



## FRIENDS' SCHOOL SAFFRON WALDEN

### **Policy for Personal, Social and Health Education (PHSE) (including Citizenship)**

This policy applies to all sections of Friends' School, including the Early Years Foundation Stage and Key Stage One.

The policy for Personal, Social and Health Education reflects the aims of the school; it seeks to reinforce the Quaker ethos of the school through a varied programme of education, appropriate to each age group. Individual care is central to the school's purpose and all teachers have both an academic and a pastoral role. The pastoral system supports the academic curriculum and also has a dedicated programme of its own through PSHE.

Our programme is based on the provisions of the National Curriculum and the Every Child Matters programme.

#### SECTION 1

##### The Aims and objectives

##### Aims:

These are organised into four areas for each keystage:

- Developing confidence and responsibility and making the most of pupils' abilities;
- Preparing to play an active role as citizens;
- Developing a healthy, safer lifestyle;
- Developing good relationships and respecting the differences between people.

##### Objectives:

- To develop pupils' confidence, independence and responsibility and help them make the most of their abilities.
- To prepare pupils for an active role as future citizens, so that they may make a positive contribution to society.
- To help pupils to develop a healthy lifestyle and keep themselves and others safe.
- To help pupils to develop effective and fulfilling relationships and learn to respect the differences between people.
- To act as members of a democracy with a sense of fairness and respect for authority and the processes of law.

- To raise pupils' awareness of issues associated with equal opportunities, enabling them both to deal with prejudice themselves and to avoid making prejudiced judgements.
- To inculcate a sense of positive self-esteem in all children, so that they may enjoy and achieve.
- To achieve economic wellbeing

## SECTION 2

### Teaching and Learning style

We use a range of teaching and learning styles to meet the PSHE and Citizenship requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem solving activities. We encourage children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events, such as an assembly or open day. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules and resolve conflicts. We offer children the opportunity to hear visiting speakers, whom we invite into the school to talk about their roles in creating a positive and supportive local community.

### Organisation: the Junior School

A non-statutory framework for PSHE and Citizenship at key stages 1 and 2 is incorporated within the National Curriculum. At Friends Junior School we recognise the importance and intrinsic value of enabling children to develop into autonomous, independent and self-confident individuals with a sense of their own personal worth and respect for the diversity of the society in which we live.

Education, which is of good quality by its very nature, promotes good personal and social development, but it is also necessary to allocate 'taught' time in which to focus on specific issues.

We teach PSHE and Citizenship in a variety of ways. Sometimes for example, when dealing with issues around road safety or personal safety, we teach PSHE as a discrete subject. On other occasions we introduce PSHE and citizenship topics through other subjects. For example when teaching about the local environment, we may discuss the implication of planning and recycling. The school also has a Green Team that looks at ways in which as a community we can improve our contribution to the environment. All children are involved in this and the school is currently working towards its gold award for Eco schools.

There is also a large overlap between the programme of study for religious education and the aims of PSHE and citizenship. Our anti-bullying and behaviour policies are also linked with the PSHE policy.

The scheme of work for Early Years, Key Stage 1 and Key Stage 2 is based on a variety of resources including Primary Foundation PSHE and Citizenship and the LCP scheme of work for PSHE and Citizenship. Each class is timetabled to receive thirty minutes of PSHE a week. Across the course of the school year the children will receive 18 hours of PSHE. Some teachers may choose to block their sessions into half termly units. PSHE time must be seen as flexible as it is often necessary to address issues as and when they arise. Circle time is also incorporated into the curriculum.

If specific issues arise with individual children then bubble groups or circles of friends may be set up to support the child through peer support and example.

The children are taught in their own classroom and have access to an IWB, television and computers.

The EYFS and Junior School Schemes of Work are included at the end of this policy document.

### The Senior School

There is a timetabled session of PSHE every week at Key Stages 3 and 4, delivered mostly by Form Teachers or specialists from outside agencies.

Schemes of Work are written for each Year group and discussed and reviewed with teachers delivering the programme at termly meetings with the Assistant Head (Pastoral) who oversees the programme.

