



CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

PSHE OVERVIEW 2017/18

Year 7

Cannock Chase High School Visions and Values (Integrity, Teamwork, Responsibility and Resilience) – At Cannock Chase High School, we understand that the transition from primary to secondary education is one of the most important events in a child’s education. In PSHE during the first half term, we allow our students to adapt to the expectations that secondary school brings. Our students come from diverse backgrounds and from a range of primary schools, each of whom have had their own different values and expectations. Through our PSHE unit, we teach our students the core vision and values we hold at Cannock Chase High School, teaching them the importance and meaning of achievement for all. Our school values lie at the heart of our school and Year 7 are expected to foster and nurture these values, as they progress through their secondary education with us.

Students will study a PSHE session on each of our values, these being *Integrity, Teamwork, Responsibility, Excellence* and *Resilience*. At the end of the unit of work, students are able to explain the importance of each of the values and what it truly means to be a student at Cannock Chase High School.

The core values are embedded throughout our weekly reflective assemblies and are referred to in discussions with our students. Each PSHE unit of work holds the core values and refers to them throughout.

Bullying (Integrity, Teamwork, Responsibility and Excellence) – As students transition from primary to secondary, new friendships are formed. At times these relationships may become strained and we believe in helping our students learn to maintain friendships. We introduce the topic of bullying in line with national anti-bullying week. Students take part in reflective assemblies and are taught a unit of work, identifying the causes and effect of bullying. Students complete pieces of work that empathise with the victims of bullying and are taught the consequences of bullying. Students are made aware of who to approach if they or someone they know is being bullied. At Cannock Chase High School, bullying is taken extremely seriously, no child should come to school in fear.

Our bullying unit of work is completed with a whole Year group competition. Students are asked to design an anti bullying poster, the winning designs are made in to large posters and displayed in our Year tutor rooms.

Year 7 work closely with our champs and any student who needs additional support and assistance on making new friendships is allocated a champ who they can turn to on a weekly basis for additional support and guidance.

We return to bullying later on in the year, as part of our internet safety work.

Mental Health (Integrity, Teamwork and Responsibility) – Following on from our bullying unit, mental health is covered, in line with Mental Health Day in October. Year 7 are given an introduction to mental health at an age appropriate level. We work closely with our school nurses and local Mental Health charities who direct our materials. Year 7 are taught the KS3 Time To Change unit of work, further support is available for any Year 7 students who are directly affected by Mental Health Concerns. Year 7 also take part in a Mental Health, off timetable event. Year 7 take part in a market place activity with over 20 stalls educating them on types of mental health, tackling the stigma so often found in society and examining the causes and impact of a young person living with mental health.

Remembrance Day (Integrity, Responsibility and Excellence) – Year 7 annually take part in a whole school Remembrance events, with assemblies from the Mercian Regiment who focus on the historical context of Remembrance Day but also reflect on the impact that world events have on our lives and our future. British values are discussed and demonstrated through assemblies and reflection activities. Year 7 hold their own service of remembrance, whereby each member of Year 7, staff and students write a message of remembrance of their own individual hand-made poppy. During our religious service, students are asked to plant their poppy as an act of remembrance. This year, all poppies were made in to a large wreath and displayed in H Block for the rest of the school to reflect on.

Careers (Excellence, Resilience and Responsibility) – We believe it is never too early to encourage our students to nurture their aspirations for the future. In accordance to advice from our CIAG advisor, Year 7 begin a unit of work that introduces different careers that they may consider in the future. Students take part in KUDOS, a careers computer package that allows students to explore their own personal skills, personalities and educational interests. KUDOD then provides a range of career possibilities that our tailor made to our student responses. Students then complete their own personalised plan for the future, after conducting individual research with guidance from our CIAG adviser. All students are given a talk on careers from our CIAG adviser and are invited to all whole school careers events, if age appropriate.

Alongside this unit of work, students are taken off timetable to meet employers from local businesses and educational providers. Students are invited to interview our guests in order to discuss possible career opportunities and further education.

Holocaust Memorial Day (Responsibility and Excellence) – 26 January, Year 7 are taken off timetable for a morning that reflects on Holocaust Memorial Day. We want our students to grow up in a society that is free from prejudice and discrimination, through taking part in Holocaust Memorial activities students are taught the reason why it is important that we never forget such a tragic event. Students are given a lesson that places the Holocaust in a historical setting, so they understand the causes and effects of the events of the Holocaust. Students then take part in numerous activities that reflect on the lives of those directly involved. Students empathise with those directly affected and consider the roles of all those directly involved, reflecting on famous poems and texts. Ultimately students reflect on the reason why we must never forget and the role that they play in shaping the future of society.

