



THE LAMMAS
SCHOOL

Relationships & Sexual Education Policy

Last Reviewed: July 2023
Review Due: July 2025

Reviewed Biennially

A member of the Griffin Schools Trust

Contents

1. Aims	2
2. Statutory requirements	3
3. Policy development	3
4. Definition	3
5. Curriculum	3
6. Delivery of RSE	3
7. Use of external organisations and materials	5
8. Roles and responsibilities	6
9. Parents' right to withdraw	7
10. Training	7
11. Monitoring arrangements	7
Appendix 1: Curriculum map	8
Year 7 Full Termly Overview	8
Year 8 Full Termly Overview	9
Year 9 Full Termly Overview	10
Year 10 Full Termly Overview	11
Year 11 Full Termly Overview	12
Appendix 2: By the end of secondary school students should know	13
Appendix 3: Parent form: withdrawal from sex education within RSE	15
Appendix 4: Exemplar Drop Down Day Content	

1. Aims

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

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

Through the RSE and Pastoral curricula we also subscribe to promoting:

- Cohesion and community amongst our students; improved peer relationships
- An attachment to the school & year group
- Better relationships between tutor and tutees- 'Tutor First'; children seeing their tutor as their 'go to adult'
- Our three core Griffin values; Leadership, Wisdom & Courage
- Our three school rules; Safety, Learning and Respect
- Active participation and interaction; improved oracy and literacy through discussion and debate

2. Statutory requirements

As a secondary academy, we must provide RSE to all students under section 34 of the Children and Social Work Act 2017.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Lammas School & Sixth Form, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend to respond to a survey about the policy
4. Student consultation – we investigated (and continue to investigate) what exactly students at Lammas want from their RSE curriculum
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, and taking into account the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online.

6. Delivery of RSE

At Lammas, RSE is delivered explicitly to KS3 (Years 7 to 9) in Ethics lessons which form a key part of their broad and balanced curriculum.

In KS4 and KS5, RSE is delivered within the Pastoral Curriculum (daily tutorial sessions).

Students across all key stages receive a minimum of 1 hour of RSE education per week.

The SOL for each and every department in the school, map areas of learning with an RSE focus and these lessons and topics serve to further enhance the delivery of RSE school-wide.

In addition to the RSE curriculum we also engage our students in a comprehensive Pastoral Curriculum during tutorial time. It is a supplementary learning journey invested in developing our students' character. The Pastoral Curriculum aims to equip students with the skills, knowledge and competencies, distinct from their academic work that will help them succeed in the future.

Supplementary and specialist age-related RSE learning also takes places whole-school during three Drop Down Days each academic year.

The RSE curriculum has a strong focus on discussion, debate and active participation; written work is kept to a minimum with the intention of engaging students of all abilities. At Lammas 'knowing the child' is central to our teaching and learning ethos and staff who deliver the RSE curriculum, do so with due regard to the abilities, needs and vulnerabilities of the students in their classes; teaching and learning is adaptive so that all students can access the curriculum.

RSE is taught in the main within the Ethics curriculum (at KS3) although some of the more detailed, biological aspects of RSE are taught within the science curriculum, and other aspects are also included in religious education (RE).

Elements of the RSE, sex education we provide, aim to educate students beyond the biological content of the science curriculum. These sessions involve sexual health, sexuality, healthy lifestyles, diversity and personal identity. They are not intended to promote sexual activity.

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

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

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

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

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences

- During lessons, makes students feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with students' developmental stage
 - Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the 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.

At Lammas the following staff members are responsible for the leadership of RSE within the Social Sciences Department:

Ms. N. Paul - SLT Social Sciences

Mr. A. Qureshi – CL Social Sciences (from January 2024)

8.4 Students

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

9. Parents' right to withdraw

Parents have the right to withdraw their children from the 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 using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

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

10. Training

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

The 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.

11. Monitoring arrangements

The delivery of RSE is monitored through aspects of the teaching and learning monitoring cycle:

- SOL and work scrutinies
- Learning walks
- Formal observation
- Student voice

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

This policy will be reviewed biennially. At every review, the policy will be approved by the governing board and the headteacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year 7 Full Termly Overview

	Autumn	Spring	Summer
Main Learning 1	Build knowledge and gain understanding on the topics of Managing Change and Puberty & Body Development	Build knowledge and gain understanding on the topics of Politics, Parliament and Me and Staying Safe Online & Offline	Build knowledge and gain understanding on the topics of Celebrating Differences and Friendships, Respect & Relationships
Main Learning 2	Explore, examine and analyse attitudes and issues on the topics of Managing Change and Puberty & Body Development	Explore, examine and analyse attitudes and issues on the topics of Politics, Parliament and Me and Staying Safe Online & Offline	Explore, examine and analyse attitudes and issues on the topics of Celebrating Differences and Friendships, Respect & Relationships

