



Rivers Academy West London
an Aspirations Academy

Relationships, Sex and Health Education Policy (from 2020)

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1. Links to other policies

This policy links to the following policies

- **Child protection/safeguarding policy**
- **Anti bullying strategy**

The RSHE policy has been developed at Rivers Academy to help promote positive mental health and emotional well-being in our pupils and to teach our students' self- responsibility for their behaviour and their lifestyle choices. It covers our school's approach to the teaching of Relationship, Sex and Health Education at Key Stage 3 and 4.

2. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- Develop 21st century skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking
- Provide young people with reliable information so they can make informed decisions about their health and bodies

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

3. Definition

RSHE stands for Relationship, Sex and Health Education. It is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity in a safe environment where pupils can discuss their thoughts and receive age appropriate reliable guidance. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is **not** about the promotion of sexual activity, indeed evidence shows that the provision of well taught, effective RSHE reduces the likelihood of young people engaging in risky behaviours (See [A curriculum for life: the case for statutory PSHE education](#)).

Rivers Academy definition of RSE:

We define 'relationships education' to involve education about the forming and maintenance of family, friendships and more intimate relationships both online and in person with consideration of boundaries and health.

We define sex education to be education about human sexual anatomy, sexual reproduction, sexual intercourse

We believe relationships and sex education is important for our pupils and our school because it supports people, throughout life, to develop safe, fulfilling and healthy relationships, at the appropriate time.

4. Statutory requirements

As a secondary academy we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017, this is a requirement in all schools that came into force in April 2020. In teaching RSE, we are 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. At our Academy we teach RSHE as set out in this policy.

5. Policy development/consultation process

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

1. Review – A series of meetings took place in September 2019 led by The Head of Personal Development with staff including safeguarding leads, PSHE teachers and pastoral leads as well as parents and students to identify local priorities. This included road safety, underage drinking and drug use, child sexual exploitation and sexual abuse, teenage pregnancy, mental health and self-harm.
2. Data from Public health England was analysed and external support agencies such as the local safer schools officers were consulted.
3. A draft policy was created which then went through further consultation in Summer 2020
4. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
5. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
6. Pupil consultation – we investigated what exactly pupils want and need from their RSHE
7. Ratification – once amendments were made, the policy was shared with governors and ratified.
8. The policy was reviewed in Summer 2022 with the addition of roadmaps
9. Student and parent voice was carried out in summer 2023 as we reviewed and updated the curriculum for 2023/24
10. *The policy was updated in summer 2023 following this feedback and the latest curriculum overviews were added to the appendix. Additional curriculum hours were added to the curriculum for years 7,8 & 10.*

6. Curriculum

Our curriculum is set out as per Appendix 1

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this

policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map and learning journeys in Appendix 1.

7. Delivery of RSHE

The curriculum component areas (made up of physical, emotional, intellectual, spiritual, interpersonal/ social and environmental wellness) help to form the main focus areas when teaching. The strands taken from the policy have been assigned to a relevant component, which will help to aid students' understanding and promote impact. It will enable teachers to develop a holistic approach to teaching and learning in the classroom and beyond for our students. Overall, coverage of the curriculum is made up of building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Understanding stereotypes, dealing with change and being assertive.

The curriculum is fully integrated into everything that we do and is as much about how we work with students as what they learn. There are important core concepts connected to Wellness that will need specific lessons, whereas other concepts are more suited to a cross curricular approach. Delivery will range from interactive lectures, small-group discussions, motivational talks, student-led activities, student assignments, assemblies and online activities. The curriculum has been developed in consultation with pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner.

RSHE is organised through our Academy ethos, across the taught curriculum and in discrete lessons. This includes being taught within discrete lessons for Personal Development personal, social, health and economic (PSHE) curriculum and through Deep Learning Days. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE) which is taught during PSHE lessons and Deep Learning Days.

Lessons are taught by subject specialist teachers, experienced teachers and occasionally by external agencies such as school nurses or youth workers.

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

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

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).

The delivery of RSHE will be monitored just like any other subject, for example through:

- Learning Walks
- Book Scrutiny
- Data Analysis
- Pupil Voice
- Staff Consultations
- Ongoing CPD

Pupils' development in RSHE is monitored by class teachers termly through summative data. Students should be given feedback on their progress and be able to articulate their understanding of key aspects of the curriculum.

