



**Our mission** - ‘To create and sustain an inclusive and outstanding learning community for all, rooted in the teachings of Jesus Christ, in which all will aspire to excellence in learning, teaching and care for one another, so all will achieve and grow as unique individuals made in the image of God’.

## **Our Core Values;**

### ***Faith, Aspiration & Unity***

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic and Church of England Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

## **Relationships, Sex & Health Education (RSHE) Policy**

<b>RSHE Policy - Document Status</b>			
<b>Date of review completion</b>	March 2026	<b>Named Responsibility</b>	Christian Character, Curriculum & Standards Committee (JD)
<b>Date of Policy Adoption by Governing Body</b>	March 2026	<b>Next Review Date</b>	March 2028
<b>Policy Basis</b>	Catholic & Church of England Diocesan Guidelines		

## 1. Aims

At the heart of the Relationship, Sex and Health Education curriculum is building upon a Catholic / Anglican understanding of the human person and an appreciation that authentic human love is more than sexual expression.

The core aims of the curriculum are:

- To support students to develop a greater awareness of the Catholic / Anglican faith and its understanding of the human person, of true relationships and the nature of community;
- Provide a framework in which sensitive discussions can take place;
- To enable students to use correct vocabulary to describe themselves, their bodies, prepare them for puberty and give them an understanding of sexual development and the importance of health and hygiene;
- To provide accurate information about sex related issues and create a positive culture around these issues;
- Increase students' self-esteem, confidence, empathy and dignity;
- To develop students' respect, awareness and care for others;
- To explore a range of attitudes and values towards sex related issues and help students to reach their own informed views and make their own choice for a healthier lifestyle;
- To develop students' personal, social and emotional skills relating to sexual behaviour and situations (e.g. consent, communication, decision making, and risk assessment);
- To give students support in becoming resilient and to develop confidence to discern messages in the media and the positive and negative effects of peer pressure.
- Ensure that we safeguard the dignity of the individual and support them as they get to know themselves and God. RSHE is immersed in the Gospel values and mission statement of the school.

*"... Children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities. They should receive a positive and prudent education in matters of sex and young people have the right to be stimulated to make sound moral judgments based on a well-informed conscience and to put them into practice with a sense of personal commitment." (Second Vatican Council, Gravissimum Educationis, 1965, GE3)*

RSHE is part of the mission of Catholic schools to educate the whole person. It should be carried out as part of the holistic education which seeks to form as well as inform young people in preparation for adult life. (Catholic Education Service 2020)

## 2. Statutory Guidance

At Holy Trinity Academy we provide Relationship, Sex and Health Education to all students pursuant to section 34 of the Children and Social Work Act 2017. As a Catholic / Anglican school we have consulted the Catholic Education Service ("CES"), the Catholic Diocese of Shrewsbury and the Anglican Diocese of Lichfield and followed the advice given.

In teaching RSHE, we have also incorporated guidance from the following documents:

Education Act 1996. – section 403  
Keeping Children Safe in Education 2022  
Equality Act 2010  
Relationships Education, Relationships & Sex Education (RSHE) and Health Education [DfE 2020]  
Relationships and Sex Education in Catholic School Quality Standard [CES]  
Changes to the teaching of RSHE and PSHE: Church of England response (2018)  
Valuing All God's Children (2017)

The law requires that maintained secondary schools teach sex education, sexual orientation and gender identity, human growth and reproduction, including education about sexual health: HIV and AIDS and other sexually transmitted infections. Additionally, teaching should cover acceptable and unacceptable behaviour in relationships and where to find support if required. Teaching should include reference to physical health and mental wellbeing to give pupils the information that they need to make good decisions about their own health and well-being.

Schools are also required to teach the physical and emotional damage caused by female genital mutilation (FGM) and criminal implications of this. Internet safety should also be addressed and schools are required to teach pupils the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact and how and to whom to report issues.