Week	Autumn Term	Spring Term	Summer Term
1	Getting to know people	Why is politics important?	Multicultural Britain
2	What is a community?	How is our country run?	What is your identity?
3	Careers and your future	Create a political party	Nature vs Nurture
4	Sleep and Relaxation	Elections and Campaigning	Equality Act 2010
5	Financial Education	Politics and Debating	Breaking down stereotypes
6	Transition Points and Your Life	Exploring inside parliament	Prejudice and Discrimination
7	Intro to Puberty	Who is the new Prime Minister?	Challenging Islamophobia
8	Puberty (Girls focus)	Avoiding gangs	Consent and boundaries
9	Puberty (Boys focus)	Online safety	Respect and relationships
10	Personal Hygiene	Online gaming	Friendship and managing them
11	Menstruation and FGM	What is alcohol?	Being positive and self esteem
12	Assertiveness, consent and hormones	What is smoking?	What does it mean to be a man?
13	Self-esteem and empowerment	E cigs and vaping/Energy drinks	Toxic masculinity

Year 8 Full Termly Overview

	Autumn	Spring	Summer
Main Learning 1	Build knowledge and gain understanding on the topics of Proud to Be Me and Physical Health and Mental Wellbeing	Build knowledge and gain understanding on the topics of Law, Crime & Society and Dangerous Society Online & Offline	Build knowledge and gain understanding on the topics of LGBTQA+ Explored and Identity & Relationships
Main Learning 2	Explore, examine and analyse attitudes and issues on the topics of Proud to Be Me and Physical Health and Mental Wellbeing	Explore, examine and analyse attitudes and issues on the topics of Law, Crime & Society and Dangerous Society Online & Offline	Explore, examine and analyse attitudes and issues on the topics of LGBTQA+ Explored and Identity & Relationships

Week	Autumn Term	Spring Term	Summer Term
1	Employability Skills	Desert island living	Intro and LGBT what is it?
2	Proud to be me and career choices	Building a community	LGBT homophobia in schools
3	Career interests and job ideas	Making decisions & making priorities	Supporting those who are LGBT
4	Self-esteem and the media	Criminals, law and society	Challenging homophobia
5	Labour market information	Law making in the UK	Transphobia
6	Exploring careers	Prison reform and punishment	Intro to relationship education
7	Qualities and skills	County lines-what is it?	Healthy relationships
8	Health and Wellbeing	County Lines-who is at risk?	Dealing with conflict
9	What is mental health?	Substance abuse	Sexual orientation
10	Positive body image	Online safety-cyber bullying	Gender identity
11	Abuse	Drugs Education – Alcohol safety	Introduction to contraception
12	Types of bullying	Child exploitation and online protection	What is love?
13	Healthy eating and stress management		

Year 9 Full Termly Overview

	Autumn	Spring	Summer
Main Learning 1	Build knowledge and gain understanding on the topics of Essential Life Skills and Body Confidence Unit	Build knowledge and gain understanding on the topics of Combatting Extremism & Terrorism and Legal & Illegal Drugs	Build knowledge and gain understanding on the topics of Consent and Contraception
Main Learning 2	Explore, examine and analyse attitudes and issues on the topics of Essential Life Skills and Body Confidence Unit	Explore, examine and analyse attitudes and issues on the topics of Combatting Extremism & Terrorism and Legal & Illegal Drugs	Explore, examine and analyse attitudes and issues on the topics of Consent and Contraception

Week	Autumn Term	Spring Term	Summer Term
1	Learning to fail	Conspiracies & Extremist narratives	Consent and the law
2	First Aid lesson	Extremism in all its forms	FGM and the law
3	Importance of happiness	What is Terrorism?	Abstinence
4	Conflict management	Proud to be British	Relationships and Partners 1
5	Saving and borrowing	The radicalisation process	Relationship and Partners 2
6	Budgeting financial management	Counter - Terrorism	STIs
7	Social media and online stress	Anti-Semitism	Contraception 1
8	Self esteem	Introduction to drugs	Contraception 2
9	Body image 1	Different types of addictions	Exploring the realities of contraception
10	Bullying	Cannabis products	Harassment and stalking
11	Dealing with grief and loss	Drug classifications	HIV and AIDS
12	Media and airbrushing	Exploring illegal drugs & effects	AIDS – Prejudice and discrimination
13	Cancer prevention and Healthy lifestyles	Volatile substance abuse	