8. Inclusion

All students have a right to age appropriate RSHE regardless of faith, gender, sexual orientation, race or disability. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility for all of our pupils.

The Equality Act of 2010 protects children, young people and adults against discrimination, harassment and victimisation in relation to education.

Teachers of RSHE as well as the Safeguarding Leads both have a duty of care to ensure that all staff delivering RSHE are familiar with the Safeguarding Policy and understand the necessary protocol should a safeguarding issue arise. Furthermore, the backgrounds of all pupils are taken into account when planning and teaching, so that the topics are sensitive to the needs of our pupils and families.

9. Roles and responsibilities

9.1 Governance

The Board of Trustees for Aspirations delegates responsibility to local Regional Boards (RB). The RB will approve the Wellness Curriculum and the RSHE Policy. This policy will be reviewed by the Wellness Lead annually. At every review, the policy will be approved by the RB.

9.2 The Principal

The principal is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non statutory components of RSHE (see section 10).

9.3 Staff

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

It is important that RSHE is taught by staff trained and eager to teach RSHE just like any other subject. If staff have concerns about teaching RSHE they should speak to their line manager, but it is an expectation that all staff will promote the values and ethos of the curriculum.

9.4 Pupils

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

10. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory 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 Academy 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 Principal.

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

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

11. Training

Regular staff training for the delivery of RSHE is crucial. Staff delivering RSHE are trained on the delivery of RSHE as part of their induction as well as in regular staff meetings led by the Wellbeing team. The leads of the Wellbeing team receive regular training from external organisations such as the PSHE Association, subject networks and the Assistant Principal responsible for Personal Development.

12. Monitoring arrangements

The delivery of RSHE is monitored by the Wellness Lead just like any other subject through the usual academy monitoring systems including .

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

This policy will be reviewed by the Assistant Principal responsible for Personal Development annually.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR 7

Year 7 RSHE is embedded into Personal Development lessons (3 times per 2 weeks) which cover RSHE, PSHE, RE and Citizenship. The content in yellow teaches statutory RSHE. .

Life in the Wider World and Relationships	7 Weeks	
Half Term 1	Lesson Title	Learning Objectives
1	Anti-Bullying Pledge	Challenge: To be able to understand what bullying is and how to report it More challenging: To be able to create an Anti-bullying pledge
2	Aspirations	Challenge: Correctly identify ways of achieving our full potential and achieve our aspirations. More challenging: Describe how different case studies of students could achieve their aspirations and what it means to leave our 'comfort zone'. Mega challenge: Explain how students can overcome barriers to aspirations by being resilient and evaluate the importance of this trait.
3	Importance of Self-Esteem	Challenge: Correctly identify ways students can help their self-esteem to improve and describe which piece of advice fits each case study. More challenging: Explain how a person could directly apply your advice to their personal situation using detailed examples. Mega challenging: Analyse the root cause of each person's self esteem and which piece of advice would be most and least useful to them explaining why you think this.
4	Wants and Needs	Challenge: Correctly identify needs and wants and explain why you believe each to fall in this category. More challenging: Begin to describe where particular needs and wants fall on Maslow's Hierarchy of need. Mega challenging: Explain why we need to learn about wants and needs as well as confidently explaining where case studies fall in Maslow's Hierarchy and why.
5	Racism and Stereotypes	Challenge: Correctly identify reasons why stereotypes are wrong and the idea of race is wrong. More challenging: Describe how people gained different traits and characteristics and what this means about the human race. Mega challenging: Explain why both stereotyping and being racist are not only cruel, but ridiculous as well as finer explanations about where the idea of 'race' came from.
6	Keeping Safe - Social Media	Challenge: Identify the negative internet uses and the information we should not make public. More challenging: Describe how an online groomers use social media. Mega challenge: Analyse whether your social media profiles