The Schemes of Work are included at the end of this policy document.

### Teaching and Learning

The methods of teaching Personal, Social and Health Education are crucial. Pupils need to participate in order for the curriculum to have relevance and meaning.

Where possible, links will be made to other areas of the curriculum, to enhance understanding.

Teachers will use approaches in which pupils are active, that enable pupils to share their feelings, their knowledge and their opinions; teachers will ensure pupils are provided with opportunities to listen to what others understand, think, feel and do.

The teacher's role is  
to be non judgmental;  
to empathise;  
to encourage;  
to challenge;  
to respond sensitively to pupils' backgrounds and experiences;  
to start with the understandings of the pupils.

The teacher should not  
investigate a pupil's lifestyle;  
put pupils on the spot;  
examine publicly an individual's health or personal behaviour.

A pupil's question in PSHE will be dealt with, as in any other lesson, in an honest and sensitive manner appropriate to the pupil's level of understanding, religious and cultural background.

Groundrules will be used to ensure a safe learning environment and to enable all pupils to contribute to discussion and respond appropriately.

### Visitors and Outside speakers

Perhaps, unlike other areas of the curriculum, because of the importance of the teaching approaches and the sensitivity of many issues there is a need to be cautious about the process and objectives for such sessions.

As with other areas of the curriculum, the teachers will take full responsibility for planning, teaching and evaluation. They will ensure that they are fully involved in all such sessions and visitors are not left alone with a class of pupils.

The co-ordinator will review and monitor the visitor experiences to ensure it contributes to and enhances the school's PSHE programme.

### Code of practice for involving external services

Check that

1. the service/individual has a remit to work within a school setting;
2. their aims are compatible with educational aims for young people in a school setting;
3. their training and resources match the age group they intend to work with;
4. they have vetted staff and clear procedures that will safeguard children (see Safeguarding Policy);
5. they are enhancing the work of the teacher rather than duplicating the teacher's role.

## SECTION 3

### Skills and further opportunities

#### Use of I.C.T

Pupils will be given opportunities to apply and develop their ICT skills through the use of ICT tools. ICT makes a contribution to the teaching of PSHE, in that pupils engaged in ICT activities often learn to work together in a collaborative manner. They also have access to a range of useful online resources.

### Special Needs

We teach PSHE and Citizenship to all pupils, regardless of their ability, responding to pupils' diverse needs and setting suitable challenges. We use a variety of techniques to include both less able and Gifted and Talented pupils. PSHE can provide opportunities for pupils to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class, the school or wider community.

### Equal Opportunities

We aim to develop PSHE skills in, and teach PSHE to, all pupils, giving them the opportunity to access the curriculum, and to demonstrate achievements, irrespective of ability, gender, race, social background or previous experience.

### Educational Visits

Dedicated PSHE out-of-classroom activities are arranged for different Year Groups, eg Year 7 who attend the 2Smart for Drugs workshop; theatre performances dealing with important aspects of PSHE are attended by Years 8 and 9; Study Skills Workshops are provided for Years 9, 10 and 11. In the Junior School, Year 6 visit 'Crucial Crew' each year.

Teamwork skills are also emphasised on residential trips in year 4,5 and 6. These trips take the children away from their home environment and encourage the use of teamwork and independence. The trips include a sleep-over at the Science Museum, a week in Norfolk and a week in Snowdonia. From time to time visiting speakers will attend assemblies or classes to discuss citizenship issues. The children are also actively involved in regular fund raising. Children also make several visits to other environments during the course of their time at Friends' school.

### School Council

Both sections of the School, Junior and Senior, have an active School Council which gives all pupils an opportunity to voice their opinions and contribute to the running of the school. Their peers choose members of the School Council. School Council members meet regularly and provide feedback to their class. They range in age from Year 2 to the Sixth Form. The pupils usually hold this position for a school year. In the Senior School, further opportunities are offered to pupils who may sit on different committees which report to the School Council (Charities, Food, Quaker, Boarding, Eco-Action Committee).

All children in KS2 help to recommend House Captains. In the Senior School the House Captains are chosen from among the Sixth Form.