Year 10 Full Termly Overview

	Autumn	Spring	Summer
Main Learning 1	Students embrace challenge as a means to improve and can effectively prioritise	Students can identify when they and others are at risk from harm and can demonstrate compassion	Students understand that both logic and empathy contribute to a strong personal performance as an individual and leader
Main Learning 2	Students understand strategies for independence self-preservation and performance	Students are increasingly self-aware and resilient, acknowledging the power of positive relationships and self-respect	Students can reflect on the impact of mind-set and use this to inform their decision making and allow them to sustain strong performance

Week	Autumn Term	Spring Term	Summer Term
1	Mind-set assessment	Physical harm	Effective communication
2	Mind training	Psychological harm	Constructive criticism
3	Organisation skills at school	Internet safety & harms- Social Media Validation	Interviews
4	Health- Prepare to perform Part 1	Internet safety & harms- Online Reputation & Digital Footprint	What is strong leadership?
5	Health- Prepare to perform Part 2	Being Safe- Respect, Love & Relationships (Consent)	Command and control vs. discuss and decide
6	Health- Prepare to perform Part 3	Emotional, psychological and physical resilience	Importance of leadership skills for employers
7	Set-backs to success	Relationships- Pornography (2)	Mental energy (1)
8	What is my motivation?	Relationships- Domestic abuse and domestic violence	Mental energy (2)
9	Mental well-being-Types of Mental Ill Health	Relationships- Breakdown & Assault	Apprenticeships - Choices 16+
10	Mental well-being- Self Harm	Relationships- Sexualisation by the media	University
11	Mental well-being- Suicide	My health - Recharge	Making choices
12	Online & Media- Sexting		Making choices part 2
13	Online & Media- Pornography (1)		

Year 11 Full Termly Overview

	Autumn	Spring	Summer
Main Learning 1	Students understand the importance of resilience and organisation to their studies, and how this helps to maintain positive mental health	Students appreciate the diversity of learning pathways post 16 and understand the continuing importance of a safe and respectful online presence as they approach the transition to a more adult environment	Revision, intervention and public exams
Main Learning 2	Students begin to think critically about the nuance of communication and how this will relate to their future	Students develop strategies which will enable them to maintain personal health and make positive well-being choices	Revision, intervention and public exams

Week	Autumn Term	Spring Term	Summer Term
1	Time management	Careers Part 1	Revision, intervention and public exams
2	Exam stress and relaxation	Careers Part 2	
3	Insta-life versus <i>real</i> life	Careers Part 3	
4	Mental well-being (1)	Mental toughness Part 1	
5	Mental well-being (2)	Technology & mental well-being	
6	Mental well-being (3)	Digital footprint	
7	The 'Echo chamber'	Peer on peer abuse	
8	Disagreeing	Alcohol and Bad Choices	
9	Leadership and humility	Importance of Sexual Health	
10	When leaders make mistakes	Revisiting Contraception	
11	When things go wrong	Revisiting STI's	
12	Writing a personal statement	Respect and Relationships	

Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE

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

Appendix 4: Exemplar Drop Down Day Content 2022-23

1 Lammas School & Sixth Form- Drop Day 1 Schedule



Year 7- 'Essential Study Skills' & 'Equity, Diversity & Inclusion'

Intent/Objectives:

Session 1: Essential Study Skills Roadshow (P1 & P2)

A fun and interactive essential study skills workshop designed to empower and motivate KS3 students to use their imagination and creativity to make learning easier. The earlier we introduce effective learning skills, such as memory techniques and association maps, the better!

Session 2: 'Lily's Story' (P3 & P4)

Filmed over five years, this is the story of Lily Jones and her transition from male to female- a journey which began when she was 15 and living with her farming family in mid-Wales.

Discussion and activity workshop to explore the issues raised in the video and to understand the importance of equity, diversity and inclusion.

Session 3: 'Celebrate & Educate' - Online Workshop (P5)

Join the link on your Teams calendar to participate in this workshop which will help us to develop the knowledge, skills and confidence to embed gender, gender identity and sexual orientation at Lammas. 'Together we can make society a more welcoming place for everyone.'