		are safe from bullies and trolls.
7	What is online Radicalistaion?	Challenge: Identify the different types of radical groups. More challenging: Describe how a group may try and radicalise someone. Mega challenging: Explain why online radicalisation is a problem.
8	Bullying or Banter	Challenge: Identify whether the situations are 'banter' or bullying. More challenging: Describe the consequences of 'banter' and how we can tell when banter turns to bullying. Mega challenge: Explain the difference between banter and bullying and why you believe each situation falls into that particular category
9	Maintaining genuine friendships and avoiding toxic ones	Challenge: Correctly identify ways we can develop genuine friendships. More Challenging: Describe how it can be difficult to always be a good friend. Mega Challenging: Explain the difference between genuine friendships and toxic friendships.
10	Assessment	
Relationships	7 Weeks	
Half Term 2	Lesson Title	Learning Objectives
1	Sexism and Misogyny	Challenge: To learn what sexism is and to explore its impact within England. More challenging: Explain about the unacceptability and illegality of gender discrimination in the workplace and public as well as how to challenge it. Mega challenge: Analyse whether certain elements of UK's society are causing gender prejudice.
2	LGBTQ	Challenge: Describe different types of 'non traditional' relationships and ways we can make our school more LGBTQ+ inclusive. More challenging: Explain how we can take our best ideas for an inclusive school and put them into practice. Mega challenge: Analyse why western society moved towards a monogamous relationship between a man and a woman as being the norm and whether traditional relationships are superior.
3	Families come in all shapes and sizes	Challenge: Identify the different types of family and the roles of family members. More challenging: Describe the changes in family roles since the 1950s Mega challenge: Explain why roles have changed and why we need to learn about different types of families.

4	New Feelings	<p>Challenge: Identify what can be expected as someone becomes romantically attracted or involved with someone else and the problems which may arise.</p> <p>More challenging: Describe what the case studies should do in the difficult romantic situations as well as what is and isn't appropriate.</p> <p>Mega challenge: Explain the meanings of new terms and use them in the correct context, analysing whether romantic love even exists at all.</p>
5	Online safety	<p>Challenge: Identify the different types of cyber bullying.</p> <p>More challenging: Describe what cyber bullying is and why people do it.</p> <p>Mega challenge: Analyse why the 4 Step Method to stop cyber bullying is effective.</p>
6	Puberty	<p>Challenge: Identify the changes both males and females experience during puberty.</p> <p>More challenging: Describe the importance of these changes and why they happen.</p> <p>Mega challenge: Explain the meaning of new key scientific terms related to puberty.</p>
7	Consent	<p>Challenge: Correctly identify cases where consent has or has not been given.</p> <p>More challenging: Describe the 'cup of tea' analogy and how it can be used to explain consent accurately.</p> <p>Mega challenging: Explain whether consent has been given in particular situations and how you know this.</p>
8	Periods	<p>Challenge: Identify the changes both males and females experience during puberty.</p> <p>More challenging: Describe the importance of these changes and why they happen.</p> <p>Mega challenge: Explain the meaning of new key scientific terms related to puberty.</p>
9	FGM	<p>Challenge: Identify what to look out for when a victim may have, or may be soon to experience FGM.</p> <p>More challenging: Describe how girls are encouraged into the process and reasons why it's often unreported.</p> <p>Mega challenge: Explain why girls feel so much pressure, analyse the link between FGM and patriarchal societies and the main factors for why there are so few prosecutions for FGM.</p>
10	Assessment	
Religious Education	5 Weeks	
Half Term 3	Lesson Title	Learning Objectives