Students then take part in a literacy competition, producing a poem, script or story that delivers the key messages on prejudice and discrimination. Our prize winners are then displayed for the rest of the school to read.

E-Safety (Integrity, Responsibility and Teamwork) – As students enter secondary school, mobile technology and internet usage are often part of their daily lives. Whilst we have a mobile phone ban, with the exception of recreational time, we all have a responsibility to ensure our students are educated on the dangers that they may be exposed to. Year 7 take part in assemblies on e-safety, during e-safety week. In PSHE, Year 7 are taught how to use the internet responsibly, with lessons on social media networks, sexting and online bullying. Students are taught what to do and how to report incidents using the link on our school website. Students are encouraged to check privacy settings and are shown how to stay safe on line. Staffordshire Police have also taken part in Year 7 assemblies, providing additional literature for students to take home. In Year 7 we have also had workshops from a Youth Music Company, who deliver internet safety messages to students in an age appropriate manner through the medium of music.

Equality (Integrity, Teamwork, Responsibility and Excellence) – Following on from Holocaust Memorial Day, Year 7 students take part in Prejudice and Discrimination PSHE lessons. These lessons discuss the impact of religious extremism on society, the causes and effects. Prejudice and discrimination are discussed in relation to age, gender, sexual orientation and religion. Using materials from external organisations such as Stonewall. This unit of work, supplements the unit of work that Year 7 study in Religious Education, examining the reasons behind religious dress and breaking down the stereotypes that so often exist in modern day society.

Safety (Responsibility and Excellence) – As we approach the end of the summer term, we want to ensure that our students are safe over the holiday. Students study a unit of work on road, rail, water and fire safety. Students are taught the dangers and how to act in an emergency situation. Staffordshire county Council, in line with a National programme, provide a Year 7 students with training on road safety earlier on in the academic year, in order to ensure our students are safe travelling to and from school. This initial training is revisited during this unit of work.

Additional Year 7 Events

In addition to the PSHE programme outlined above, Year 7 also take part in further events throughout the school year to enhance their religious understanding and enrichment experience.

World Book Day – In March our Year 7 students take part in World Book Day events. Students are invited to dress up as their favourite book character. Year 7 are taken on a trip down memory lane, revisiting some of their childhood favourites and introducing them to some new characters. Students take part in a range of lessons linked to books, they will blow things up in Science with George's Marvellous Medicine, Re-create Stickman in Drama and make chocolate that is worthy of an award from Willy Wonka himself. The day

culminates with a Jackanory session, read by members of staff both teaching and non-teaching.

Harvest Festival, Carol and Easter Service – St Luke’s church is at the heart of our local community. During key religious festivals our Year 7 students take part in services that enhance their understanding of the religious event but also bring our school in to the community to share these occasions with parents and family.

Christmas Tree Festival – Each Year, Year 7 take part in the Christmas Tree Festival at St Luke’s Church, alongside other schools and local businesses. Cannock Chase High School, is a school that strongly believes in community values and we are proud to take part in this event. Each member of Year 7 writes a wish that they have on a star, either a personal wish, a wish for the world or a wish for the local community. These wishes are then turned in to Christmas decorations and hung with pride for all to read.

Charity Challenge – In Year 7 we are proud to support an international and a local charity. Our form reps work hard each year to plan fundraising events that not only raise money but also raise awareness. This year we are proud to support New Life as our local charitable organisation. Our Charity challenge really does encompass all of our school values and allows students a further opportunity to contribute to the local community.

Year 8

Visions and Values - Students revisit our school values and ensure they fully understand expectations of them for the academic year. 'Top of the pyramid' is a feature this year. Amended/new policies (classroom pledge/corridor charter etc) are discussed. A time for reflection is followed up with target setting. Thoughts of 'thanks and gratitude' are discussed, with students justifying their nominations.

Target Setting - Students use the data collected from their teachers to reflect on their progress and to set their own SMART targets, as discussed with their tutors. Students also have chance to reflect on their past achievements (not just academic) and how they are going to continue and improve in line with the school values of teamwork, responsibility and excellence.

