We are an ambitious and inclusive Trust of schools strengthening communities through excellent education.

Relationships and Sex Education (RSE) Policy – Secondary

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1.0   Policy Statement

1.1 We are an ambitious and inclusive Trust of schools, strengthening our communities through excellent   education. We are committed to providing excellent education for every child, every day, and aim to   strengthen and work with our communities to continue to improve accessibility in our schools

2.0   Aims

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

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

3.0   Definition

3.1 For the purpose of this document:

- Members, Trustees/Directors and Governors are referred to as Trustees;
- The Ted Wragg Multi Academy Trust is referred to as The Trust and refers to all schools   or academies within the Trust;
- School or Academy refers to any one of the schools or academies within the Ted Wragg Multi Academy Trust;
- Staff refers to all staff working at any one of the schools within the Ted Wragg Multi Academy Trust;
- Students refers to all students being educated or on site at any one of the schools within the Ted Wragg Multi Academy Trust.

4.0   Policy development

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

5.0 What is Relationship and Sex Education

5.1   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.

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

5.3   RSE is not about the promotion of sexual activity.

6.0   Legal framework

6.1   The legal framework is set out in statutory guidance from the Department for Education issued under   Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

6.2   Schools must have regard to the statutory guidance, and where they depart from those parts of the   guidance which state that they should (or should not) do something they will need to have good reasons for   doing so.

6.3   The statutory guidance applies to

6.3.1   Relationships Education (for Primary education)
6.3.2   Relationships and Sex Education (for Secondary Education)

6.4   The policy must also be applied within the framework of other relevant legislation including the Equality Act   2010.

7.0   Principles and values

7.1   The Trust believes that RSE should:

7.1.1   Be an integral part of the lifelong learning process, beginning in early childhood and continue into   adult life;
7.1.2   Be an entitlement for all young people;
7.1.3   Encourage every student to contribute to make our community and aims to support each   individual as they grow and learn;

7.2   Be set within this wider school context and supports family commitment and love, respect and affection,   knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a   variety of types of family structure, and acceptance of different approaches;

7.2.1   Encourage students and teachers to share and respect each other's views. We are aware of   different approaches to sexual orientation, without promotion of any particular family structure.   The important values are love, respect and care for each other;
7.2.2   Generate an atmosphere where questions and discussion on sexual matters can take place without   any stigma or embarrassment;
7.2.3   Recognise that parents are the key people in teaching their children about sex,

relationships and   growing up. We aim to work in partnership with parents and students, consulting them about the   content of programmes;

7.2.4   Recognise that the wider community has much to offer and we aim to work in partnership with   health professionals, social workers, peer educators and other mentors or advisers;

8.0   Relationships & sex education

8.1   Relationships and Sex education covers three main elements:

8.1.1 Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- challenging myths, misconceptions and false assumptions about normal behaviour.

8.1.2   Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

8.1.3   Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

9.0   Organisation and Content

9.1   Schools within the Trust specifically deliver Relationships and Sex Education through their PSHE   Programme, RE and Science lessons at KS3, and KS4.

9.2   Much of the Relationship and Sex Education takes place within PSHE and Science lessons. The Curriculum   will have support from professionals where appropriate.

9.3   RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional   aspects of development and relationships, although the physical aspects of puberty and reproduction are   also included in Science. The Science National Curriculum is delivered by staff in the science department.   These lessons are more concerned with the physical aspects of development and reproduction, although   the importance of relationships is not forgotten.

9.4   Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking   on these lessons ground rules are established which prohibit inappropriate personal information being   requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer   them honestly, within the ground rules established at the start of the sessions. When it is felt that   answering a specific question would involve information at a level inappropriate to the development of the   rest of the students, the question may be dealt with individually at another time.

9.5   More expert or specialist teachers support PSHE teachers who are uncomfortable with teaching certain   aspects of the curriculum. Support is offered from the PSHE coordinator who will help with planning or   delivery lessons if required. Assessment is carried out at the end of every module and involves teacher,   pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

9.6   See appendix for curriculum map

10.0   Inclusion

10.1   Ethnic and Cultural Groups - We intend our policy to be sensitive to the needs of different ethnic groups.   For some young people it is not culturally appropriate for them to be taught particular items in mixed   groups. We will respond to parental requests and concerns.

10.2   Students with Special Needs - We will ensure that all young people receive relationships and sex   education, and we will offer provision appropriate to the particular needs of all our students, taking   specialist advice where necessary.

10.3   Sexual Identity and Sexual Orientation - We aim to deal sensitively and honestly with issues of sexual   orientation, answer appropriate questions and offer support. Young people, whatever their developing   sexuality need to feel that relationships and sex education is relevant to them.

10.4   Regard will be given to ensure all protected characteristics (age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) are recognised as part of the delivery of RSE within school.

11.0   Roles and responsibilities

11.1   Trustees
          The trustees will approve the RSE policy, and hold the headteacher to account for its implementation.

11.2   The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 11).

11.3   Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

11.4   Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

12.0   Roles and responsibilities

12.1   Parents have the right to withdraw their children from the [non-statutory/non-science] 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.

Requests for withdrawal should be put in writing and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

13.0   Confidentiality, Controversial and Sensitive Issues

13.1   Teachers cannot offer unconditional confidentiality and are required to report all disclosures. In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

13.2   In any case where child protection procedures are followed, the teacher will ensure that the young person   understands that they cannot ever promise confidentiality.

13.3   Health professionals in school are bound by their codes of conduct in a one-to-one situation with an   individual student, but in a classroom situation they must follow the school's confidentiality policy.

14.0   Training

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

14.2   The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

15.0   Monitoring arrangements

15.1   The delivery of RSE is monitored by Kyle David – PSHE leadthrough: learning walks, booklet looks and outcomes in knowledge assessments.