### Health and Safety

Staff will do all that is reasonably practicable to establish and maintain high standards of health, safety and welfare for all children in the implementation of the PSHE curriculum.

## SECTION 4

### Assessment

Assessment of pupil's learning in PSHE is an integral process within classroom activities.

In PSHE there are two broad areas for assessment:

- A pupil's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well pupils can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting relationships.

We do not set formal examinations in PSHE and Citizenship. The assessments we make are positive, and record achievement in its widest sense. Children in the Junior School frequently receive stars, merits and certificates of excellence for achievement, behaviour and their contribution to the school. The achievements of pupils in PSHE are reported to parents twice a year in their formal reports.

## SECTION 5

### Managing the programme

### Co-ordination

This policy reflects the main aims of the school and will provide a framework for issues dealt with in related policies such as Sex Education, Substance Abuse, Anti-bullying and Safeguarding. It will also be supportive of behaviour-related policies and contribute to the co-ordination of policies related to adults such as the school Anti-Smoking policy and Health and Safety.

### The co-ordinator's role is to:

- Plan and co-ordinate the implementation of Personal, Social and Health Education;
- Work with an agreed action plan on aspects of the PSHE curriculum;
- Establish monitoring and evaluation strategies ;
- Liaise with parents and the wider community on aspects related to the PSHE curriculum;
- Attend relevant training to keep up to date and improve personal skills and understandings;
- Establish and monitor a staff development strategy to support the implementation of PSHE;
- The PSHE coordinator is also responsible for the purchase and updating of teaching resources;
- There is a PSHE Coordinator in both sections of the school.

### Staff Development

As there is little or no initial training in these areas there will be a staff development strategy that takes into account the following.

1. Awareness sessions for all staff that reflect their responsibilities within a whole school approach.
2. Training in sensitive areas where teachers require greater confidence.
3. Training for key staff which reflects their co-ordination and /or management responsibilities.

## SECTION 6

### Programmes of Study in EYFS and the Junior School

#### Early Years

In the Nursery and Reception the children follow the appropriate scheme of work and are working in the foundation stage leading into Key Stage 1 of the National Curriculum.

#### KS1 AND 2

At Friends' Junior School we follow the recommended guidance for the teaching of PSHE and citizenship. A scheme of work for Early Years, Key Stages 1 and 2 is followed which is in line with the Government framework.

There are different forms of curriculum provision for PSHE and citizenship:

- Teaching PSHE through, and in, other subjects
- Through PSHE and citizenship activities
- Assemblies

A combination of these is needed in a whole-school approach. Teachers plan and deliver a PSHE programme, which is appropriate for their class. Because of the nature of this subject it will often be necessary to address issues as and when they arise out of situations that occur both in the school environment (such as bullying) and at home (such as a bereavement or the death of a pet). Although the planning of the PSHE curriculum is the responsibility of individual teachers, the wider community is collectively responsible for the atmosphere within school and for promoting a positive environment. Teaching assistants and mid-day assistants also play an important part in reinforcing the values of the school.