1	Introduction to Judaism	<p>Challenge: Describe visually what some key words about Judaism mean.</p> <p>More challenging: Explain why these key elements are important in Judaism.</p> <p>Mega challenge: Evaluate the relevance of ancient religions to the modern day world.</p>
2	The Torah	<p>Challenge: Explain why interpreting the Torah and Tanakh requires much study and learning</p> <p>More challenging: Interpret quotes from the Torah correctly, explaining their meanings.</p> <p>Mega challenging: Create a PEE paragraph detailing why modern Jews can face challenges interpreting the Torah in a modern western context.</p>
3	Abraham and And Issac	<p>Challenge: Describe Abraham's life story</p> <p>More challenging: Explain what Abraham and Sarah may have been thinking</p> <p>Mega challenge: Analyse God's motives</p> <p>OMG challenge: Evaluate the importance of Abraham's story</p>
4	Introduction to Christianity	<p>Challenge: Identify some Christian traits</p> <p>More challenging: Describe visually the story of Christianity and Explain how the story of Christianity answers some 'big questions'.</p> <p>Mega challenge: Analyse why it is important for the story of Christianity to answer lots of 'big questions'.</p>
5	Holy Trinity	<p>Challenge: Identify the 3 different parts of the Trinity.</p> <p>More challenging: Describe how God is like a father, son and a ghost and how he helps people when he becomes different parts of the Trinity.</p> <p>Mega challenge: Explain using an everyday-life example, how God can take three forms but be one being at the same time.</p>
6	Ten Commandments	<p>Challenge: Create a modern day Ten Commandments explaining your ideas fully in your book.</p> <p>More challenging: Explain the origin of the 10 Commandments and analyse problems posed by the 10 Commandments in the modern world.</p> <p>Mega challenge: Evaluate whether the 10 Commandments contradict God's omnipotence.</p>
7	Key ideas in Islam	<p>Challenge: Identify facts about Islam and transfer them onto your marketplace wheel.</p> <p>More challenging: Describe through labelled illustrations new facts about Islam and teach others new information you have learned.</p> <p>Mega challenge: Correct misconceptions about Islam, use at least 5 new key words to explain what the day in the life of a religious Islamic teenager would be like.</p>
8	Qu'ran	<p>Challenge: Explain why interpreting the Qur'an is difficult</p> <p>More challenging: Interpret Quran quotes correctly, explaining their meaning and why it could cause problems.</p> <p>Mega challenge: Create a PEE paragraph detailing why we it is difficult to interpret the Qur'an referring to modern political context.</p>
9	Five Pillars	<p>Challenge: Identify the meaning of the Five Pillars correctly. Describe how the Pillars encourage Muslims to be charitable.</p> <p>More challenging: Describe three reasons in reference to the Qur'an in your answers and order the Pillars in importance – justifying your</p>

		ideas. Mega challenge: Explain using quotes from the Qur'an to back up your reasoning about why Muslims should care for those less fortunate.
10	Assessment	

Finance and Citizenship	6 weeks	
Half Term 4	Lesson Title	Learning Objectives
1	What is Budgeting?	
2	Budgeting plan	
3	Savings	
4	Financial transactions	
5	Careers	
6	What is Power?	
7	Local power	
8	National power	
9	Make your own Political Party	
Religious Education	6 weeks	
Half Term 5	Lesson Title	Learning Objectives
1	The teachings of Buddha	
2	Enlightenment	
3	Four Noble Truths	
4	What do sikhs believe about god?	
5	What are the Five K's?	
6	Who are Guru Granth Sahub and Guru Nanak?	
7	What do Hindu's believe?	
8	How do Hindus express their belief?	
9	What do Hindu's	

	believe about about life and death?	
Mental Health and Healthy Choices	7 weeks	
Half Term 6	Lesson Title	Learning Objectives
1	Mental Health	
2	Emotional Literacy	
3	Healthy Lifestyle	
4	How can I keep a balanced diet?	
5	How do I know if I am eating healthily or not?	
6	Energy Drinks	
7	Why is smoking so Bad for us?	
8	Drugs	
9	Alcohol Education	

YEAR 8

Year 8 RSHE is embedded into Personal Development lessons (3 times per 2 weeks) which cover RSHE, PSHE, RE and Citizenship. The content in yellow teaches statutory RSHE.

Discrimination, Prejudice, and Extremism	7 Weeks	
Half Term 1	Lesson Title	Learning Objectives
1	Disability	<p>Challenge: To explain what the Equality Act of 2010 is, how the media can influence public views about disabled people and why disabled people feel they are stereotyped.</p> <p>More challenging: To describe how the Equality Act helps disabled people and present a balanced argument about how the media influences public opinion</p> <p>Mega challenge: To be able to assess the impact of the Equality Act and how media portrayal affects disabled people.</p>