15.2   Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

15.3   This policy will be reviewed by Alex White annually At every review, the policy will be approved by Trustees.

16.0   Policy circulation

16.1   This Policy will be published on the Trust's website and included in the Trust's Policy Monitoring Schedule

16.2   This Policy will be circulated to every Member, Trustee/Director, Governor and Senior Employee by sending   an email to the link on the Trust's website on an annual basis and when each new Member,   Trustee/Director, Governor and Senior Employee joins the Trust.

16.3   The Trustees, in consultation with the Local Governing Bodies, are responsible for overseeing, reviewing   and organising the revision of the Relationships and Sex Education Policy.

17.0   Appendix

17.1   Appendix 1: Curriculum Map

Relationships and sex education exemplar curriculum map

Appendix 2: Year Group Curriculum Maps (Years 7–11)

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)
1	Transition & Identity	*What helps me settle into secondary school?* → BV: Individual liberty	*How can I understand my strengths and worries?* → CEIAG: Self-awareness	*What makes up my identity?* → PC: Religion or belief
2	Belonging & Friendship	*What makes a good friend?* → PC: Disability (inclusive friendship)	*How can I be a good friend to others?* → BV: Mutual respect	–
3	Emotions & Resilience	*How can I recognise my emotions?* → CEIAG: Emotional literacy	*How can I bounce back from setbacks?* → CEIAG: Resilience for learning	*What do religious stories teach us about resilience?* → BV: Tolerance of beliefs
4	Staying Safe Online	*How can I stay safe on social media?* → BV: Rule of law	*How do I respond to online pressure or bullying?* → PC: Sexual orientation	–
5	Boundaries & Consent	*What is consent, and why is it important?* → PC: Sex	*How do I recognise when a relationship feels wrong?* → BV: Rule of law	*What do religions teach about respect and the body?* → PC: Religion or belief
6	Media & Self-Image	*How does social media affect how I see myself?* → PC: Gender reassignment	*How can I challenge unrealistic images online?* → CEIAG: Media literacy	–
7	Community & Responsibility	*What are my rights and responsibilities?* → BV: Democracy	*How can I make a difference in my community?* → CEIAG: Active citizenship	*Why do religions help people in their communities?* → BV: Mutual respect
8	Diversity & Inclusion	*What is prejudice and how can I challenge it?* → PC: Race	*How can I celebrate difference in others?* → BV: Tolerance	–
9	Money Awareness (Intro)	*What's the difference between needs and wants?* → CEIAG: Financial literacy	*How can I start to manage money wisely?* → CEIAG: Economic wellbeing	*What do religions teach about wealth and giving?* → BV: Individual liberty
10	Aspirations & Goals	*What are my hopes for the future?* → CEIAG: Goal setting	*How can I turn a goal into a plan?* → CEIAG: Employability skills	–
11	Assessment Week	*What have I learned about myself and others?* → BV: Individual liberty	*Can I apply my learning to new situations?* → CEIAG: Reflection & growth	*How do my beliefs influence the way I treat others?* → PC: Religion or belief
12	Super Teaching Week	*How can I show what I've learned this term?* → CEIAG: Communication	*What does it mean to aim high and be kind?* → School values / British values wrap-up	*Creative project or interfaith exploration* → BV: Tolerance

LVS C1 Year 7 – Safety, Religion introduction

LVS C2 – Year 7 – Healthy Lifestyles, Sikhism

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)
1	Introduction to Health & Wellbeing	What does it mean to be healthy? → BV: Individual liberty	How can I set personal health goals? → CEIAG: Self-awareness	What do Sikhs believe about health and wellbeing? → PC: Religion or belief
2	Physical Health	Why is regular exercise important? → PC: Disability (inclusive fitness)	How does physical activity support mental health? → BV: Mutual respect	–
3	Nutrition & Diet	What makes a balanced diet? → CEIAG: Nutritional literacy	How can I develop healthy eating habits? → CEIAG: Resilience for change	What does Sikhism say about food and diet? → BV: Tolerance of beliefs
4	Sleep & Mental Wellbeing	Why is sleep essential for health? → BV: Rule of law	How can I improve my sleep habits? → PC: Sexual orientation	–
5	Hygiene & Self-Care	How do personal hygiene and self-care affect health? → PC: Sex	What are good hygiene routines? → BV: Rule of law	What do Sikhs teach about purity and self-care? → PC: Religion or belief
6	Media & Health Perceptions	How does social media impact body image? → PC: Gender reassignment	How can I challenge unrealistic health messages online? → CEIAG: Media literacy	–
7	Community & Public Health	How do public health initiatives help us stay healthy? → BV: Democracy	How can I support others in making healthy choices? → CEIAG: Active citizenship	What do Sikhs do to serve their communities' health needs? → BV: Mutual respect
8	Diversity in Health	How do different cultures approach health? → PC: Race	What can I learn from others' health practices? → BV: Tolerance	–
9	Substance Awareness	How can I make informed choices about substances? → CEIAG: Health literacy	What are the risks of smoking, alcohol, and drugs? → CEIAG: Economic wellbeing	What does Sikhism teach about avoiding intoxicants? → BV: Individual liberty
10	Aspirations & Healthy Living	How can I maintain a healthy lifestyle in the future? → CEIAG: Goal setting	What habits will help me stay healthy long-term? → CEIAG: Employability skills	–
11	Assessment Week	What have I learned about my health and wellbeing? → BV: Individual liberty	Can I apply my learning to new situations? → CEIAG: Reflection & growth	How do Sikh beliefs influence personal discipline and wellbeing? → PC: Religion or belief
12	Super Teaching Week	How can I show what I've learned this term? → CEIAG: Communication	What does it mean to strive for balance in life? → School values / British values wrap-up	Creative project or Sikhism-focused exploration → BV: Tolerance