## CURRICULUM MAP- PSHE AND CITIZENSHIP IN THE JUNIOR SCHOOL

Early years	Fairness, choices and feelings	Relationships right and wrong	Responsibility. Rules
Year 1	<u>CHOICES</u> Healthy eating Exercise Playing safely Money and talent Managing money	<u>COMMUNITIES</u> Families People who help Caring for the environment Environmental problems	<u>FEELINGS AND RELATIONSHIPS</u> Anger Friendships Teasing/bullying Cultural diversity
Year 2	<u>RIGHT/WRONG</u> Cooperation Fairs Kind/unkind Stealing Lies/truth	<u>RIGHTS AND RESPONSIBILITIES</u> Right to be safe To be educated To have health care Care of baby Care of a pet	<u>RULES</u> Class rules Home rules Doing good Safety Road safety
Year 3	<u>CHOICES</u> Choosing a hobby Career Pet Presents Using money wisely	<u>COMMUNITIES</u> Citizenship Religious worship Belonging to a family Senior citizens Charities United kingdom	<u>HEALTH</u> Feeling good Fighting disease Road safety
Year 4	<u>FEELING AND RELATIONSHIPS</u> Forest of feelings Loneliness Bullying Playground relationship	<u>DEMOCRACY</u> Democracy and dictatorship Elections and voting Political parties Mp,s and their role Pressure groups Local government	<u>HEALTH</u> Easing stress Exercise Healthy eating Drugs-intro to Personal safety
Year 5	<u>SEX EDUCATION AND HEALTHY LIVING</u> Smoking/alcohol; Exercise Healthy diet Puberty Sexual intercourse Caring for babies Personal hygiene	<u>RIGHT AND WRONG</u> Moral dilemmas Fair/unfair Kindness Honesty Injustice bullying	<u>RIGHTS AND RESPONSIBILITIES</u> Rights and duties Being responsible Children's rights Needs of others
Year 6	<u>MAKING CHOICES</u> Drugs Sex education Internet safety Crucial crew	<u>GLOBAL COMMUNITY</u> Democracies and dictatorship Britain and the world community European union War and peace United nations Human rights Wealth and poverty	<u>RULES AND LAWS</u> The need for rules school rules Rules for living Making the law Crime and punishment\ Enforcing the law Disobeying the law

		Overseas aid	
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## PHSE Schemes of Work for the Senior School

### Autumn Term Year 7

Week Beginning	Week	Topic
Tuesday, September 8, 2009	1	Induction continued
Monday, September 14, 2009	2	Thurs P2 PSHE: You and Your Friends. P5 - 7
Monday, September 21, 2009	3	Study Skills - presentation of work and standards
Monday, September 28, 2009	4	Study Skills - use of prep and prep diaries
Monday, October 5, 2009	5	Resolving Personal Conflict: p 47 -49 (Quaker Schools Week)
Monday, October 12, 2009	6	Rights and Responsibilities: p68 - 70
Monday, October 19, 2009	7	The United Nations: p 110 - 112 15th Interim Grades available. (School Council 1 - 3)
Monday, October 26, 2009	8	Half Term
Monday, November 2, 2009	9	Half Term
Monday, November 9, 2009	10	Families: p 14-16
Monday, November 16, 2009	11	Family Pressures: 17 - 19
Monday, November 23, 2009	12	Respecting others: 77-79 also use of ESOL students?
Tuesday, December 1, 2009	13	Different Lifestyles: p83-85
Monday, December 7, 2009	14	A multicultural community: 86 - 88
Monday, January 9, 1900	15	Praising you, Praising me: p11 - 13
Monday, December 14, 2009	16	Reflections on the first term

### Autumn Term Year 8

Week Beginning	Week	Topic
Tuesday, September 8, 2009	1	A New School Year: p 5 - 7
Monday, September 14, 2009	2	What type of learner am I?
Monday, September 21, 2009	3	Prep: The purpose of and importance of prep, establishing good prep skills, time management
Monday, September 28, 2009	4	Understanding the question, answering the question and expanding the answers.
Monday, October 5, 2009	5	Quaker schools week
Monday, October 12, 2009	6	Keeping safe - out and about: p 35 - 37
Monday, October 19, 2009	7	Visit from PC MacNamara?
Monday, October 26, 2009	8	Half Term
Monday, November 2, 2009	9	Half Term
Monday, November 9, 2009	10	Habits for a lifetime: p 38 - 40 - use 'Supersize me' (GSB)
Monday, November 16, 2009	11	Emergency aid: p44 - 46 Louise Burgess - basic course??
Monday, November 23, 2009	12	Emergency aid:
Tuesday, December 1, 2009	13	Knowing the Law: p 47 - 49
Monday, December 7, 2009	14	Recognising Drugs: p 50 - 52 use website FRANK
Monday, January 9, 1900	15	
Monday, December 14, 2009	16	Alcohol - SW