2	LGBTQ discrimination around the world	<p>Challenge: Correctly identify countries where far more needs to be done to improve LGBT rights.</p> <p>More challenging: Describe what is currently being done by activists and organisations and the progress they've made.</p> <p>Mega challenge: Explain the everyday issues the LGBT global community face and how they overcome them.</p>
3	How can we avoid online groomers	<p>Challenge: Correctly identify the different ways an online groomer will try to exploit someone.</p> <p>More challenging: Describe what the warning signs are and how an online groomer might act to persuade you he/she is someone else.</p> <p>Mega challenge: Explain why online groomers may use these particular methods and what the consequences for the vulnerable person could be.</p>
4	BRITISH VALUES: Democracy	<p>Challenge: To be able to identify what makes someone British.</p> <p>More challenging: To be able to describe what the rule of law is and its origins.</p> <p>Mega challenge: Explain why the Rule of Law is important to society and the wider community.</p>
5	BRITISH VALUES: Respect	<p>Challenge: Describe how in school and in wider society we can expect to be treated with respect by others.</p> <p>More Challenging: To be able to describe what is currently being done to promote respect in the community.</p> <p>Mega challenge: Evaluate how we should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p>
6	BRITISH VALUES: Tolerance	<p>Challenge: Describe the meaning of xenophobia, extreme nationalism and racism.</p> <p>More challenging: Explain why these three things are so dangerous to a peaceful society.</p> <p>Mega challenge: Analyse where xenophobia, extreme nationalism and racism originate from and why they are still causing problems in Britain to this day.</p>
7	BRITISH VALUES: Where does extremism come from?	<p>Challenge: Identify the most common methods used to radicalise people and what extreme ideas sound like.</p> <p>More challenging: Describe what radicalisation of an individual might look like.</p> <p>Mega challenge: Explain why certain people are vulnerable to radicalisation and what you should do if you suspect it's happening to someone you know.</p>
8	BRITISH VALUES: Radical Groups/Radicalisation	<p>Challenge: Identify the different religious and right-wing extremist groups.</p> <p>More challenging: Describe what these groups want and their beliefs.</p> <p>Mega challenging: Explain why it's important to think critically and be aware of radicalisation.</p>
9		
10	Assessment	
Rules, Laws and Justice	7 Weeks	

System		
Half Term 2	Lesson Title	Learning Objectives
1	BRITISH VALUES:Police powers	Challenge: To explain the role and purpose of the police More challenging: To understand your rights if you are arrested Mega challenge: To evaluate the role and purpose of the police.
2	BRITISH VALUES:The Court Room	Challenge:To understand the different roles in a courtroom. More challenging: To understand the difference between a Magistrates Court, Crown Court and a Youth Court. Mega challenge: Evaluate the effectiveness of a magistrates court, crown court and a youth court.
3	BRITISH VALUES:Age of Criminal Responsibility	Challenge: Identify legal ages. More challenging: Explain what the age of criminal responsibility is. Mega challenge: Evaluate if the age of criminality should be increased.
4	Income and Expenditure	Challenge: Correctly identify situations where a person is likely to be refused or accepted for credit. More challenging: Describe possible ways for us to avoid getting into debt and to ensure we keep our finances in credit and the dangers of high interest debits. Mega challenge: Explain why certain people are refused credit, how debits aren't necessarily bad and the definition of interest free credit.
5	Tax and National Insurance	Challenge: Correctly identify the different items on a person's payslip and calculate some tax and national insurance contributions. More challenging: Describe what NI and tax is spent on and explain whether or not you think the tax system is fair. Correctly match up the financial terms used so far. Mega challenge: Explain why certain people have to pay more tax and calculate their additional contributions and student loans rates.
6	Public spending	Challenge: Correctly identify public and private sector institutions and how they are funded. More challenging: Describe how public money is divided into funding for essential services and how decisions are made about the allocation of funding. Mega challenge: Explain how budgets are managed to make provision for welfare, health, the elderly and education.
7	Budgeting and Saving	Challenge: Correctly identify situations where a person is spending over their budget and where they could be saving. More challenging: Describe ways we can sensibly manage our personal and household budgets and how we can save money. Mega challenge: Explain the meaning of complex financial terms and create budgets to challenge your partner to save and borrow responsibly