### **3. Policy Development**

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

- i) Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance
- ii) Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
- iii) Parent/stakeholder consultation - parents and any interested parties were given the opportunity to look at the policy and make recommendations
- iv) Pupil consultation - pupils were given the opportunity to look at the policy and make recommendations
- v) Ratification - once amendments were made, the policy was shared with governors and ratified

### **4. Definitions**

Ensuring that our students establish and maintain meaningful relationships and supporting them is of paramount importance and rooted in Gospel teaching. Relationship, Sex and Health Education is lifelong learning about physical, sexual, moral and emotional development. Our programme focuses on giving young people the information they need to help develop healthy, nurturing relationships of all kinds. We stress the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is about the development of a student's knowledge and understanding of themselves as sexual beings, about what it means to be fully human and being enabled to form healthy relationships with self and others and make moral decisions in conscience and with respect for all in all settings to remain safe including online. At Holy Trinity Academy we strive to incorporate in our general curriculum an understanding of God's love and our response to this love. To this end an understanding of God's creative love, as embodied in human reproduction, is at the centre of our Religious Education and Science curriculum at a suitable level to the growing child (Key Stages 3 and 4). The moral teaching on sexual behaviour is based on the Gospel values of the Catholic and Anglican Church. The Religious Education department liaises with Science and other curriculum areas, within the College to ensure these values are cross-departmental. RSHE therefore involves a combination of sharing information and exploring issues and values. God created man and woman in his own image, with equal dignity, different yet complementary. Our sexuality is a gift from God and must be expressed according to His will of love. Our bodies are temples of the Holy Spirit and we are one body with Christ. Chastity should be presented in a positive way; it is a gift from God, leading to a self-control which frees us to behave towards

ourselves and others with love and with justice. RSHE is not about the promotion of sexual activity but instead is to promote the understanding, that God's holy gift of sexual intercourse is reserved for the permanent commitment of marriage, expressive of the bond of mutual love and open to God's gift of new life. Genuine love is the fundamental vocation of every human being. RSHE is therefore about the emotional, social and cultural development of students and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

## **5. Curriculum**

Whilst promoting Catholic and Anglican values and virtues and teaching in accordance with Churches teaching, we will ensure that students are offered a balanced programme by providing an RSHE programme that offers a range of viewpoints on issues. Although RSHE is not a subject on the curriculum, there are from time to time, specific classes on various aspects of sex education in a variety of subjects. Questions will arise in these classes and teachers are asked to answer honestly, taking care to make answers simple and straightforward and be careful not to give rise to confusion or anxiety. All students are encouraged to refer to their parents for further information and should it be thought necessary by the Senior Leadership Team, parents and / or carers may be consulted. Students will also receive clear scientific information as well as covering the aspects of the law pertaining to RSHE (topics such as forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with the Academy's promotion of Catholic and Anglican teaching. We will ensure that students have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Our curriculum is set out as per Appendix 1, 2 and 3 but we may need to adapt it as and when necessary.

RSHE is covered in many aspects of our curriculum but predominantly in Religious Education, Computing, (with focus on online safety), Personal, Social, Health and Economic Education ("PSHE") (our Catholic approved syllabus), Science, through acts of worship and by other external providers e.g. The Ten-Ten company, a Catholic approved company providing resources and facilitators on many moral issues. The Key Stage 5 General RE and tutorial programmes have a number of age appropriate RSHE foci. We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner and where required seek guidance from the SLT. We therefore ensure that our students are fully informed and know where to go for further support and guidance if required, as per our safeguarding procedures.

For more information about our curriculum, see our curriculum maps in the appendices

## **6. Delivery of RSHE:**

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. PSHE has 2% of the curriculum timetable.

Biological aspects of RSHE are taught within the science curriculum (Appendix 2), and other aspects are included in Religious Education (Appendix 3).

RSHE 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

See Appendix 1 for an overview of PSHE topics.

These areas of learning are taught within the context of family life taking care to ensure 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, 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).

## **7. Roles & Responsibilities:**

### **7.1 The Governing Board**

The Governing Body of Holy Trinity Academy is responsible for ensuring that there is a Relationship, Sex and Health Education policy, in consultation with parents and teachers, which is in keeping with Roman Catholic and Church of England teaching. They will ensure that the policy is available to parents and that parents know of their right to withdraw their children. The Governing Board will approve the RSHE policy, and hold the Headteacher to account for its implementation

### **7.2 The Headteacher**

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school and that adequate curriculum time has been allocated for its delivery

### **7.3 Heads of Subject**

The Head of PSHE, Head of Science and Head of Religious Education are responsible for ensuring that the requirements of RSHE are delivered in their respective curriculum areas.