Tut	8.30-9	7L	7E	7Y	7T	7O
	Register & Expectations	La2 Ms Thomas	En2 Ms Logan	La1 Ms Cato	La3 Ms Mosam	Hu4 Mr Corkhill
P1	9-10	Learning Performance Roadshow- Essential Study Skills Presenter: Steve Beckles-Ebusua Venue- Hall Resources- Groups of 9/ Booklets/Name Cards/Pens/ Evaluations				
P2	10-11					
Break	11-11.20					
P3	11.20-12.20	Lily: A Transgender Story- Video Watch video La2 Ms Thomas	Lily: A Transgender Story- Video Watch video En2 Ms Logan	Lily: A Transgender Story- Video Watch video La1 Ms Cato	Lily: A Transgender Story- Video Watch video La3 Ms Mosam	Lily: A Transgender Story- Video Watch video Hu4 Mr Mycroft
P4	12.20-1.20	Equity, Diversity & Inclusion Session PPT La2 Ms Thomas	Equity, Diversity & Inclusion Session PPT En2 Ms Mordi	Equity, Diversity & Inclusion Session PPT La1 Ms Cato	Equity, Diversity & Inclusion Session PPT La3 Ms Mosam	Equity, Diversity & Inclusion Session PPT Hu4 Mr Corkhill
Lunch	1.20-2.10					
P5	2.10-3.10	Educate & Celebrate Online Workshop Log in via link in Teams La 2 Ms Thomas	Educate & Celebrate Online Workshop Log in via link in Teams En2 Ms Logan	Educate & Celebrate Online Workshop Log in via link in Teams La1 Ms Dimova	Educate & Celebrate Online Workshop Log in via link in Teams La3 Ms Mosam	Educate & Celebrate Online Workshop Log in via link in Teams Hu4 Mr Corkhill

2 Lammas School & Sixth Form- Drop Day 1 Schedule



Year 8- 'Team Building' -Wise Up

Intent/Objectives:

The 'Hub Challenge', involves up to 32 different team building and problem solving activities. To achieve the objectives of the day, you will take part in a range of activities from logical to physical challenges. The Hub encourages students to plan, communicate, work together and stay motivated in a fun, energy packed activity day!

Session 1: 'Introduction and induction' (Tutorial)

1. Please register all students.
2. Remind students of their Group Number and Leader. Get them to write their group number on their hand if they think they'll forget! The list of groups and leaders is below.
3. Tell them that on the field they must line up in front of their group leader (much as we do for a fire drill). **Remind them of the importance of our values and rules: Safety, Learning, Respect.**
4. Play the video via the hyperlink below. This will introduce the day and the expectations.
5. At **8.55am**, line up the group in silence* and lead them out to the field via the main reception.

Students leave bags in classrooms but should bring their water bottle, rain coat and any essentials (i.e. inhalers). You will not be returning to classrooms until break (if necessary).

Session 2: 'The Hub Challenge' (P1-P4)

1. **Lammas Group Leaders** should head out to the field and be ready and waiting at **8.50am**. Wise Up staff will also be there.
2. On the field, tutors should distribute students to their correct groups and leaders. Students line up in front of their group leader (much as we do for a fire drill). The list of groups and leaders is below.
3. Have fun!

Session 3: De-brief and awards (P5) in the Hall from 2.55pm. At 3.10pm, students return to classrooms to collect belongings and leave. Encourage thanks and gratitude for Wise Up Team and group leaders.

		8L	8E	8Y	8T	8O
Tut	8.30-8.55	Mu1 Ms Dalka Register & play intro video	En4 Ms Smith Register & play intro video	DT3 Mr Asemota Register & play intro video	DT2 Ms Ossai Register & play intro video	Sc6 Ms Gilbert Register & play intro video
P1	9-10	Field	Field	Field	Field	Field
P2	10-11	Field	Field	Field	Field	Field
Break	11-11.20					
P3	11.20-12.20	Field	Field	Field	Field	Field
P4	12.20-1.20	Field	Field	Field	Field	Field
Lunch	1.20-2.10					
P5	2.10-2.50	Field	Field	Field	Field	Field
	2.55-3.10	Hall	Hall	Hall	Hall	Hall

3 Lammas School & Sixth Form- Drop Day 1 Schedule



Year 9- 'Now and the Future' & 'Equity, Diversity & Inclusion'

Intent/Objectives:

Session 1: 'Lily's Story' (P1 & P2)

Filmed over five years, this is the story of Lily Jones and her transition from male to female- a journey which began when she was 15 and living with her farming family in mid-Wales.

Discussion and activity workshop to explore the issues raised in the video and to understand the importance of equity, diversity and inclusion.

Session 2: 'Now and the Future' - Y9 Options (P3 & P4)

This Roadshow, based on an interactive study skills workshop, not only shows students how to learn with effective study techniques, but also how to set goals and take positive action for now and the future.

Session 3: 'Celebrate & Educate' - Online Workshop (P5)

Join the link on your Teams calendar to participate in this workshop which will help us to develop the knowledge, skills and confidence to embed gender, gender identity and sexual orientation at Lammas. 'Together we can make society a more welcoming place for everyone.'