CV – Students are asked to reflect and assess their strengths and weaknesses based on data and their aspirations. John Tudor from Access Covers presented an opportunity for students to see their skills set and areas in which they can develop, preparing for the world of work. Content from subject lessons was discussed and how this could be useful in further careers making learning relevant. Students also reflect on their behaviour and attendance and how these effect employability. Students went on to create their own CV which was discussed in mini interviews with Access Covers.

Remembrance Fortnight (Teamwork, Responsibility) - students learn about WW1 and the impact it had on the country. Students are encouraged to think about the sacrifices others have made, and continue to make to ensure we are safe in our country and others are safer in their homelands. Students experienced an assembly led by The Royal Legion. Students were invited to interact with artefacts from the war and speak with the soldiers.

Alcohol Awareness (Responsibility) - Students will look at the impact of drugs and alcohol. Students to look at case studies and to consider their own integrity and responsibility within the choices they will make. Students also learn about the effects and consequences of alcohol abuse.

Me and School (Resilience) - Students consider the aims of schooling and the links between school and work. Students learn skills linked to teamwork and resilience in the classrooms through effective questioning techniques, thinking skills and being human.

Confident Me (Integrity, Responsibility and Resilience) - Students learn about keeping themselves safe and healthy. Students will explore topics such as Media messages, appearance ideals and challenging stereotypes and banishing body talk. Students will be equipped with knowledge on how to deal with social media and its effects on their self-esteem and confidence.

Careers (Responsibility) - Students begin to consider and explore possible job roles. Students take part in careers talks and events leading up to their option choices for GCSE.

Radicalisation (Integrity and Resilience) - Students will explore different types of radicalisation using case studies relating to media stories. Students will be quizzed on their

knowledge and understanding of different types of radicalised groups and will consider the impact they have.

Gangs (Responsibility) - Students will learn about gangs and how dangerous behaviour can impact areas of their lives. Students are also asked to discover the impacts and consequences of joining gangs.

Drugs (Responsibility) - Students to consider the types of drugs available and the impact upon their physical and mental health. Some of the topics covered include: energy drinks, nutrition, sleep and exercise. Students also explore the effect of making poor choices concerning drugs, taking alcohol and smoking. They look at the possible consequences and long term effects on themselves and family/friends.

Road Safety (Responsibility and Excellence) - Students are reminded of the dangers they face when walking or biking to and from school. They are introduced to figures relating to road traffic accidents and how many of these incidents could have been avoided. Students learn how to keep themselves safe.

Finance Integrity (Responsibility) - Students to look at some of the financial issues they will face in the future. This includes bank accounts, credit and debit cards, good and bad debt, loans, mortgages, buy now/pay later schemes and interest rates. Students are asked to apply a job role and lifestyle choices so that they see the impact of money and how it is used in a real life setting. This is to show appreciation for the cost of items.

Year 9

Year 9 study a diverse range of topics that will help develop them personally and morally as well as providing them with an understanding how to keep themselves healthy and safe. They will also receive input regarding careers from our CIAG counsellor in school.

PSHE is taught by their form tutors on a Monday and Tuesday for 30 minutes during the tutor period. In addition to their PSHE curriculum, each tutor group has an opportunity to deliver a Year group assembly on one of our themes of the week which further enhances our PSHE curriculum.

Autumn Term

Our School Values

Students begin the academic year by revisiting our school values of Team work, Responsibility, Integrity, Excellence and Resilience and explore how these impact on their daily lives, both within and outside of school, to help them develop into well rounded, successful individuals. Students also set themselves their own personal challenges for the year and explore what they need to do to reach the 'top of the pyramid'.

Growth Mindset and Grit

Students learn about what Growth Mindset is and rate their own mindsets in relation to their school life. They identify areas that they wish to improve upon and explore how they can show more Grit and determination in their approach to GCSE studies. Students set themselves targets for what they wish to improve upon and apply the principles of Dweck and Duckworth in enabling them to achieve these targets.

Alcohol and Drugs

Building upon the work completed last year on the dangers of smoking, students will explore the impact that alcohol and drugs can have on their physical and mental well-being as well as exploring the legalities in relation to teenagers and alcohol and drug misuse.

Rights and Responsibilities

In this unit, students will explore the role that they play in their local community and how our school values can be applied to the wider world. They will investigate the role of the police, ambulance and fire service as well as the implications of anti-social behaviour.