### **7.4 Teaching Staff**

All staff have a responsibility of care to children and young people. As well as fostering academic progress they should contribute to the guardianship and guidance of the physical, moral and spiritual wellbeing of their pupils. Teachers will be expected to teach RSHE in accordance with the Roman Catholic and Church of England ethos of the school, and all teachers involved in the delivery of RSHE at any level should ensure that they are familiar with these Christian teachings in relation to relationships and sex. Appropriate training will be made available for all staff teaching RSHE. Teachers also have a duty to bring to the attention of the nominated person Safeguarding, any child protection issues (see Safeguarding Policy for specific guidance).

Staff are responsible for:

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

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

### **7.5 Students**

Students should be willing to listen to the teachings of the Roman Catholic Church and the Church of England and become aware of a variety of other views regarding moral issues related to RSHE. They will be expected to have concern for, and accept responsibility for their

knowledge and understanding of their sexual development. Students are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

### **7.6 Other Stakeholders**

The school will make appropriate use of external agencies such as theatre groups, counselling organisations, health professionals, and local community figures. All staff from external agencies will be asked to adhere to the teaching of the Roman Catholic Church and the Church of England, in line with protocols for visitors to Christian ecumenical schools.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic and Church of England principles and practice.

## **8. Parents' Right To Withdraw:**

Parents do not have the right to withdraw their children from the statutory components of the RSHE programme / curriculum. So, at Holy Trinity Academy, pupils must be in lessons which are rooted in the National Curriculum as part of the Science curriculum.

Parents do have the right to withdraw their children from the non-statutory components of sex education within RSHE 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.

The Head of PSHE will write to the parents / carers of all pupils due to receive the non-statutory components of sex education within RSHE and provide a return form for those parents / carers who wish to withdraw their children from this element of the curriculum.

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.

The Headteacher will notify the Head of PSHE of this decision who in turn will notify the classroom teacher. Alternative and appropriate work will be provided by the classroom teacher and given to pupils who are withdrawn from sex education.

## **9. Training**

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. All teachers of RSHE are provided with appropriate resources and guidance on delivery.

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

## **10. Monitoring Arrangements**

The delivery of RSHE is monitored by the SLT through the QA process.

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

This policy will be reviewed by the SLT. At every review, the policy will be approved by the Governing board and the Headteacher.

## Appendix 1

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Intro & Health Matters	Intro & Identity + Self-Esteem	Intro & Empowerment	Intro & Resilience	Intro & Self-Esteem + Self-Confidence	Transition & Well-being	Well-being
Risk & Safety: Staying Safe + First Aid	Risk & Safety: Bullying + Alcohol + Smoking	Risk & Safety: Drugs + Gambling	Planning for The Future	Managing Money	Health & Safety	British Values
RSHE [10:10 Life To The Full]	RSHE [10:10 Life To The Full]	RSHE [10:10 Life To The Full]	RSHE [10:10 Life To The Full]	RSHE [10:10 Life To The Full]	RSHE [10:10 Life To The Full]	Wider World
British Values: Active Citizenship: Environment	British Values: Active Citizenship; Community	British Values: Democracy + Rule Of Law	British Values: Individual Liberty + Respect & Tolerance		Careers	