### Autumn Term Year 9

Week Beginning	Week	Topic
Tuesday, September 8, 2009	1	
Monday, September 14, 2009	2	Moving Forward: p 5 -7
Monday, September 21, 2009	3	Resolving world conflict: p 99 - 101
Monday, September 28, 2009	4	A Global Community: p 102 - 107
Monday, October 5, 2009	5	as above
Monday, October 12, 2009	6	as above (Quaker Schools Week)
Monday, October 19, 2009	7	Refugees: p 108 - 109

Monday, October 26, 2009	8	Half Term
Monday, November 2, 2009	9	Half Term
Monday, November 9, 2009	10	No Hurry: p 21 - 23
Monday, November 16, 2009	11	Understanding HIV and AIDS: p 24 - 26 also AVERT website
Monday, November 23, 2009	12	Sex Education - Contraception with Medical Centre
Tuesday, December 1, 2009	13	A growing concern: p 33 - 35
Monday, December 7, 2009	14	Reports - self assessment
Monday, January 9, 1900	15	Mental Health: p 39 - 41
Monday, December 14, 2009	16	(Overflow or choice)

### Autumn Term Year 10

Week Beginning	Week	Topic
Tuesday, September 8, 2009	1	Concentric Circles - brainstorm. Your position in the World - JEP
Monday, September 14, 2009	2	
Monday, September 21, 2009	3	Amnesty (Talk Helen Golden??)
Monday, September 28, 2009	4	plan assembly (Study Skills on Mon pm)
Monday, October 5, 2009	5	plan assembly(QSW) (add topic on voluntary work for those not actively involved)
Monday, October 12, 2009	6	plan assembly
Monday, October 19, 2009	7	Curriculum Vitae - (Work Experience)
Monday, October 26, 2009	8	Half Term
Monday, November 2, 2009	9	Half Term
Monday, November 9, 2009	10	CV
Monday, November 16, 2009	11	Anti bullying week - SW to provide resources
Monday, November 23, 2009	12	Alcohol (resources on network)
Tuesday, December 1, 2009	13	Alcohol
Monday, December 7, 2009	14	Personal statements
Monday, January 9, 1900	15	
Monday, December 14, 2009	16	

### Autumn Term Year 11

Week Beginning	Week	Topic
Tuesday, September 8, 2009	1	Jelly Bean Challenge
Monday, September 14, 2009	2	Team building
Monday, September 21, 2009	3	Quaker Testimonies - Bidy?
Monday, September 28, 2009	4	Peace canvas work - or equivalent?
Monday, October 5, 2009	5	"
Monday, October 12, 2009	6	QSW - as above/evaluations
Monday, October 19, 2009	7	Rights - Citizenship studies
Monday, October 26, 2009	8	Half Term
Monday, November 2, 2009	9	Half Term
Monday, November 9, 2009	10	Rights - multicultural Britain
Monday, November 16, 2009	11	Rights- What happens when communities conflict?
Monday, November 23, 2009	12	Revisit study skills - revision planning for Mocks
Tuesday, December 1, 2009	13	Binge Drinking - dvd and discussion
Monday, December 7, 2009	14	continue or party drugs
Monday, January 9, 1900	15	Mocks
Monday, December 14, 2009	16	Mocks

### Spring Term Year 7

Week Beginning	Week	Topic
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Mon 11th Jan	1	target setting - and Wed form meeting
Mon 18th Jan	2	<b>Keeping Healthy:</b> 35 -37
Mon 25th Jan	3	<b>Keeping Clean:</b> 38 - 40
Mon 1st Feb	4	<b>Personal safety:</b> p41 - 43 visit from PCMacNamara
Mon 8th Feb	5	<b>Rules to Live by:</b> p62 - 64
<b>Half Term</b>		
Mon 22nd Feb	6	Review of interim grades?
Mon 1st March	8	<b>Lying, Cheating and Stealing:</b> p 65 - 67
Mon 8th March	9	<b>Young People and the law:</b> p71 - 73
Mon 15th March	10	<b>Young Offenders:</b> p74 - 76
Mon 22nd March	11	Report - self assessments? (PSHE 2Smart - Braintree 25th march PF)
Mon 29th March	12	<b>Why do they do it? - volunteering:</b> p 101 -103
end of term 31st	13	practical activity supporting a charity