LVS C3 – Year 7 – Drugs, Alcohol, Buddhism

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)
1	Introduction to Substances & Wellbeing	What do we mean by drugs, alcohol, and tobacco? → BV: Individual liberty	How do substances impact health and wellbeing? → CEIAG: Health awareness	What are the core beliefs of Buddhism? → PC: Religion or belief
2	Understanding Risk & Decision-Making	What are the short- and long-term effects of substances? → PC: Disability (mental & physical health risks)	How can I make informed decisions about substances? → BV: Mutual respect	
3	Alcohol Awareness	What does alcohol do to the body and mind? → CEIAG: Risk awareness	How can I resist peer pressure around alcohol? → CEIAG: Resilience for healthy choices	What does Buddhism say about mindful living and avoiding harm? → BV: Tolerance of beliefs
4	Tobacco & Vaping	What are the risks of smoking and vaping? → BV: Rule of law	How do marketing and social influence affect smoking habits? → PC: Sexual orientation	
5	Drugs & the Law	What does the law say about drug use and possession? → PC: Sex	What are the social and legal consequences of drug misuse? → BV: Rule of law	What do Buddhist teachings say about self-discipline and ethical choices? → PC: Religion or belief
6	Media & Substance Use	How does the media portray drugs, alcohol, and tobacco? → PC: Gender reassignment	How can I challenge myths about substance use? → CEIAG: Media literacy	–
7	Community & Substance Awareness	What support is available for those affected by substances? → BV: Democracy	How can I help create a substance-free community? → CEIAG: Active citizenship	How do Buddhists promote compassion and support for others? → BV: Mutual respect
8	Cultural Attitudes & Substance Use	How do different cultures approach substance use? → PC: Race	What can I learn from different perspectives on substance use? → BV: Tolerance	
9	Addiction & Support	What is addiction and how does it affect individuals and families? → CEIAG: Health literacy	How can people seek help for addiction? → CEIAG: Economic wellbeing	How does Buddhism approach suffering and recovery? → BV: Individual liberty
10	Aspirations & Healthy Choices	How can I maintain a substance-free lifestyle? → CEIAG: Goal setting	What habits will help me stay resilient against pressure? → CEIAG: Employability skills	–
11	Assessment Week	What have I learned about substance use and wellbeing? → BV: Individual liberty	Can I apply my learning to new situations? → CEIAG: Reflection & growth	How do Buddhist beliefs influence choices and self-control? → PC: Religion or belief
12	Super Teaching Week	How can I show what I've learned this term? → CEIAG: Communication	What does it mean to live with balance and mindfulness? → School values / British values wrap-up	Creative project or Buddhism-focused exploration → BV: Toleran

LVS C1 – Year 8 – Drugs, Alcohol, Buddhism

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)
1	Introduction to Substances & Wellbeing	What do we mean by drugs, alcohol, and tobacco? → BV: Individual liberty	How do substances impact health and wellbeing? → CEIAG: Health awareness	What are the core beliefs of Buddhism? → PC: Religion or belief
2	Understanding Risk & Decision-Making	What are the short- and long-term effects of substances? → PC: Disability (mental & physical health risks)	How can I make informed decisions about substances? → BV: Mutual respect	
3	Alcohol Awareness	What does alcohol do to the body and mind? → CEIAG: Risk awareness	How can I resist peer pressure around alcohol? → CEIAG: Resilience for healthy choices	What does Buddhism say about mindful living and avoiding harm? → BV: Tolerance of beliefs
4	Tobacco & Vaping	What are the risks of smoking and vaping? → BV: Rule of law	How do marketing and social influence affect smoking habits? → PC: Sexual orientation	
5	Drugs & the Law	What does the law say about drug use and possession? → PC: Sex	What are the social and legal consequences of drug misuse? → BV: Rule of law	What do Buddhist teachings say about self-discipline and ethical choices? → PC: Religion or belief
6	Media & Substance Use	How does the media portray drugs, alcohol, and tobacco? → PC: Gender reassignment	How can I challenge myths about substance use? → CEIAG: Media literacy	–
7	Community & Substance Awareness	What support is available for those affected by substances? → BV: Democracy	How can I help create a substance-free community? → CEIAG: Active citizenship	How do Buddhists promote compassion and support for others? → BV: Mutual respect
8	Cultural Attitudes & Substance Use	How do different cultures approach substance use? → PC: Race	What can I learn from different perspectives on substance use? → BV: Tolerance	
9	Addiction & Support	What is addiction and how does it affect individuals and families? → CEIAG: Health literacy	How can people seek help for addiction? → CEIAG: Economic wellbeing	How does Buddhism approach suffering and recovery? → BV: Individual liberty
10	Aspirations & Healthy Choices	How can I maintain a substance-free lifestyle? → CEIAG: Goal setting	What habits will help me stay resilient against pressure? → CEIAG: Employability skills	–
11	Assessment Week	What have I learned about substance use and wellbeing? → BV: Individual liberty	Can I apply my learning to new situations? → CEIAG: Reflection & growth	How do Buddhist beliefs influence choices and self-control? → PC: Religion or belief
12	Super Teaching Week	How can I show what I've learned this term? → CEIAG: Communication	What does it mean to live with balance and mindfulness? → School values / British values wrap-up	Creative project or Buddhism-focused exploration → BV: Toleran