Lesson	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
01	Intro To PSHEC & Health Matters  <i>[Fresh Start; Coping With Change]</i>	Intro To PSHEC & Identity / Self-Esteem  <i>[Self-Esteem; Personal Strengths; Confidence]</i>	Intro To PSHEC & Empowerment  <i>[Self-Empowerment]</i>	Intro To PSHEC & Resilience  <i>[Causes Of &amp; Dealing With Stress]</i>	Intro To PSHEC & Self-Esteem / Self-Confidence  <i>[Nature &amp; Benefits Of Self-Confidence]</i>	Transition & Well-being  <i>[10:10 ... Common Room; Coping With Change; Being Independent]</i>	Well-being  <i>[Revision Techniques; Stress Management]</i>
02	Health Matters  <i>[Personal qualities; Friendships]</i>	Identity & Self-Esteem  <i>[Judgements and criticisms from others; Coping / dealing with criticism]</i>	Empowerment  <i>[How society empowers us]</i>	Resilience  <i>[Bereavement]</i>	Self-Esteem & Self-Confidence  <i>[How we can raise self-esteem &amp; confidence in ourselves &amp; others]</i>	Transition & Well-being  <i>[10:10 ... Life In the 6<sup>th</sup> Form (Part 1)]</i>	Well-being  <i>[Staying Safe online &amp; offline]</i>
03	Health Matters  <i>[Healthy Lifestyles]</i>	Identity & Self-Esteem  <i>[Impact of self-esteem on mental &amp; physical health]</i>	Empowerment  <i>[Empowerment and facing challenges; Mental &amp; physical health]</i>	Resilience  <i>[Work-life balance]</i>	Self-Esteem & Self-Confidence  <i>[Nature of empathy; Impact of empathy]</i>	Transition & Well-being  <i>[10:10 ... Life In the 6<sup>th</sup> Form (Part 2)]</i>	Well-being  <i>[Personal safety; knife crime; 'Safe partying']</i>
04	Risk & Safety: Staying Safe  <i>[Assessing risks to ourselves, home, other people]</i>	Risk & Safety: Bullying [SVSH]	Risk & Safety: Drugs	Planning for The Future  <i>[Aspirations; How Do I Plan For The Future?]</i>	Managing Money  <i>[Managing Personal Finances, Budgeting]</i>	Transition & Well-being  <i>[Dealing with stress &amp; anxiety; Resilience]</i>	Well-being  <i>[Celebrating diversity; LGBT]</i>
05	Risk & Safety: Staying Safe  <i>[Risks in society; Online safety]</i>	Risk & Safety: Alcohol	Risk & Safety: Gambling	Planning for The Future  <i>[Opportunities Out There For Me; How Do I Improve My Prospects?]</i>	Managing Money  <i>[Finance &amp; Society, Taxes, Pensions; Ethical consumerism]</i>	Health & Safety: Diet & Sleep  <i>[Sleep benefits &amp; hygiene; Balanced diet; Mental &amp; Physical health]</i>	British Values: Extremism