Tut	8.30-9 Register & Expectations	9L Ma1 Mr Ozerek	9E En6 Ms Paul	9Y Ma4 Mr M. Ahmed	9T Hu1 Ms Chirumuta	9O Ma3 Ms Mukadam
P1	9-10	Lily: A Transgender Story- Video Watch video Ma1 Mr Ozerek	Lily: A Transgender Story- Video Watch video En6 Ms Paul	Lily: A Transgender Story- Video Watch video Ma4 Mr Ahmed	Lily: A Transgender Story- Video Watch video Hu1 Ms Chirumuta	Lily: A Transgender Story- Video Watch video Ma3 Ms Mukadam
P2	10-11	Equity, Diversity & Inclusion Session PPT Ma1 Mr Ozerek	Equity, Diversity & Inclusion Session PPT En6 Ms Paul	Equity, Diversity & Inclusion Session PPT Ma4 Mr Ahmed	Equity, Diversity & Inclusion Session PPT Hu1 Ms Chirumuta	Equity, Diversity & Inclusion Session PPT Ma3 Ms Mukadam
Break	11-11.20					
P3	11.20-12.20	Learning Performance Roadshow- Essential Study Skills Presenter: Steve Beckles-Ebusua Venue- Hall Resources- Groups of 9/ Booklets/Name Cards/Pens/ Evaluations				
P4	12.20-1.20					
Lunch	1.20-2.10					
P5	2.10-3.10	Educate & Celebrate Online Workshop Log in via link in Teams Ma1 Ms Belmonte	Educate & Celebrate Online Workshop Log in via link in Teams En6 Ms Paul	Educate & Celebrate Online Workshop Log in via link in Teams Ma4 Mr Ahmed	Educate & Celebrate Online Workshop Log in via link in Teams Hu1 Ms Chirumuta	Educate & Celebrate Online Workshop Log in via link in Teams Ma3 Mr Mycroft

4 Lammas School & Sixth Form- Drop Day 1 Schedule



Year 10- 'Prepare to Perform' RSE Content

Intent/Objectives:

PE	The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress	The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health
Food Prep. & Nutrition	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer	
Science	The science relating to blood, organ and stem cell donation	

Y10 students come to school in PE kit and trainers so that no changing is necessary. Bring a bottle of water and your pencil case.

Session 1: 'Power Yourself to perform'- Food & Nutrition (various- see timetable)

All food and nutrition sessions will take place in Fo1. Remind students of the need to arrive promptly, behave respectfully and participate responsibly in the session. 1 hour is not long for creative food prep.

Session 2: 'The Power of Stem Cells - Science (various- see timetable)

All Science sessions will take place in Sc2 or Sc3. Essential GCSE Science and RSE curriculum content! Listen and learn about the power of your bodies!

Session 3: 'Exercise & Body Function' - PE Practical (various- see timetable)

Even if you're not an athlete, knowledge about your heart rate can help you monitor your fitness level. Explore your heart rate and find out what it means for you and your physical and mental fitness!

Session 4: 'The Impact of an Active Lifestyle' - PE Theory (various- see timetable)

Discover the links between an inactive lifestyle and ill health...

Tut	8.30-9 Register & Expectations	10L Sc4 Mr K. Ahmed	10E Hu5 Mr Cunningham	10Y En1 Ms Worth	10T Sc7 Ms Bravo	10O Hu3 Mr Cruz
P1	9-10	Food FO1 SBR/SAL	Science Sc2 KAH	P2P Booklet* En1 RWO	PE Practical GYM LCU	PE Theory PE1 NBA
P2	10-11	Science Sc2 KAH	Food FO1 SBR/SAL	PE Practical GYM RWO	PE Theory PE1 NBA	Science Sc3 DCR
Break	11-11.20					
P3	11.20-12.20	PE Theory NBA	PE Practical GYM LCU	Food FO1 SBR/SAL	Science Sc3 DCR	PE Practical GYM RWO
P4	12.20-1.20	PE Practical GYM LCU/ RWO	PE Theory Sc2 NBA	Science Sc2 KAH	Food FO1 SBR/SAL	P2P Booklet Hu3 DCR
Lunch	1.20-2.10					
P5	2.10-3.10	P2P Booklet* Sc4 KAH	P2P Booklet* Hu5 LCU	PE Theory PE1 NBA	P2P Booklet* Sc7 DCR	Food FO1 SBR/SAL

*Students will need their 'Prepare to Perform PiXL' booklets (from tutorials) to work on in the designated session. (HoY to arrange distribution). Spares are available from HoY if needed. Continue the reading and planning for personal self-care plans that you have been doing in your **Guidance** tutorials.