Self-Reflection and Evaluation

Students will reflect on their initial half term studying their GCSE subjects and discuss what they can do to improve their performance in these subjects.

Remembrance

Students will learn about the importance of remembrance in relation to Britain's involvement in conflicts both in the past and recently, investigate the origins of the poppy and learn about the sacrifices our armed services make to keep them safe.

Stereotypes and Prejudice

Students will learn about self-image, stereotyping and the importance of accepting the differences that make up our world. They will learn about LGBT, racism and sexism as well as learning about key historical figures who have challenged stereotyping and discrimination to make our world a better place.

Social Media

Students will learn about the different types of social media, the age restrictions of social networking sites and the positive and negative sides of social media use. They will investigate the dangers of social media as well as the responsibilities that they have when using these types of communication.

Spring Term

Bullying

Students will learn about what bullying is and the impact it can have on the lives of others. They will investigate the different types of bullying such as homophobic, racist, sexist and cyber bullying and the consequences such actions can have in the wider world as well as in school. The concept of the 'innocent bystander' will be explored and students will understand the responsibility we all have in making our school a 'bully free zone'.

Self-Esteem

Year 9 students will discuss their own self-esteem and the benefits of having high self-esteem. They will be encouraged to take pride in their achievements and explore the link between self-esteem and mental health.

Careers

Year 9 will investigate different types of careers and explore the roles and responsibilities, the required qualifications and the associated salaries. They will discuss their own future aspirations and examine what they need to do to achieve these in school. Students will have an opportunity to make an appointment with our careers adviser to discuss this. Students will then examine a range of careers available in the public services with guest speakers.

Social Media and Employability

The link between social media use and the impact this can have on employability will be explored in this unit. Students will use the Barclay's life skills package to examine the positives and negatives of social media use on their future employability.

Finance and Life Skills

Students examine the life skills of literacy, numeracy, ICT skills, verbal communication and problem solving and explore how these are essential skills for a range of careers. They will also discuss the importance of managing their own finances and learn about VAT, pensions, interest rates and loans.

Healthy Relationships

Students will explore different types of relationship and what is classed as a healthy, supportive relationship. They will learn about domestic abuse, financial abuse, 'gaslighting' and what people can do if they are in an unhealthy relationship.

Sex and Relationship Education

Students will receive input from the school nurse team in relation to sex and relationships. This input will include information on the age of consent, contraception, pregnancy, sexually transmitted infections, sexting and the law and advice on where they can seek confidential support.

Summer Term

Exam Skills & Revision

As Year 9 begin to prepare for their summer examinations, they will be given guidance on how to approach examinations and the expectations the school has of them. Students will be taught about different approaches to revision, the importance of interleaving content and personal organisation. Year 9 will create exam revision timetables with their tutors to help them achieve their best possible results in their exams. This skills will then be transferrable for the rest of their GCSE studies including the real exams that they will sit in Years 10 and 11.

Stress

Students will learn about why we experience stress and the physical and mental symptoms. Advice will be given to students on how they can cope with stress and they will be taught a series of relaxation techniques that will enable them to cope with the pressures of examinations. They will also be taught about Unhelpful Thinking Styles and how they can challenge these to experience less stress and anxiety in their everyday lives.

Extremism

Students will be taught about the different types of extremism and how this contradicts our British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. They will learn about how people can be recruited by extremists and the dangers of social media in spreading these messages. They will also be taught about how to spot the signs that someone may be trying to recruit them into an extremist group.

Fake News

Students will learn about what fake news is and the dangers that it poses. They will be encouraged to challenge the information that see on the internet and build their own informed opinions on a range of topics.

The Wider World

The diversity of the world that we live in will be discussed in this topic and the differences in culture, religion, race, gender and beliefs will be explored by students. The similarities and differences between us all will be celebrated and students will learn about the importance of acceptance.

Next Steps for GCSE

Students will reflect on their first year as GCSE students and create a clear plan of action for the next academic year that will enable them to be the best that they can be, with our school values at the heart of everything that they do.