06	<b>Risk &amp; Safety: First Aid</b>  <i>[Breaks, Bleeds, Burns, CPR]]</i>	<b>Risk &amp; Safety: Smoking</b>	<b>Risk &amp; Safety: Drugs ... Managing Situations [SVSH]</b>	<b>Planning for The Future [SVSH]</b>  <i>[Law &amp; Work; Rights &amp; Responsibilities At Work]</i>	<b>Managing Money</b>  <i>[Money stresses; Impact on mental &amp; physical health]</i>	<b>Health &amp; Safety: Alcohol</b>  <i>[Alcohol Safety]</i>	<b>British Values: Prevent</b>
07	<b>Assessment Lesson</b>	<b>Assessment Lesson</b>	<b>Assessment Lesson</b>	<b>Assessment Lesson</b>	<b>Assessment Lesson</b>	<b>Health &amp; Safety: Drugs</b>  <i>[Synthetic Cannabinoids &amp; LSD]</i>	<b>British Values: Democracy</b>
08	<b>RSE: Who Am I?</b>  <i>[Ground Rules; Who Are You?; Uniqueness; Body &amp; Soul; Life To The Full]</i>	<b>RSE: Created &amp; Chosen</b>  <i>[Group Guidelines; Science Of Uniqueness; Standing Out &amp; Fitting In; Do I Really Matter?]</i>	<b>RSE: Search For Love</b>  <i>[What Are You Looking For?; True Love; Romance &amp; Sex; The Story So Far]</i>	<b>RSE: Authentic Freedom</b>  <i>[First Time; What IS Sex All About?; Freedom To Wait; The Challenge]</i>	<b>RSE: Self-Worth</b>  <i>[Formative Experiences; Hindsight; Lightbulb Moments; Respect &amp; Dignity]</i>	<b>Health &amp; Safety: Drugs</b>  <i>[MDMA &amp; Ecstasy]</i>	<b>British Values: Tolerance</b>
09	<b>RSE: Changing Bodies</b>  <i>[Puberty; Physical &amp; Emotional Changes; God Is With You]</i>	<b>RSE: Appreciating Difference</b>  <i>[Man vs Woman; Gender Stereotypes; Gender identity; A Word From The Pope]</i>	<b>RSE: Love People, Use Things</b>  <i>[Consumer Culture; Loving Yourself &amp; Loving Others; Using People; Love People, Use Things]</i>	<b>RSE: Self-image</b>  <i>[Express Yourself; Confidence &amp; Body Image; Respect; See Your Worth]</i>	<b>RSE: Addiction</b>  <i>[The Pull Of Short-Term Highs; Overcoming Addiction]</i>	<b>RSHE: Babies</b>  <i>[10:10 ... Babies]</i>	<b>Wider World</b>  <i>[Safe driving]</i>
10	<b>RSE: Healthy Inside &amp; Out</b>  <i>[Feeling Great &amp; Feeling Awful; Self-esteem &amp; Body Image; Choosing Thankfulness]</i>	<b>RSE: Feelings</b>  <i>[Attraction; Crushes &amp; Sexual Attraction; Managing Sexual Feelings; A Letter To Myself]</i>	<b>RSE: In Control Of My Choices</b>  <i>[The Science Of Desire; Lust &amp; Self-Mastery; Stories &amp; Choices; The Catholic Vision &amp; Confession]</i>	<b>RSE: Beliefs, Values &amp; Attitudes</b>  <i>[Choices &amp; Motivations; Developing Character; What Is Your Guide?; Strengthened By Faith]</i>	<b>RSE: Eating Disorders</b>  <i>[The Spiral; The Confrontation; The Recovery]</i>	<b>RSHE: Unexpected Pregnancy</b>  <i>[10:10 ... responding To Unexpected Pregnancy]</i>	<b>Wider World</b>  <i>[Debt management; Consumer rights]</i>
11	<b>RSE: Where We Come From</b>  <i>[Where Do You Come From?; Sexual Union; Menstrual Cycle; Marriage, Sex &amp; Babies]</i>	<b>RSE: Before I Was Born</b>  <i>[Babies; Life Before Birth; Prenatal Care]</i>	<b>RSE: Fertility &amp; Contraception</b>  <i>[Fertility &amp; Contraception; Contraception; Contraception – Good Or Bad?; Natural Family Planning]</i>	<b>RSE: Parenthood</b>  <i>[Appreciation; Obligations, Rights &amp; Responsibilities; Responsibility Of A Lifetime; Future Parents]</i>	<b>RSE: Birth Control</b>  <i>[Commitment; Contraception; Natural Family Planning]</i>	<b>RSHE: Pornography [SVSH]</b>  <i>[10:10 ... Truth &amp; Lies]</i>	<b>Wider World [SVSH]</b>  <i>[Social media; Sources; Profiles; Harassment]</i>
12	<b>RSE: Family &amp; Friends</b>  <i>[Support; Family; Friends; Dealing With Conflict]</i>	<b>RSE: Tough Relationships</b>  <i>[Don't Judge Me; Prejudice In History; Prejudice In Personal Relationships; Tolerance,</i>	<b>RSE: Commitment &amp; Marriage</b>  <i>[Commitment; The Commitment Of Marriage; What Catholics Believe About Marriage; Disappointment &amp; Dreams]</i>	<b>RSE: Pregnancy &amp; Abortion</b>  <i>[Viewpoints &amp; Stories; Abortion Laws &amp; Methods; The Heart Of The Matter; On The Side Of Life]</i>	<b>RSE: Pornography</b>  <i>[First Encounters; Freedom At University; The Point Of No Return]</i>	<b>RSHE: Relationships &amp; Marriage [SVSH]</b>  <i>[Forced marriages; Cultural attitudes to marriage; 'Healthy'</i>	<b>Wider World</b>  <i>[Medical ethics]</i>