RSE Policy

Appendix 4: Exemplar Drop Down Day Content 2022-23

5

Lammas School & Sixth Form- Drop Day 1 Schedule

Year 11- 'Unifrog Post-16 Planning' and 'Revision Techniques'

Intent/Objectives:

Session 1- Finding out what options you have in terms of post-16 study and employment.

Session 2- Practising different revision techniques

Session 3- How **not** to revise!

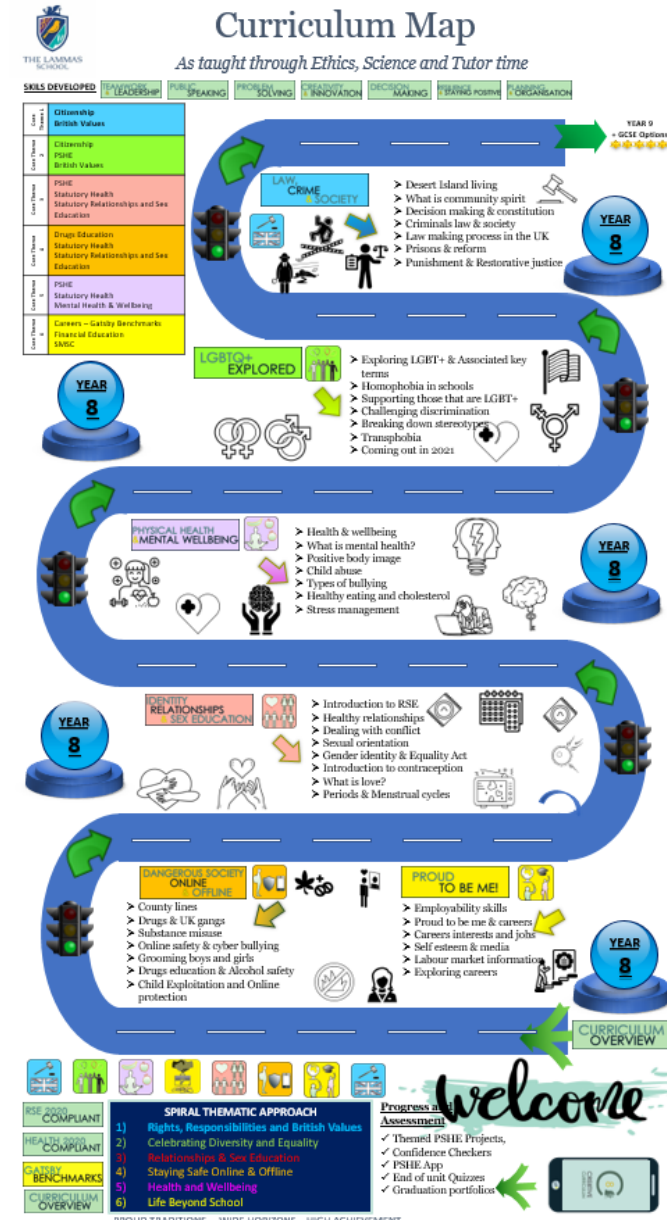
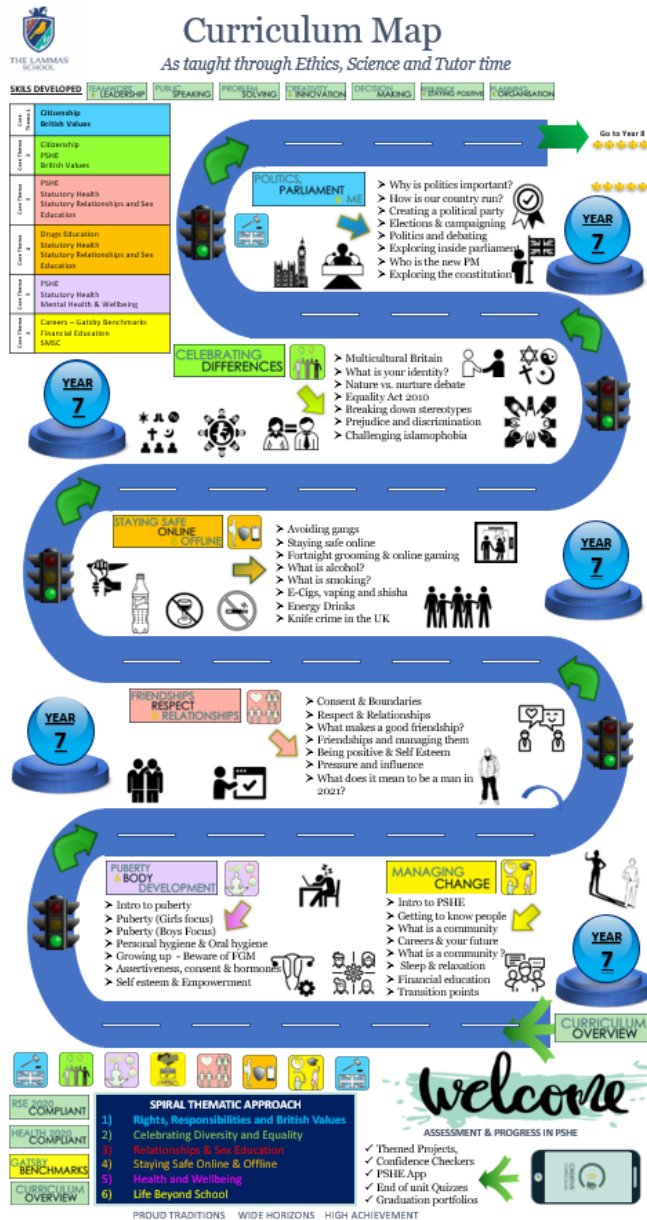
Session 4- ❶ What is the difference between A-Levels and BTECs? ❷ Presentation on careers pathways by *Neda Haghsheenas* from London Square (20-minute talk about careers and pathways) in Drama 1