LVS C2 – Year 8 – Mental Health and Wellbeing, Buddhism

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)
1	Introduction to Mental Health & Wellbeing	What is mental health and why is it important? → BV: Individual liberty	How can I recognise my own emotions? → CEIAG: Emotional literacy	What are the core beliefs of Islam? → PC: Religion or belief
2	Managing Stress & Anxiety	What are common causes of stress and anxiety? → PC: Disability (mental health awareness)	How can I develop healthy coping strategies? → BV: Mutual respect	–
3	Building Emotional Resilience	What is resilience and how can I strengthen it? → CEIAG: Growth mindset	How can I develop a positive self-image? → CEIAG: Self-reflection	What does Islam teach about patience and perseverance? → BV: Tolerance of beliefs
4	Healthy Relationships & Mental Wellbeing	How do relationships impact our mental health? → BV: Rule of law	What are the signs of a healthy vs. unhealthy relationship? → PC: Sexual orientation	–
5	Digital Wellbeing & Social Media	How does social media affect our mental health? → PC: Sex	How can I use social media in a healthy way? → BV: Rule of law	What does Islam teach about self-discipline and social responsibility? → PC: Religion or belief
6	Managing Negative Thinking	How can I challenge negative thoughts? → PC: Gender reassignment	What techniques can help me stay mentally strong? → CEIAG: Mental resilience	–
7	Community & Mental Wellbeing	How does a strong community support mental health? → BV: Democracy	How can I help others who are struggling? → CEIAG: Active citizenship	How do Islamic communities support mental and emotional wellbeing? → BV: Mutual respect
8	Diversity & Mental Health	How do different cultures understand mental health? → PC: Race	How can I respect and learn from different perspectives? → BV: Tolerance	–
9	Seeking Help & Support	When should I ask for help with my mental health? → CEIAG: Health literacy	What professional and peer support is available? → CEIAG: Economic wellbeing	What does Islam teach about seeking support and caring for others? → BV: Individual liberty
10	Aspirations & Emotional Wellbeing	How does mental health impact my future goals? → CEIAG: Goal setting	What habits will help me maintain emotional balance? → CEIAG: Employability skills	–
11	Assessment Week	What have I learned about mental health and emotional wellbeing? → BV: Individual liberty	Can I apply my learning to new situations? → CEIAG: Reflection & growth	How do Islamic beliefs influence emotional and spiritual wellbeing? → PC: Religion or belief
12	Super Teaching Week	How can I show what I've learned this term? → CEIAG: Communication	What does it mean to live a balanced and fulfilled life? → School values / British values wrap-up	Creative project or Islam-focused exploration → BV: Tolerance

LVS C3 – Year 8 – Living in the wider world, Judaism

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)
1	Introduction to Learner Skills	What are learner skills and why are they important? → BV: Individual liberty	How can I assess my strengths and areas for growth? → CEIAG: Self-awareness	What are the core beliefs of Judaism? → PC: Religion or belief
2	Presentation & Communication Skills	How can I improve my speaking and listening skills? → PC: Disability (communication styles)	How do I structure an effective presentation? → BV: Mutual respect	–
3	Teamwork & Collaboration	Why is teamwork essential in learning and work? → CEIAG: Collaboration skills	How can I contribute effectively to a team? → CEIAG: Self-reflection	What does Judaism teach about working together as a community? → BV: Tolerance of beliefs
4	Problem-Solving & Critical Thinking	What strategies help in problem-solving? → BV: Rule of law	How can I think critically about challenges and solutions? → PC: Sexual orientation	–
5	Enterprise & Creativity	What qualities make a successful entrepreneur? → PC: Sex	How can I develop an entrepreneurial mindset? → BV: Rule of law	What does Judaism teach about business ethics and enterprise? → PC: Religion or belief
6	Digital Literacy & Online Communication	How can I communicate professionally online? → PC: Gender reassignment	How do I create a positive digital footprint? → CEIAG: Digital literacy	–
7	Leadership & Responsibility	What makes a good leader? → BV: Democracy	How can I develop my leadership skills? → CEIAG: Active citizenship	How do Jewish communities promote leadership and responsibility? → BV: Mutual respect
8	Work Ethic & Motivation	Why is a strong work ethic important? → PC: Race	How can I stay motivated in challenging situations? → BV: Tolerance	–
9	Career Planning & Future Goals	How do I explore potential career paths? → CEIAG: Career literacy	How can I set realistic and ambitious goals? → CEIAG: Economic wellbeing	What does Judaism teach about purpose and lifelong learning? → BV: Individual liberty
10	Employability Skills	What skills do employers look for? → CEIAG: Goal setting	How can I prepare for future employment? → CEIAG: Workplace skills	–
11	Assessment Week	What have I learned about employability and learner skills? → BV: Individual liberty	Can I apply my learning to new situations? → CEIAG: Reflection & growth	How do Jewish beliefs influence learning and career aspirations? → PC: Religion or belief
12	Super Teaching Week	How can I showcase my skills effectively? → CEIAG: Communication	What does it mean to be a lifelong learner? → School values / British values wrap-up	Creative project or Judaism-focused exploration → BV: Tolerance