### Spring Term Year 8

Week Beginning	Week	Topic
Mon 11th Jan	1	target setting - and Wed form meeting
Mon 18th Jan	2	<b>Boyfriends, girlfriends:</b> p 17 - 19
Mon 25th Jan	3	<b>Thinking about sex education:</b> p 23 - 25 (use of teen mags)
Mon 1st Feb	4	use Sex and sensibility dvd
Mon 8th Feb	5	<b>Drugs</b>
<b>Half Term</b>		
Mon 22nd Feb	6	Drugs
Mon 1st March	7	review of interim grades and target setting
Mon 8th March	8	<b>Inside the House of Commons:</b> p 77 - 79 Invite Alan Haselhurst to visit)
Mon 15th March	9	<b>How the Government Works:</b> p 83 - 85
Mon 22nd March	10	<b>reports - self assessment</b>
Mon 29th March	11	
		<b>Forms of Government:</b> p 89 - 91 summer term
		<b>Election Special:</b> p 80 - 82 - summer term

### Spring Term Year 9

Week Beginning	Week	Topic
Mon 11th Jan	1	target setting - and Wed form meeting - internet safety questionnaire
Mon 18th Jan	2	Internet Safety film and discussion
Mon 25th Jan	3	<b>Which Subjects?:</b> p 8 - 11
Mon 1st Feb	4	Careers Circus JAA, Careers Advisor and teacher exercise
Mon 8th Feb	5	Careers Circus
<b>Half Term</b>		
Mon 22nd Feb	6	Careers Circus (Reality Roadshow Monday)
Mon 1st March	7	WM Introduction to Options (Parents Meeting Thurs 4th) and follow up to Road Show
Mon 8th March	8	Problems in the family: p 45 - 47
Mon 15th March	9	Anti Bullying - Don't Bully Me DVD and exercises 2/3 weeks
Mon 22nd March	10	Anti Bullying - Don't Bully Me DVD and exercises 2/3 weeks
Mon 29th March	11	
		Summer term visit to Parliament?

### Spring Term Year 10

Week Beginning	Week	Topic
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Mon 11th Jan	1	target setting and grade review with Wed Form Meeting
Mon 18th Jan	2	telephone and interview techniques - practical using CV and mock jobs
Mon 25th Jan	3	telephone and interview techniques - practical using CV and mock jobs
Mon 1st Feb	4	Drugs (resources on network)
Mon 8th Feb	5	Drugs (resources on network)
<b>Half Term</b>		
Mon 22nd Feb	6	Follow up to reality Roadshow (Monday)and plan questions for PC MacNamara
Mon 1st March	7	PC MacNamara visit
Mon 8th March	8	National Government and democracy
Mon 15th March	9	National Government and democracy
Mon 22nd March	10	Study Skills - revisit Study Skills day and look at revision planning for exams
Mon 29th March	11	
		sex education input summer term

### Spring Term Year 11

Week Beginning	Week	Topic
Mon 11th Jan	1	Target setting and grade review - targets for Parents Eve 29th Jan
Mon 18th Jan	2	Binge Drinking - dvd resource
Mon 25th Jan	3	follow up
Mon 1st Feb	4	Party Drugs - dvd resource
Mon 8th Feb	5	Target setting - grade review and follow up to Party Drugs
<b>Half Term</b>		
Mon 22nd Feb	6	Sex Ed. (Trust, responsibility and negotiation dvd)
Mon 1st March	7	The Media - how influential are different types? - JM?
Mon 8th March	8	Freedom of the media
Mon 15th March	9	How can you live in an information society?
Mon 22nd March	10	probation Service - speaker - confirmed
Mon 29th March		

### Summer Term Year 7

Week Beginning	Week	Topic
Monday, April 19, 2010	1	Target setting - with wed am form meeting
Monday, April 26, 2010	2	<b>Study Skills</b> - Revision techniques
Monday, May 3, 2010	3	reading questions, checking work, revision timetable
Monday, May 10, 2010	4	<b>life changes:</b> p 23 - 25
Monday, May 17, 2010	5	
Monday, May 24, 2010	6	<b>Exams</b>
Sunday, May 31, 2009	7	<b>Half Term</b>
Monday, June 7, 2010	8	<b>Having your say:</b> p 89 - 91
Monday, June 14, 2010	9	<b>living in the community:</b> p 92 - 94
Monday, June 21, 2010	10	<b>Pressure groups:</b> p 95 - 97
Monday, June 28, 2010	11	<b>Reports</b>
Monday, July 5, 2010	12	activities week