Year 10

Visions and Values - Students revisit our school values and ensure they fully understand expectations of them (age appropriate) for the academic year. 'Top of the pyramid' is a feature this year. Amended/new policies (classroom pledge/corridor charter etc.) are discussed. A time for reflection is followed up with target setting. Thoughts of 'thanks and gratitude' are discussed, with students justifying their nominations. **(Autumn 1)**

Attendance (Responsibility/Teamwork/excellence) - Students who have been absent reflect on their reason for this and speak with Form Reps for encouragement to improve attendance. This is a weekly feature during tutor time. **(Weekly)**

Drugs/Alcohol/Smoking (Responsibility/Integrity) - Students explore the effect of making inappropriate choices relating to experimenting with drugs, taking alcohol and smoking. They look at immediate possible consequences and long term effects on themselves and family/friends. Legal implications of different classes of drugs are investigated. **(Autumn 1)**

Finance (Responsibility/Teamwork) - Students look at some of the financial issues they will face in later life. Topics such as different types of accounts, interest rates, credit and debit cards, budgeting and payslips are visited throughout two different sessions during Year 10. This also links with a Charity Project Year 10s plan, set up and run towards the end of the academic year. **(Autumn 2 and Summer 1)**

Freedom of Faith (Integrity) - Students look at the changes in numbers of different religious parties in the UK, how RE has changed in schools and how people may be discriminated against depending on their religious beliefs. **(Autumn 2)**

Remembrance (Responsibility/Integrity) - Students are encouraged to think about the sacrifices others have made, and continue to make to ensure we are safe in our country and others are safer in their homelands. **(Autumn 2)**

Immigration (Integrity/Responsibility) - Students research and discuss the difference between managed, unmanaged and illegal migration in to the UK and the consequences of the actions of refugees and asylum seekers. **(Autumn 2)**

SRE (Responsibility/Integrity) - Students look at changing relationships in the traditional/typical family unit. They consider sexual identity and factors that may shape it, reactions of others, how to deal with this. Students learn about STIs and the emotional implications of relationships (being ready, what is consent, self-esteem). **(Spring 1)**

FGM (Integrity) - Students look at the issue of FGM in society today, considering reasons why it is carried out along with the physical and emotional consequences for those involved.

Keeping Ourselves Safe (Responsibility/Excellence) - Students look at the Milly Dowler story and discuss what they can do to keep themselves safe (streetwise - safety is covered in a different area). Other considerations, such as walking home late at night, talking to/accepting lifts from strangers/recent friends etc are taken in to account and are explored within this area of PSHE. **(Spring 1)**

Emotional, Physical and Holistic Health (Responsibility) - In this area of PSHE students research the different types of health (E, P and H), discovering positive ways to cope with life's challenges whilst keeping an emotional balance. They look at risk factors (what may knock people off balance) and there is a case study linked to Christopher Reeve to allow students to look at how celebrities deal with physical health and challenges they are faced with. **(Spring 1)**

Peer Pressure (Responsibility/Teamwork/Resilience) - Students look at how they could overcome peer pressure in order to do the right thing rather than be favoured by a group of 'friends'. They also consider safety aspects of following others and not making what they know to be the right decision. **(Spring 2)**

Safer Young Drivers (Responsibility/Teamwork/Resilience) - Students consider how they should drive after passing the standard driving test. They look at the risks involved in driving too fast, consider some laws of the road and punishments regarding driving offences and they are encouraged to think about what could be done to change the attitudes of young people in order to keep them safe whilst driving. **(Spring 2)**

CV writing (Excellence/Resilience) - Students learn what is essential to include in a CV and what is desirable. They investigate different job adverts/career roles to discuss the physical characteristics required along with academic qualifications required/are desirable for specific roles. They learn about how to set out a CV and the importance of using correct spelling and grammar on such a document. **(Summer 1)**

Pathways Post 16 (Resilience/Excellence) - Students learn about the route to remain in VI form in their school or attending a local college. Vocational tasters with local colleges are attended by appropriate students, employability skills are investigated with the support of Co-op. Students visit universities with the support of Higher Horizons. Aspirations questionnaires are completed by each student and follow up 1:2:1 sessions are held with CIAG in school. Students are encouraged to look at apprenticeships vs higher education. Researching their own career goals, planning for the transitions are also covered in this area of PSHE. Preparing for mock interviews (in Year 11) are also discussed. **Summer 1 and Summer 2)**