Year 9 – Sexual health, Hinduism – Cycle 1

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)
1	Introduction to Sexual Education	What is sexual health and why is it important? → BV: Individual liberty	How can I make informed choices about relationships? → CEIAG: Self-awareness	What are the core beliefs of Hinduism? → PC: Religion or belief
2	Understanding Sexual Orientation & Identity	What is sexual orientation? → PC: Disability (inclusivity)	How can we respect different identities? → BV: Mutual respect	–
3	Healthy Relationships & Consent	What does a healthy relationship look like? → CEIAG: Communication skills	Why is consent essential in relationships? → CEIAG: Respect & boundaries	What does Hinduism teach about love and relationships? → BV: Tolerance of beliefs
4	Puberty & Body Changes	How does puberty affect emotional and physical health? → BV: Rule of law	How can I manage changes in a healthy way? → PC: Sexual orientation	–
5	Contraception & Family Planning	What are the different types of contraception? → PC: Sex	How can contraception support responsible decision-making? → BV: Rule of law	What does Hinduism teach about family and responsibility? → PC: Religion or belief
6	Online Safety & Sexual Content	How can I navigate relationships safely online? → PC: Gender reassignment	What are the risks of sharing personal images? → CEIAG: Digital literacy	–
7	Peer Pressure & Decision Making	How does peer pressure affect choices about sex? → BV: Democracy	How can I build confidence in making my own decisions? → CEIAG: Active citizenship	How do Hindu teachings promote self-discipline and ethical choices? → BV: Mutual respect
8	Reproductive Health & STIs	How can I protect my reproductive health? → PC: Race	What are the symptoms and prevention of STIs? → BV: Tolerance	–
9	Parenthood & Responsibilities	What does it mean to be responsible for a child? → CEIAG: Life skills	What support is available for young parents? → CEIAG: Economic wellbeing	What does Hinduism teach about parenting and family life? → BV: Individual liberty
10	Media, Stereotypes & Relationships	How does the media influence perceptions of sex and relationships? → CEIAG: Critical thinking	How can I challenge harmful stereotypes? → CEIAG: Self-reflection	–
11	Assessment Week	What have I learned about sexual education and relationships? → BV: Individual liberty	Can I apply my learning to real-life situations? → CEIAG: Reflection & growth	How do Hindu beliefs influence relationships and family values? → PC: Religion or belief
12	Super Teaching Week	How can I apply my learning to support others? → CEIAG: Communication	What does it mean to have a balanced and responsible approach to relationships? → School values / British values wrap-up	Creative project or Hinduism-focused exploration → BV: Tolerance

Year 9 – Discrimination, equality, diversity, folk religion – Cycle 2

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)
1	Introduction to Discrimination & Inclusivity	What is discrimination, and why does it occur? → BV: Individual liberty	How can I promote inclusivity in my daily life? → CEIAG: Self-awareness	What are folk religions? → PC: Religion or belief
2	Understanding Racism & Its Impact	What is racism, and how does it affect individuals and society? → PC: Disability (inclusivity)	How can I challenge racist attitudes and behaviors? → BV: Mutual respect	–
3	Prejudice & Stereotypes	How do stereotypes shape our perceptions of others? → CEIAG: Critical thinking	How can I challenge my own biases? → CEIAG: Respect & boundaries	What role do folk religions play in shaping cultural identity? → BV: Tolerance of beliefs
4	The Power of Language & Representation	How does language reinforce discrimination? → BV: Rule of law	How can we ensure positive representation in media and daily life? → PC: Sexual orientation	–
5	Equality & Human Rights	What rights do individuals have in the fight against discrimination? → PC: Sex	How do laws protect against discrimination? → BV: Rule of law	How do folk religions influence social justice movements? → PC: Religion or belief
6	Digital Spaces & Online Hate	How does discrimination appear online? → PC: Gender reassignment	What can I do to challenge hate speech on social media? → CEIAG: Digital literacy	–
7	Religious Discrimination & Tolerance	How does religious discrimination impact different faith groups? → BV: Democracy	How can we promote religious inclusivity? → CEIAG: Active citizenship	How do folk religions interact with major world religions? → BV: Mutual respect
8	Allyship & Advocacy	How can I be an ally to those facing discrimination? → PC: Race	What actions can I take to stand up against injustice? → BV: Tolerance	–
9	Celebrating Diversity	Why is cultural diversity important? → CEIAG: Cultural awareness	How can we create inclusive communities? → CEIAG: Economic wellbeing	What does folk religion teach about nature and spirituality? → BV: Individual liberty
10	Historical & Global Perspectives on Discrimination	How has discrimination evolved throughout history? → CEIAG: Historical literacy	What lessons can we learn from past movements for equality? → CEIAG: Self-reflection	–
11	Assessment Week	What have I learned about discrimination and inclusivity? → BV: Individual liberty	Can I apply my learning to real-life situations? → CEIAG: Reflection & growth	How do folk beliefs influence traditions and modern society? → PC: Religion or belief
12	Super Teaching Week	How can I apply my learning to support others? → CEIAG: Communication	What does it mean to be an advocate for equality? → School values / British values wrap-up	Creative project or folk religion-focused exploration → BV: Tolerance

Year 9 – LVS Cycle 3 – Employability, Irreligion

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)
1	Introduction to Employability & Career Pathways	What does employability mean, and why is it important? → BV: Individual liberty	How can I identify my strengths for future careers? → CEIAG: Self-awareness	What is irreligion, and how does it differ from religious belief? → PC: Religion or belief
2	Academic vs. Vocational Routes	What are the differences between academic and vocational pathways? → PC: Disability (access to education)	How do I decide which route is right for me? → BV: Mutual respect	–
3	The Importance of Training & Qualifications	What role does education play in employability? → CEIAG: Career planning	How can I access training and apprenticeships? → CEIAG: Workplace skills	How does irreligion impact views on education and progress? → BV: Tolerance of beliefs
4	Building a CV & Job Applications	What makes a strong CV? → BV: Rule of law	How can I write an effective job application? → PC: Sexual orientation	–
5	Interview Skills & Professionalism	What skills help in job interviews? → PC: Sex	How do I present myself professionally? → BV: Rule of law	What are secular and atheist perspectives on ethics and morality? → PC: Religion or belief
6	Workplace Rights & Responsibilities	What rights do employees have? → PC: Gender reassignment	How can I ensure fair treatment at work? → CEIAG: Digital literacy	–
7	Entrepreneurship & Self-Employment	What does it take to start a business? → BV: Democracy	What are the risks and rewards of self-employment? → CEIAG: Active citizenship	How do non-religious perspectives influence business ethics? → BV: Mutual respect
8	Financial Literacy & Economic Wellbeing	How can I manage my money effectively? → PC: Race	What financial skills will help me succeed in work and life? → BV: Tolerance	–
9	Workplace Culture & Inclusivity	Why is inclusivity important in the workplace? → CEIAG: Cultural awareness	How can I contribute to a positive work environment? → CEIAG: Economic wellbeing	How does irreligion influence perspectives on inclusivity and diversity? → BV: Individual liberty
10	Future Planning & Setting Goals	How can I set realistic career goals? → CEIAG: Goal setting	What strategies help in long-term career planning? → CEIAG: Self-reflection	–
11	Assessment Week	What have I learned about employability and career planning? → BV: Individual liberty	Can I apply my learning to real-world situations? → CEIAG: Reflection & growth	How does irreligion shape ideas about purpose and fulfillment? → PC: Religion or belief
12	Super Teaching Week	How can I apply my learning to support my future career? → CEIAG: Communication	What does success mean to different people? → School values	Creative