		<i>kindness &amp; Forgiveness]</i>				<i>relationships; Coercion]</i>	
13	<b>RSE: My Life On Screen</b>  <i>[Digital World; Real vs Online Life; Keeping Safe; Golden Rules; Loved By The Creator]</i>	<b>RSE: Think Before You Share</b>  <i>[Sharing Is Caring; Sharing Images; Consequences &amp; Saying 'No' To Sexting; God-given Identity]</i>	<b>RSE: Understanding Consent</b>  <i>[Online Consent &amp; Safety; What Is Consent? Sexual Images &amp; Consent; Sex, Consent &amp; Beyond]</i>	<b>RSE: Abuse</b>  <i>[Healthy Relationships; Abusive Relationships; Identifying Abuse; responding To Abuse]</i>	<b>RSE: STIs</b>  <i>[The Promise Of Fun; In The Moment; Out Of Control]</i>	<b>Careers</b>  <i>[University; UCAS; Degree Apprenticeships; Apprenticeships]</i>	
14	<b>RSE: Living Responsibly</b>  <i>[Responsibility; The Wooden Bowl; Social Responsibility; The Good Samaritan]</i>	<b>RSE: Wider World</b>  <i>[Prejudice &amp; Discrimination; Deep Dive Into The Holocaust; Homophobic Bullying; Choosing to Act]</i>	<b>RSE: Human Rights &amp; Wrongs</b>  <i>[Human Rights; Sexual Assault &amp; Rape; Sexual Exploitation; Be A Light]</i>	<b>RSE: Solidarity</b>  <i>[Helping Hands; FGM; From Concern to Action; Against Dignity; Everything Connects]</i>	<b>RSE: Coercive Control</b>  <i>[Looking For Love; Red Flags; The Final break-Up]</i>	<b>Careers</b>  <i>[CVs; Personal Statements; Letters of application]</i>	
15	<b>British Values: Active Citizenship: Environment</b>  <i>[Attitudes to waste]</i>	<b>British Values: Active Citizenship: Community</b>  <i>[Qualities of a 'good' citizen; What makes a successful community? Our role in the community]</i>	<b>British Values: Democracy</b>  <i>[What is democracy?; Alternatives to democracy Voting process in the UK;]</i>	<b>British Values: Individual Liberty [SVSH]</b>  <i>[Rights &amp; Responsibilities; When rights conflict]</i>		<b>Careers</b>  <i>[Full &amp; Part-time Employment; Employment rights; Trade Unions]</i>	
16	<b>British Values: Active Citizenship: Environment</b>  <i>['Throw-away' culture]</i>	<b>British Values: Active Citizenship: Community</b>  <i>[Problems &amp; problem-solving in the community]</i>	<b>British Values: Democracy</b>  <i>[Historical development of democracy in the UK; Suffragettes; General public]</i>	<b>British Values: Individual Liberty</b>  <i>[Rights of specific groups: Asylum seekers &amp; Immigrants]</i>		<b>Careers</b>  <i>[Data protection &amp; Cyber-security; Workplace confidentiality]</i>	
17	<b>British Values: Active Citizenship: Environment</b>  <i>[Alternative attitudes &amp; practices]</i>	<b>British Values: Active Citizenship: Community</b>  <i>[Roles of local &amp; national services]</i>	<b>British Values: Rule Of Law</b>  <i>[Importance of rules; How laws are made in the UK]</i>	<b>British Values: Respect &amp; Tolerance</b>  <i>[Respect &amp; tolerance of different faiths &amp; no faith]</i>			
18	<b>Assessment Lesson</b>	<b>Assessment Lesson</b>	<b>Assessment Lesson</b>	<b>Assessment Lesson</b>			
19	<b>British Values: Active Citizenship: Environment</b>  <i>[Recycling]</i>	<b>British Values: Active Citizenship: Community</b>  <i>[Impact of a natural crisis on the community]</i>	<b>British Values: Rule Of Law</b>  <i>[Civil &amp; Criminal law; Creating your own society]</i>	<b>British Values: Respect &amp; Tolerance [SVSH]</b>  <i>[Extremist Behaviour]</i>			