8	Entrepreneurs	<p>Challenge: Identify what makes a person an entrepreneur. Pick out the times the business people from our case studies have used enterprising skills.</p> <p>More challenging: Describe the different ways the business people in our case studies have become entrepreneurs. Describe what made them so successful and any</p> <p>Mega challenge: Explain any obstacles that the business people in our case studies overcame to become successful entrepreneurs</p>
9	Teamwork	<p>Challenge: Identify the challenges we face but also the benefits we reap by working as part of a team. Complete a task as a team successfully.</p> <p>More challenging: Describe how teamwork is a valuable life skill, especially when it comes to future employment. Effectively work as a team.</p> <p>Mega challenge: Analyse why some find it hard to work as a team, focusing on consideration of others and diplomacy. Make an excellent contribution to your team by using new teamwork skills.</p>
10	Assessment	
Religious Education	6 Weeks	
Half Term 3	Lesson Title	Learning Objectives
1	Key ideas in the Jewish Faith	<p>Challenge: Describe visually what some key words about Judaism mean.</p> <p>More challenging: Explain why these key elements are important in Judaism.</p> <p>Create a diary entry using keywords clearly, appropriately and in context.</p> <p>Mega challenge: Evaluate the relevance of ancient religions to the modern day world.</p>
2	Key figures and events in Jewish History	<p>Challenge: Explain why interpreting the Torah and Tanakh requires much study and learning</p> <p>More challenging: Interpret quotes from the Torah correctly, explaining their meanings.</p> <p>Mega challenging: Create a PEE paragraph detailing why modern Jews can face challenges interpreting the Torah in a modern western context.</p>
3	Religious Festivals	<p>Challenge: Describe Abraham's life story</p> <p>More challenging: Explain what Abraham and Sarah may have been thinking</p> <p>Mega challenge: Analyse God's motives</p> <p>OMG challenge: Evaluate the importance of Abraham's story</p>
4	Key ideas in Christian Faith	<p>Challenge: Identify some Christian traits</p> <p>More challenging: Describe visually the story of Christianity and Explain how the story of Christianity answers some 'big questions'.</p> <p>Mega challenge: Analyse why it is important for the story of Christianity to answer lots of 'big questions'.</p>

5	Holy Trinity	<p>Challenge: Identify the 3 different parts of the Trinity.</p> <p>More challenging: Describe how God is like a father, son and a ghost and how he helps people when he becomes different parts of the Trinity.</p> <p>Mega challenge: Explain using an everyday-life example, how God can take three forms but be one being at the same time.</p>
6	The birth and death of Jesus	<p>Challenge: Create a modern day Ten Commandments explaining your ideas fully in your book.</p> <p>More challengeing: Explain the origin of the 10 Commandments and analyse problems posed by the 10 Commandments in the modern world.</p> <p>Mega challenge: Evaluate whether the 10 Commandments contradict God's omnipotence.</p>
7	Key ideas in Islam	<p>Challenge: Identify facts about Islam and transfer them onto your marketplace wheel.</p> <p>More challenging: Describe through labelled illustrations new facts about Islam and teach others new information you have learned.</p> <p>Mega challenge: Correct misconceptions about Islam, use at least 5 new key words to explain what the day in the life of a religious Islamic teenager would be like.</p>
8	Prophet Muhammad	<p>Challenge: Explain why interpreting the Qur'an is difficult</p> <p>More challengeing: Interpret Qur'an quotes correctly, explaining their meaning and why it could cause problems.</p> <p>Mega challenge: Create a PEE paragraph detailing why we it is difficult to interpret the Qur'an referring to modern political context.</p>
9	What is Eid?	<p>Challenge: Identify the meaning of the Five Pillars correctly. Describe how the Pillars encourage Muslims to be charitable.</p> <p>More challenging: Describe three reasons in reference to the Qur'an in your answers and order the Pillars in importance – justifying your ideas.</p> <p>Mega challenge: Explain using quotes from the Qur'an to back up your reasoning about why Muslims should care for those less fortunate.</p>
10	Assessment	

RSE	6 Weeks	
Half Term 4	Lesson Title	PSHE Curriculum Links
1	Healthy Relationships	Health and Wellbeing Relationships
2	Domestic Conflict	Health and Wellbeing Relationships
3	Sexting and Image Sharing	Health and Wellbeing Relationships Living in Wider World
4	Images about our body	Health and Wellbeing Relationships Living in Wider World