Year 10 – Cycle 1 – Mental Health, Wellbeing, Christianity, Islam

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)
1	Introduction to Mental Health & Wellbeing	What is mental health, and why is it important? → BV: Individual liberty	How can I maintain good mental wellbeing? → CEIAG: Self-awareness	What are the core beliefs of Christianity and Islam? → PC: Religion or belief
2	Understanding Mental Illness	What are common mental illnesses, and how do they affect people? → PC: Disability (mental health)	How can I support someone with a mental health condition? → BV: Mutual respect	–
3	Stress Management & Resilience	How can I cope with stress effectively? → CEIAG: Coping strategies	What techniques help build resilience? → CEIAG: Growth mindset	How do Christianity and Islam view suffering and healing? → BV: Tolerance of beliefs
4	Eating Disorders & Body Image	What are eating disorders, and how can they be managed? → BV: Rule of law	How does media influence body image? → PC: Sexual orientation	–
5	Emotional Intelligence & Self-Care	Why is emotional intelligence important? → PC: Sex	How can I practice self-care? → BV: Rule of law	What do Christianity and Islam teach about self-discipline and self-care? → PC: Religion or belief
6	The Role of Social Media in Mental Health	How does social media impact mental wellbeing? → PC: Gender reassignment	How can I use social media in a healthy way? → CEIAG: Digital literacy	–
7	Anxiety & Depression	What causes anxiety and depression? → BV: Democracy	How can I manage these conditions or seek help? → CEIAG: Active citizenship	What do Christianity and Islam say about seeking help and community support? → BV: Mutual respect
8	Relationships & Mental Health	How do relationships affect mental wellbeing? → PC: Race	How can I build healthy, supportive relationships? → BV: Tolerance	–
9	Mindfulness & Relaxation Techniques	What are mindfulness and relaxation techniques? → CEIAG: Cultural awareness	How can I use these techniques to support my mental health? → CEIAG: Economic wellbeing	How do Christianity and Islam incorporate mindfulness in prayer and reflection? → BV: Individual liberty
10	Breaking the Stigma Around Mental Health	Why is there still stigma around mental illness? → CEIAG: Awareness & advocacy	How can we challenge stigma and create open conversations? → CEIAG: Self-reflection	–
11	Assessment Week	What have I learned about mental health and wellbeing? → BV: Individual liberty	Can I apply my learning to real-world situations? → CEIAG: Reflection & growth	How do Christian and Islamic teachings guide believers in maintaining wellbeing? → PC: Religion or belief
12	Super Teaching Week	How can I apply my learning to support my own and others' mental health? → CEIAG: Communication	How can faith and non-faith perspectives work together in promoting mental wellbeing? → School values / British values	

Year 10 – Cycle 2 – Unhealthy relationships, pornography, sexual identity, Judaism and sikhism

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)
1	Introduction to Healthy & Unhealthy Relationships	What makes a relationship healthy or unhealthy? → BV: Individual liberty	How can I recognize red flags in relationships? → CEIAG: Self-awareness	What are the core beliefs of Judaism and Sikhism? → PC: Religion or belief
2	Understanding Intimate Relationships	What does a healthy intimate relationship look like? → PC: Consent	How can I ensure mutual respect and communication? → BV: Mutual respect	–
3	The Impact of Pornography	How does pornography affect perceptions of relationships? → CEIAG: Critical thinking	What are the myths and realities surrounding pornography? → CEIAG: Media literacy	What do Judaism and Sikhism teach about intimacy and relationships? → BV: Tolerance of beliefs
4	Developing Sexuality & Identity	How do people experience and understand their sexuality? → BV: Rule of law	How can I respect and support different identities? → PC: Sexual orientation	–
5	Consent & Boundaries	What is consent, and why is it important? → PC: Sex	How can I set and respect personal boundaries? → BV: Rule of law	How do Jewish and Sikh teachings address consent and personal autonomy? → PC: Religion or belief
6	The Role of Media in Relationship Expectations	How does the media shape our views on love and relationships? → PC: Gender roles	How can we challenge unrealistic relationship expectations? → CEIAG: Digital literacy	–
7	Coercion & Abuse in Relationships	What does emotional, physical, and digital abuse look like? → BV: Democracy	How can I seek help or support others in abusive situations? → CEIAG: Active citizenship	What do Judaism and Sikhism say about respect and protection in relationships? → BV: Mutual respect
8	Sexting & Online Safety	What are the risks of sharing intimate images? → PC: Race	How can I protect myself and others online? → BV: Tolerance	–
9	Understanding Love & Commitment	What does love mean in different relationships? → CEIAG: Cultural awareness	How do different cultures view commitment and marriage? → CEIAG: Economic wellbeing	How do Judaism and Sikhism define love and commitment? → BV: Individual liberty
10	Breaking Relationship Stereotypes	What are common relationship stereotypes? → CEIAG: Awareness & advocacy	How can I challenge toxic relationship norms? → CEIAG: Self-reflection	–
11	Assessment Week	What have I learned about relationships and personal boundaries? → BV: Individual liberty	Can I apply my learning to real-life situations? → CEIAG: Reflection & growth	How do Jewish and Sikh values guide believers in their relationships? → PC: Religion or belief
12	Super Teaching Week	How can I apply my learning to promote respectful relationships? → CEIAG: Communication	How can different religious and non-religious perspectives work together for healthy relationships? → School values / British values wrap-up	Creative project or Judaism & Sikhism-focused exploration → BV: Tolerance