		11L	11E	11Y	11T	11O
Tut	8.30-9 Register & Expectations	IT3 Ms N Ahmed Mr Guenem	IT2 Ms Bux Ms O'Riordan	Ma6 Ms Samuel Mr Aladesi	IT1 Ms Dillon Ms Dimova	En3 Ms Guenem Mr Pillay
P1	9-10	Post 16 Choices IT3 Ms N Ahmed Mr Guenem	Post 16 Choices IT2 Ms Bux Ms O'Riordan	Post 16 Choices Ma6 (Maths CB) Ms Samuel Mr Aladesi	Post 16 Choices IT1 Mr Islam Ms Dimova	Post 16 Choices En3 (Eng. CB) Ms Guenem Mr Pillay
P2	10-11					
Break	11-11.20					
P3	11.20- 12.20	Revision Techniques (PPT in folder) IT3 Ms N Ahmed Mr Guenem	Revision Techniques (PPT in folder) IT2 Ms Bux Ms O'Riordan	Revision Techniques (PPT in folder) Ma6 (Maths CB) Ms Samuel Mr Aladesi	Revision Techniques (PPT in folder) IT1 Ms Dillon Ms Dimova	Revision Techniques (PPT in folder) En3 (Eng. CB) Ms Guenem Mr Pillay
P4	12.20- 1.20	Good & Bad Revision IT3 Mr Islam Mr Guenem	Good & Bad Revision IT2 Ms Bux Ms O'Riordan	Good & Bad Revision Ma6 (Maths CB) Ms Samuel Mr Aladesi	Good & Bad Revision IT1 Ms Dillon Ms Dimova	Good & Bad Revision En3 (Eng. CB) Ms Guenem Mr Pillay
Lunch	1.20-2.10					
P5	2.10-2.40	BTECs & A-Levels IT3 Ms N Ahmed Mr Guenem	BTECs & A-Levels IT2 Ms Bux Ms O'Riordan	BTECs & A-Levels Ma6 (Maths CB) Ms Samuel Mr Aladesi	Careers Talk Dr1 Ms Dillon Ms Dimova	Careers Talk Dr1 Ms Guenem Mr Pillay
	2.40-3.10	Careers Talk Dr1 Ms N Ahmed Mr Guenem	Careers Talk Dr1 Ms Bux Ms O'Riordan	Careers Talk Dr1 Mr Islam Mr Aladesi	BTECs & A-Levels IT1 Ms Dillon	BTECs & A-Levels En3 (Eng. CB) Ms Guenem Mr Pillay

You will be given student booklets for P3 'Revision Techniques' by JIS.