	5	Personal hygiene (Oral hygiene)	Health and Wellbeing Relationships
	6	Assessment	Health and Wellbeing Relationships Living in Wider World
Careers and Finance	6 Weeks		
Half Term 5	Lesson Title	PSHE Curriculum Links	
	1	Income and Expenditure	Living in the wider world
	2	Tax and National Insurance	Living in the wider world
	3	Budgeting and Saving	Living in the wider world
	4	Entrepreneurs	Living in the wider world
	5	Teamwork	Health and Wellbeing Relationships Living in Wider World
	6	Assessment Booklet	
Health	7 Weeks		
Half Term 6	Lesson Title	PSHE Curriculum Links	
	1	Vaping, Nicotine, Addiction	Health and Wellbeing Relationships
	2	Cancer Awareness	Health and Wellbeing
	3	Personal Safety and First Aid	Health and Wellbeing Relationships
	4	Teenage Pregnancy	Health and Wellbeing Relationships
	5	Communication skills	Living in the wider world
	6	Teamwork	Health and Wellbeing Relationships Living in Wider World
	7	Assessment Booklet	

YEAR 9 - RSHE is embedded into weekly Personal Development lessons which cover RSHE, PSHE, RE and Citizenship. The content in yellow teaches statutory RSHE.

Mental Health and Positive Choices	7 Weeks	
Half Term 1	Lesson Title	Learning Objectives

1	Behaving to Achieve	<p>Challenge: Identify poor decisions, what we want to achieve from our time at school and what we need to work on in order to do this.</p> <p>More challenging: Describe our classroom behaviour rules and what we will do to help establish these and invest in our future selves.</p> <p>Mega challenge: Analyse what the future may hold for us if we ignore the classroom rules and don't invest in our future selves</p>
2	Human Rights - Access to Education	<p>Challenge: Identify some factors which stopped Mahder going to school</p> <p>More challenging: Describe how a number of reasons could have stopped Mahder from going to school</p> <p>Mega challenging: Explain in detail why Mahder didn't go to school.</p>
3	Interpersonal Skills	<p>Challenge: Identify different interpersonal skills we can develop and categorise them correctly.</p> <p>More challenging: Describe visually how different people can develop their interpersonal skills, and begin the plan to develop your own.</p> <p>Mega challenge: Explain why we sometimes need to change our mindsets and challenge our own assumptions about ourselves and our peers.</p>
4	Discrimination and Equality Act	<p>Challenge: Correctly identify cases of workplace discrimination.</p> <p>More challenging: Explain why we needed the Equality Act 2010 and still do today by describing problems which occurred prior to the law's creation.</p> <p>Mega challenge: Create examples of your own to test your own and a partners knowledge of the Equality Act 2010</p>
5	Growth Mindset	<p>Challenge: Identify statements that describe either a Fixed or a Growth Mindset.</p> <p>More challenging: Describe the attributes of a Fixed or Growth Mindset and how we can apply those of a Growth Mindset to our own lives.</p> <p>Mega challenge: Explain why a Growth Mindset can help us succeed and develop our skills and personal qualities.</p>
6	Coping with Stress and Anxiety	<p>Challenge: Correctly identify mental health illnesses and the symptoms of stress</p> <p>More challenging: Describe possible ways for us to retain good mental health and how we can deal positively with stress</p> <p>Mega challenge: Explain how you could apply ideas you have learned about dealing positively with stress to your own life</p>

Enterprise, Finance and Careers	7 Weeks	
Half Term 2	Lesson Title	Learning Objectives
1	Taking control of my future	<p>Challenge: Complete your own Personal Development Plan using your ideas sheet and your own ideas too – setting yourself dates to achieve your goals.</p> <p>More challenging: Create a Personal Development plan using the ideas sheet for inspiration but creating all of the targets yourself.</p> <p>Mega Challenging: Create your own Personal Development plan, then be the class expert and ensure others have picked appropriately challenging targets for their plans.</p>
2	Work Skills	<p>Challenge: Correctly identify enterprise skills in the workplace from examples.</p> <p>More challenging: Describe the different ways enterprise skills can be put to use in different work environments, giving visual or written examples.</p> <p>Mega challenging: Explain why particular skills are useful in certain workplace environments and how you could develop your enterprise skills in future.</p>
3	What exactly is enterprise	<p>Challenge: Correctly identify enterprise skills in the workplace from examples.</p> <p>More challenging: Describe the different ways enterprise skills can be put to use in different work environments, giving visual or written examples.</p> <p>Mega challenging: Explain why particular skills are useful in certain work place environments and how you could develop your enterprise skills in future.</p>
4	Enterprise and Workplace	<p>Challenge: Correctly identify how the case studies use enterprising skills and qualities.</p> <p>More challenging: Describe which enterprising skills and qualities you share and how you have previously used those skills.</p> <p>Mega challenging: Explain how you plan to use enterprising skills and qualities in the future.</p>
5	How can I save Money?	<p>Challenge: Identify relevant financial organisations which can provide information of current accounts, savings and loans.</p> <p>More challenging: Describe the purpose of different types of financial products and institutions through the creation of a visual display.</p> <p>Mega challenge: Explain which accounts are appropriate for particular purposes and suitable for particular individuals.</p>

