul>	<p>support and education.</p> <p><b>Staying Safe (Guidance)</b></p> <ul style="list-style-type: none"> <li>How to manage your own wellbeing and how to support each other- sources of support in and outside of Sixth Form</li> </ul> <p><b>Say Something Launch (Guidance)</b></p> <ul style="list-style-type: none"> <li>An introduction in how to use Say Something and its purpose at Sixth Form</li> </ul> <p><b>Challenges Facing Men and Boys (PD in S&amp;C)</b></p> <ul style="list-style-type: none"> <li>Helping all students understand the challenges facing men and boys in education, work, wider society and online.</li> <li>To explore ways of supporting men and young boys.</li> </ul>	<p><b>Armistice Day (Guidance)</b></p> <ul style="list-style-type: none"> <li>Assembly to remember all those who have died in conflicts around the world since the end of World War I.</li> </ul> <p><b>Holocaust Memorial Day (Guidance)</b></p> <ul style="list-style-type: none"> <li>Student led assembly after visit to Auschwitz to reflect on the horrors of the Holocaust.</li> </ul> <p><b>LGBT+ History Month (Guidance)</b></p> <ul style="list-style-type: none"> <li>The unacceptability of prejudice-based language and behaviour, online and offline, including, homophobia, biphobia, transphobia, racism, the need to challenge it and how to do so</li> <li>The need to promote inclusion and challenge discrimination</li> <li>The history of the LGBT+ community</li> </ul> <p><b>Ethics, Philosophy and Religion Conference Launch and Day (Guidance &amp; day off timetable)</b></p>	<ul style="list-style-type: none"> <li>Assess different strategies to challenge victim-blaming attitudes.</li> </ul> <p><b>Equality Act 2010 - Protected Characteristics (PD in S&amp;C)</b></p> <ul style="list-style-type: none"> <li>The need to promote inclusion and challenge discrimination, Strategies to challenge all forms of prejudice and discrimination and how to do so safely, including online</li> </ul> <p><b>Online Behaviour and its Ramifications (PD in S&amp;C)</b></p> <ul style="list-style-type: none"> <li>Students consider their usernames and email addresses and the impact they can have when applying for jobs</li> <li>They learn about the impact of trolling and the legal consequences of trolling someone</li> <li>They learn about cyberstalking, harassment</li> <li>The dangers of porn refresher; unrealistic expectations</li> <li>Correctly identify what to do to prevent</li> </ul>
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			<p>individuals and communities</p> <ul style="list-style-type: none"> <li>• The unacceptability of prejudice-based language and behaviour, online and offline, including sexism, homophobia, biphobia, transphobia, racism, disablist and faith-based prejudice, the need to challenge it and how to do so</li> <li>• The need to promote inclusion and challenge discrimination</li> </ul>	
<p><i>Year 13</i></p>	<p><b>Staying Safe – Healthy Relationships (Guidance)</b></p> <ul style="list-style-type: none"> <li>• What is sexual harassment?</li> <li>• How and where to report.</li> <li>• Male and female statistics on sexual harassment and harmful sexual behaviours</li> <li>• Say Something campaign(refresher)</li> </ul>	<p><b>World Mental Health Day (Guidance &amp; Student Events)</b></p> <ul style="list-style-type: none"> <li>• Student led day of raising awareness, providing sources of support and education.</li> </ul> <p><b>Staying Safe (Guidance)</b></p> <ul style="list-style-type: none"> <li>• How to manage your own wellbeing and how to support each other- sources of support in and outside of Sixth Form</li> </ul> <p><b>Staying Safe – Smoke Free Lancashire (Guidance)</b></p>	<p><b>Black History Month (Guidance)</b></p> <ul style="list-style-type: none"> <li>• A range of student led activities, including an assembly, to raise awareness</li> </ul> <p><b>Armistice Day (Guidance)</b></p> <ul style="list-style-type: none"> <li>• Assembly to remember all those who have died in conflicts around the world since the end of World War I.</li> </ul> <p><b>Holocaust Memorial Day (Guidance)</b></p> <ul style="list-style-type: none"> <li>• Student led assembly after visit to Auschwitz to reflect on the horrors of the Holocaust.</li> </ul>	<p><b>AI – The Good, The Bad and The Ugly (Guidance)</b></p> <ul style="list-style-type: none"> <li>• Helping students critically evaluate the use of AI in their lives and studies</li> <li>• Students also consider fraud online and how to spot potentially fraudulent messages</li> <li>• Strategies to respond, access support and report concerns</li> </ul> <p><b>Termly Parent Newsletter (KLJ/JRE)</b></p> <ul style="list-style-type: none"> <li>• How to keep your young person safe online</li> </ul>

		<ul style="list-style-type: none"> <li>• Assembly from outside speakers to inform students on the dangers of smoking cigarettes and vapes.</li> </ul> <p><b>Drug Use (Guidance)</b></p> <ul style="list-style-type: none"> <li>• Students build on what they know about drugs and the difference in legal penalties for possession and supply</li> <li>• Common drugs that they might encounter when they go out drinking with their friends or when they go to university (nitrous oxide (balloons), cocaine, cannabis, ecstasy MDMA, ketamine and amphetamines)</li> </ul>	<p><b>LGBT+ History Month (Guidance)</b></p> <ul style="list-style-type: none"> <li>• The unacceptability of prejudice-based language and behaviour, online and offline, including, homophobia, biphobia, transphobia, racism, the need to challenge it and how to do so</li> <li>• The need to promote inclusion and challenge discrimination</li> <li>• The history of the LGBT+ community</li> </ul>	<ul style="list-style-type: none"> <li>• Identify strategies that can be used to respond to pressuring messages.</li> <li>• To understand how someone's attitudes and behaviours may affect peers that have had their images released.</li> <li>• To understand the process of reporting and removing nude images.</li> <li>• Assess different strategies to challenge victim-blaming attitudes.</li> </ul>
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