### Summer Term Year 8

Week Beginning	Week	Topic
Monday, April 19, 2010	1	tearget setting - Wed am form meeting
Monday, April 26, 2010	2	<b>Study Skills</b> - revision preparation
Monday, May 3, 2010	3	<b>Forms of Government:</b> p 89 - 91
Monday, May 10, 2010	4	<b>Election Special:</b> p 80 - 82 -

Monday, May 17, 2010	5	<b>What is the European Union?</b> P 101 - 103
Monday, May 24, 2010	6	exams
Sunday, May 31, 2009	7	<b>Half Term</b>
Monday, June 7, 2010	8	<b>The World Health Organisation</b> p 107 - 109
Monday, June 14, 2010	9	<b>Teaching tomorrows adults:</b> 110 - 112
Monday, June 21, 2010	10	<b>Self-assessment/reports</b>
Monday, June 28, 2010	11	<b>Preparing for activities week</b>
Monday, July 5, 2010	12	Activities week

### Summer Term Year 9

<b>Week Beginning</b>	<b>Week</b>	<b>Topic</b>
Monday, April 19, 2010	1	target setting - with Wed form meeting
Monday, April 26, 2010	2	<b>Study Skills</b> - revision
Monday, May 3, 2010	3	United Nations project and assembly
Monday, May 10, 2010	4	United Nations project and assembly
Monday, May 17, 2010	5	United Nations project and assembly
Monday, May 24, 2010	6	Exams
Sunday, May 31, 2009	7	<b>Half Term</b>
Monday, June 7, 2010	8	<b>Young Carers:</b> p 60 - 62
Monday, June 14, 2010	9	<b>Running away:</b> p 66 - 68
Monday, June 21, 2010	10	<b>According to the media:</b> p 69 - 71
Monday, June 28, 2010	11	<b>preparing for activities week</b>
Monday, July 5, 2010	12	<b>Activities week</b>

### Summer Term Year 10

<b>Week Beginning</b>	<b>Week</b>	<b>Topic</b>
Monday, April 19, 2010	1	Target setting - with Wed Form meeting
Monday, April 26, 2010	2	<b>Sexually transmitted infections:</b> p26-28 Yr 9 book
Monday, May 3, 2010	3	HIV and AIDS - whats the difference?: p 29 - 31 and High Risk Behaviour
Monday, May 10, 2010	4	<b>Health and Safety Workbook</b>
Monday, May 17, 2010	5	Exams
Monday, May 24, 2010	6	Exams
Sunday, May 31, 2009	7	<b>Half Term</b>
Monday, June 7, 2010	8	<b>Health and Safety Workbook</b>
Monday, June 14, 2010	9	
Monday, June 21, 2010	10	Reports
Monday, June 28, 2010	11	Work Exp
Monday, July 5, 2010	12	Work Exp

### Summer Term Year 11

<b>Week Beginning</b>	<b>Week</b>	<b>Topic</b>
Monday, April 19, 2010	1	Self-assessment
Monday, April 26, 2010	2	Self-assessment
Monday, May 3, 2010	3	Rights and responsibilities
Monday, May 10, 2010	4	Rights and responsibilities
Monday, May 17, 2010	5	
Monday, May 24, 2010	6	no lessons
Sunday, May 31, 2009	7	<b>Half Term</b>
Monday, June 7, 2010	8	
Monday, June 14, 2010	9	
Monday, June 21, 2010	10	

Monday, June 28, 2010	11	
Monday, July 5, 2010	12	

**Reviewed and updated January 2011**

**Amendments recommended for ratification at March Board by the Education Committee.**

**Signed on behalf of the Governors-----**

**Date-----**