Year 10 – Cycle 3 – Financial Exploitation, Buddhism

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)
1	Introduction to Financial Exploitation	What is financial exploitation, and how does it happen? → BV: Individual liberty	How can I protect myself from financial scams? → CEIAG: Self-awareness	What are the core beliefs of Buddhism? → PC: Religion or belief
2	Understanding Money Laundering	What is money laundering, and why is it illegal? → PC: Financial responsibility	How do criminals exploit financial systems? → BV: Mutual respect	–
3	Money Mules & Financial Crime	What are money mules, and why is it dangerous to get involved? → CEIAG: Critical thinking	How can I spot financial manipulation? → CEIAG: Risk management	What do Buddhist teachings say about ethical financial conduct? → BV: Tolerance of beliefs
4	Online Scams & Cybersecurity	What are the most common online scams? → BV: Rule of law	How can I protect my personal and financial information online? → PC: Digital safety	–
5	The Dangers of Debt	How do people get into debt, and what are the consequences? → PC: Economic wellbeing	What are responsible ways to borrow money? → BV: Rule of law	How does Buddhism approach wealth and materialism? → PC: Religion or belief
6	Gambling & Financial Risk	What are the risks of gambling? → PC: Addictive behaviors	How can I make informed financial decisions? → CEIAG: Digital literacy	–
7	Fraud & Identity Theft	How do fraudsters steal identities and commit financial crimes? → BV: Democracy	How can I keep my financial identity safe? → CEIAG: Active citizenship	What do Buddhist principles say about honesty and integrity in finances? → BV: Mutual respect
8	The Role of Banks & Credit Scores	What is a credit score, and why is it important? → PC: Economic stability	How can I build and maintain good financial health? → BV: Tolerance	–
9	Ethical Spending & Consumer Awareness	How can I be a responsible consumer? → CEIAG: Cultural awareness	What is the impact of ethical vs. unethical spending? → CEIAG: Economic wellbeing	How does Buddhism guide ethical consumption? → BV: Individual liberty
10	Breaking the Cycle of Financial Exploitation	How do financial predators target young people? → CEIAG: Awareness & advocacy	How can I build financial resilience? → CEIAG: Self-reflection	–
11	Assessment Week	What have I learned about financial safety and responsibility? → BV: Individual liberty	Can I apply my learning to real-life situations? → CEIAG: Reflection & growth	How do Buddhist values guide believers in financial decision-making? → PC: Religion or belief
12	Super Teaching Week	How can I apply my learning to avoid financial exploitation? → CEIAG: Communication	How can different religious and non-religious perspectives contribute to financial ethics? → School values / British values wrap-up	Creative project or Buddhism-focused exploration → BV: Tolerance

LVS – Year 11 – Teenage pregnancies, menopause, STIs, Christianity - Cycle 1

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)
1	Introduction to Teenage Pregnancy & Reproductive Health	What are the realities of teenage pregnancy? → BV: Individual liberty	How can we support young parents? → CEIAG: Self-awareness	What are the core beliefs of Christianity? → PC: Religion or belief
2	Understanding Miscarriage & Pregnancy Loss	What causes miscarriage, and what support is available? → PC: Emotional wellbeing	How can we discuss pregnancy loss sensitively? → BV: Mutual respect	–
3	Sexually Transmitted Infections (STIs)	What are STIs, and how can they be prevented? → CEIAG: Health awareness	How can we reduce stigma around STIs? → CEIAG: Risk management	What do Christian teachings say about sexual health and responsibility? → BV: Tolerance of beliefs
4	Contraception & Safe Sex	What are the different types of contraception? → BV: Rule of law	How can we make informed choices about sexual health? → PC: Safe relationships	–
5	The Impact of Teenage Pregnancy	What are the challenges and responsibilities of being a young parent? → PC: Economic wellbeing	How can we challenge stereotypes about young parents? → BV: Rule of law	How does Christianity view family, parenthood, and responsibility? → PC: Religion or belief
6	Menopause & Changing Bodies	What is menopause, and how does it affect people? → PC: Health & wellbeing	Why is menopause often misunderstood? → CEIAG: Health literacy	–
7	Sexual Health & Relationships	How does sexual health impact overall wellbeing? → BV: Democracy	How can I access sexual health services? → CEIAG: Active citizenship	What do Christian values teach about love, marriage, and commitment? → BV: Mutual respect
8	Consent & Communication in Relationships	Why is consent important in all relationships? → PC: Healthy relationships	How can we communicate effectively about boundaries? → BV: Tolerance	–
9	Emotional & Psychological Effects of Pregnancy & Parenthood	How does pregnancy affect mental health? → CEIAG: Emotional intelligence	What support systems are available? → CEIAG: Economic wellbeing	How do Christian beliefs shape perspectives on family and responsibility? → BV: Individual liberty
10	Breaking Stigma Around Reproductive Health	Why is there stigma around reproductive health? → CEIAG: Awareness & advocacy	How can we foster open discussions about these topics? → CEIAG: Self-reflection	–
11	Assessment Week	What have I learned about reproductive health and wellbeing? → BV: Individual liberty	Can I apply my learning to real-life situations? → CEIAG: Reflection & growth	How do Christian teachings support individuals through life transitions? → PC: Religion or belief
12	Super Teaching Week	How can I apply my learning to promote awareness and support for others? → CEIAG: Communication	How can faith-based and secular perspectives contribute to reproductive health discussions? → School values / British values wrap-up	Creative project or Christianity-focused exploration → BV: Tolerance