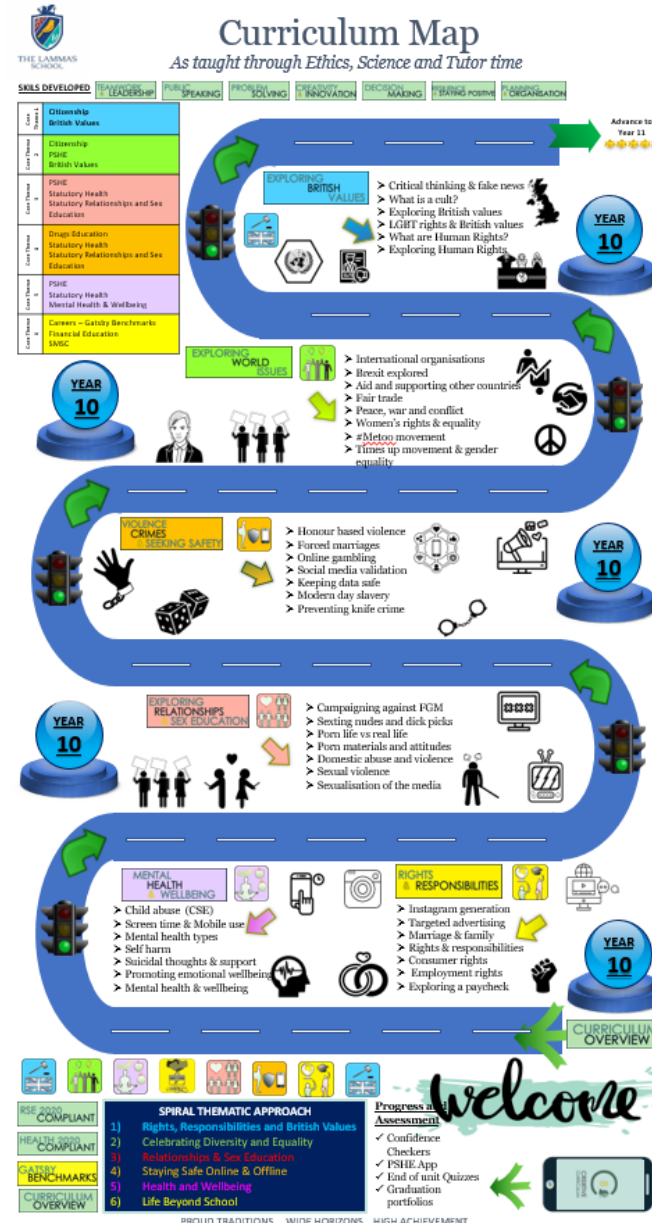
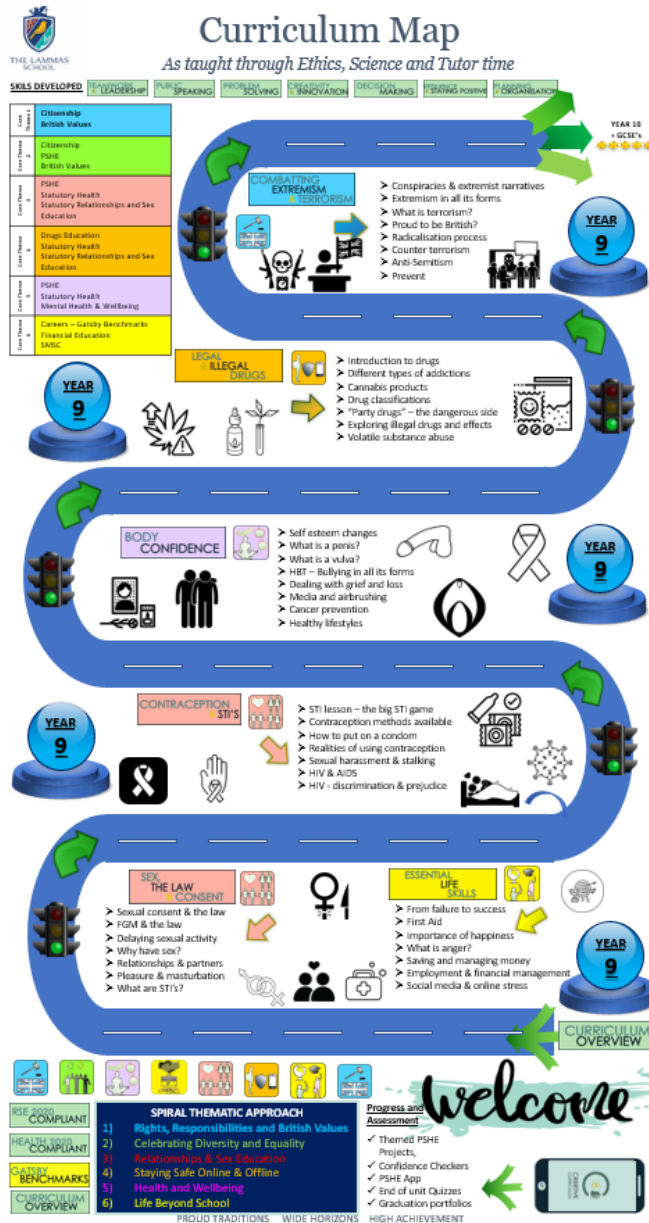
RSE Policy

Appendix 5: RSE Curriculum 'Road Maps'



RSE Policy

Appendix 5: RSE Curriculum 'Road Maps'



Appendix 5: RSE Curriculum 'Road Maps'