Revision (Resilience/Teamwork/Responsibility) - Different methods/techniques are explored and students are encouraged to look at relaxation techniques, the importance of a planned revision timetable, healthy eating during this stressful time and getting plenty of sleep. They are encouraged to talk to parents/friends/other family members/teachers/responsible adult if they are feeling anxious or stressed. **(Summer 2)**

Charity Project Planning (Responsibility/Teamwork/Integrity) - Students (within tutor groups) research, plan, prepare, set up and run a charity stall leading up to/during a school event. They have to use the skills learned during the finance element of PSHE, along with our school values in order to be successful in raising money for our year group charity (TCT). Evaluation of the charity project is carried out after the event. **(Summer 2)**

Progress Review Weeks - Students use the data collected from their teachers to reflect on their progress and to set their own SMART targets, as discussed with their tutors. Students are encouraged to 'stretch' themselves when setting targets and to consider how evidence of success can be shown. **(Autumn 2, Summer 1 and Summer 2)**

Year 11

Visions and Values - our school values are regularly re-visited in order to ensure that students fully understand expectations of them for the academic year. 'Top of the pyramid' is a feature this year and is particularly pertinent as we encourage Year 11 aspirations. School visions, values, policies and procedures are regularly discussed. Students in Year 11 are expected to be role models to their younger peers and are held to account where they are found lacking. Prefects are visible daily and set the benchmark for all Year 11 conduct. Students complete fortnightly behaviour and attendance reviews in order to self-reflect and set individual targets. An ethos of 'thanks and gratitude' is encouraged and the Year group motto of Community, Compassion, Helpful, Supportive is referred to in contexts of assembly and PSHE content, as well as within individual dialogues, where appropriate.

Students who have been absent reflect on their reason for this and are encouraged to think about how this impacts on not only themselves but also their peers by encouraging an element of competition in tutor group attendance. The Year group's chosen charity is "Guide Dogs for the Blind", with events planned to raise enough money to name a year group Guide Dog.

Careers - Links to Values: Resilience and Excellence

Students to attend a carousel of workshops aimed to ensure they are prepared for interviews, including types of interview, interview techniques and dress for success. All students to attend a 1:1 "Mock Interview" with an external professional from a range of backgrounds/organisations. All students to be given written feedback on their performance and their pre-prepared CV. All students to attend careers fayre, with a range of representatives from industry, apprenticeships and further/higher education. All students to take part in interviewing a Sixth Former for genuine feedback. An "Aspirations Evening" to be held, with parents/carers invited. **(Autumn 1)**

Finance - Links to Values: Responsibility and Teamwork

Students to look at some of the financial issues they will face in the near future. This includes bank accounts, credit and debit cards, good and bad debt, loans, mortgages, buy now/pay later schemes and interest rates. **(Autumn 2)**

Relationships/Sexual Health – Link to Values: Integrity

Students to look at the types of barrier/non-barrier methods of contraception and the consequences of STIs and pregnancy with the support of an assembly delivered by a practicing doctor. Students to consider "whose responsibility" and to reflect on the importance of self-worth and avoiding peer pressure. Students to look at healthy relationships and domestic violence and the role of the law, as well as support available for sexual health. **(Spring 1)**

Safety and Health – Physical and Emotional – Link to Values: Responsibility

Students to consider physical health including energy drinks, nutrition, sleep and exercise including the use of steroids. A focus on physical safety includes safer driving, with an assembly to be delivered by the fire services. Emotional well-being, a key priority for students as they enter exam periods is emphasised, with sessions delivered on stress management and relaxation. Students will also look at depression and anxiety and

removing the stigma connected with mental health. These areas are also addressed on an on-going basis as the need arises with individual students, with students accessing support from the pastoral team and school well-being practitioners. **(Spring 2)**

Alcohol/Drugs – Link to Values: Integrity/Responsibility

Students to build on prior learning and in preparation for the end of their compulsory schooling, will look at the impact of drugs and alcohol. Students to look at case studies and to consider their own integrity and responsibility within the choices they will make.

(Summer 1)

Prom

An active “Prom Committee” will be in place from September 2017, with students taking responsibility for their end of year prom, which they are hoping will reflect the school’s ethos of teamwork and responsibility as well as being a dignified and memorable evening.

Progress Review Weeks - Students use the data collected from their teachers to reflect on their progress and to set their own SMART targets, as discussed with their tutors. A range of sessions to be delivered to students including exam/revision techniques, aspirations and stress management. **(Autumn 2, Spring 1, Summer 1)**