LVS – Year 11 – Cycle 2 – Online professionalism, Hinduism

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)
1	Introduction to Online Safety & Digital Presence	What does my digital footprint say about me? → BV: Individual liberty	How can I protect my personal data online? → CEIAG: Self-awareness	What are the core beliefs of Hinduism? → PC: Religion or belief
2	Sharing Content Online	What are the risks of sharing personal content? → PC: Digital responsibility	How can I control my online privacy? → BV: Mutual respect	–
3	Managing Personal Data & Cybersecurity	What happens to my data when I share it online? → CEIAG: Digital literacy	How can I recognize and prevent data breaches? → CEIAG: Risk management	What does Hinduism say about ethical use of knowledge and information? → BV: Tolerance of beliefs
4	Professional Relationships Online	How should I communicate professionally online? → BV: Rule of law	What are the differences between personal and professional digital interactions? → PC: Workplace ethics	–
5	Reliability of Digital Content & Fake News	How can I assess the reliability of online content? → PC: Critical thinking	How do algorithms influence the information I see? → BV: Rule of law	How does Hinduism approach truth and discernment? → PC: Religion or belief
6	The Impact of Social Media	How does social media affect mental health and self-esteem? → PC: Health & wellbeing	What strategies can I use for a balanced digital life? → CEIAG: Health literacy	–
7	Artificial Intelligence & Digital Ethics	What is AI, and how does it impact our lives? → BV: Democracy	What are the ethical concerns surrounding AI development? → CEIAG: Active citizenship	What are Hindu perspectives on technology and morality? → BV: Mutual respect
8	Online Harassment & Digital Consent	What does digital consent mean? → PC: Online safety	How can I respond to online harassment? → BV: Tolerance	–
9	The Role of Technology in the Future	How is technology shaping career opportunities? → CEIAG: Career awareness	What skills do I need to succeed in a digital world? → CEIAG: Economic wellbeing	How does Hinduism view technological progress and responsibility? → BV: Individual liberty
10	Breaking Stereotypes in Digital Spaces	How do biases appear in online platforms? → CEIAG: Awareness & advocacy	How can we create inclusive digital communities? → CEIAG: Self-reflection	–
11	Assessment Week	What have I learned about online safety and digital responsibility? → BV: Individual liberty	Can I apply my learning to real-life digital interactions? → CEIAG: Reflection & growth	How do Hindu teachings support ethical decision-making in technology? → PC: Religion or belief
12	Super Teaching Week	How can I apply my learning to promote digital safety and responsibility? → CEIAG: Communication	How can faith-based and secular perspectives contribute to digital ethics? → School values / British values wrap-up	Creative project or Hinduism-focused exploration → BV: Tolerance

LVS – Year 11 – Cycle 3 – Health, Sikhism

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)
1	Introduction to Cancer Prevention & Healthcare Awareness	What are the most common types of cancer and their risk factors? → BV: Individual liberty	How can lifestyle choices help prevent cancer? → CEIAG: Health awareness	What are the core beliefs of Sikhism? → PC: Religion or belief
2	NHS & Access to Healthcare	How does the NHS support public health? → PC: Digital responsibility	What services are available for young people? → BV: Mutual respect	–
3	Stem Cell & Organ Donation	What is stem cell donation, and who does it help? → CEIAG: Ethical decision-making	What are the challenges around organ donation? → CEIAG: Risk management	What does Sikhism teach about selfless service (Seva) and donation? → BV: Tolerance of beliefs
4	Blood Transfusions & Medical Ethics	How do blood transfusions save lives? → BV: Rule of law	What are the ethical concerns around blood donation? → PC: Medical ethics	–
5	Understanding Palliative Care & Euthanasia	What is palliative care, and how does it support terminally ill patients? → PC: Emotional wellbeing	What are the arguments for and against euthanasia? → BV: Rule of law	How does Sikhism approach end-of-life care and suffering? → PC: Religion or belief
6	Mental Health Support in Medical Settings	How does physical health impact mental wellbeing? → PC: Health & wellbeing	What mental health services does the NHS provide? → CEIAG: Health literacy	–
7	Ethics of Medical Advancements	What are the latest developments in cancer treatment? → BV: Democracy	How do scientific advancements shape healthcare ethics? → CEIAG: Active citizenship	What are Sikh perspectives on medical advancements and moral responsibility? → BV: Mutual respect
8	Raising Awareness & Advocacy	How can I support campaigns for healthcare and medical research? → PC: Social responsibility	How do charities and research institutions help patients? → BV: Tolerance	–
9	Career Opportunities in Healthcare	What career paths are available in medicine and research? → CEIAG: Career awareness	What skills are needed to work in healthcare? → CEIAG: Economic wellbeing	How do Sikh values encourage community service in healthcare? → BV: Individual liberty
10	Addressing Health Inequalities	Why do some communities face barriers to healthcare? → CEIAG: Awareness & advocacy	How can we promote fair access to medical support? → CEIAG: Self-reflection	–
11	Assessment Week	What have I learned about cancer prevention and medical ethics? → BV: Individual liberty	Can I apply my learning to real-life health choices? → CEIAG: Reflection & growth	How do Sikh teachings support ethical healthcare practices? → PC: Religion or belief
12	Super Teaching Week	How can I apply my learning to promote healthcare awareness? → CEIAG: Communication	How can faith-based and secular perspectives contribute to healthcare ethics? → School values / British values wrap-up	Creative project or Sikhism-focused exploration → BV: Tolerance