6	Employability - Applying and preparing for the world of work	Challenge: Identify correctly the outcomes for consumers in situations where their rights have not been upheld. More challenging: Describe why we have consumer rights and what these rights are in particular circumstances. Mega Challenge: Explain the responsibilities sellers have in upholding consumer rights.
7		
Relationships	6 Weeks	
Half Term 3	Lesson Title	
1	Mindfulness	
2	Body Image	
3	Eating disorders	
4	Peer Pressure	
5	Healthy and Unhealthy Relationships	

Half Term 4- FIRST GIVE - CHARITY PROJECT	Lesson Title	PSHE Curriculum Links
1	Understanding Social issues	Living in the Wider World
2	Researching local charities	Living in the Wider World
3	Choosing our class charity	Living in the Wider World
4	Meeting the charity and fundraising	Living in the Wider World
5	Social action	Living in the Wider World
6	Presentations about our charity	
	6 Weeks	
Half Term 5	Lesson Title	PSHE Curriculum Links
1	Conflict Management	Health and Wellbeing Relationships
2	Forces and Arranged Marriages	Health and Wellbeing Relationships
3	Harrasment and Stalking	Health and Wellbeing Relationships Living in Wider World

	4	Image sharing and Social Media	Health and Wellbeing Relationships Living in Wider World
	5	Pornography	Health and Wellbeing Relationships
	6	Assessment	
Health and Personal Safety	7 Weeks		
Half Term 6		Lesson Title	PSHE Curriculum Links
	1	Alcohol Awareness	Health and Wellbeing
	2	Drugs and the Law	Health and Wellbeing
	3	Vaccinations, organs, blood donation and Hygiene	Health and Wellbeing
	4	Self checking - cancer	
	5	Acid Attacks	Health and Wellbeing
	6	LGBTQ+	
	7	Assessment	

DLD 1	RELIGIOUS EDUCATION - 5TH OCTOBER
	Lesson Title
1	Christianity
2	Islam
3	Judaism
4	Sikhism
5	Hinduism

DLD 2	RELIGIOUS EDUCATION - 29TH OCTOBER
	Lesson Title
1	Why does suffering exist ?
2	Does God Exist?
3	Holy Trinity
4	The Problem of Evil
5	Buddhist belief about suffering

DLD 3	RELIGIOUS EDUCATION - 24TH JANUARY
	Lesson Title
1	Religion and the Death Penalty
2	Religion and Euthanasia
3	Abortion
4	Genetic Engineering
5	Religion and Science

YEAR 10 - RSHE is embedded into Personal Development lessons (3 times per 2 weeks) which cover RSHE, PSHE, RE and Citizenship. The content in yellow teaches statutory RSHE.

Half Term 1	Lesson Title	
1	Careers	
2	Options after GCSE's	
3	CV	
4	Online Presence - checks for employment	
5	Finance	
6	Goal Setting	
7	Mental Health	
8	Dealing with stress and anxiety	
9	Screen time	
10		
Relationships and Healthy Choices		
Half Term 2	Lesson Title	
1	Discrimination and the law	
2	Anti-social behaviour	
3	Peer pressure	
4	Extremism and Radicalisation	
5	Drugs	
6	County Line Drugs	

7	Smoking	
8	Vaping	
9	Alcohol	
10		
Religious Education	6 Weeks	
Half Term 3	Lesson Title	Learning Objectives
1	God and the Devil	
2	Suffering	
3	Plato's Cave	
4	Beyond our Dimension	
5	Introduction to ethics 1	
6	Introduction to ethics 2	
7	The problem of Free Will	
8	The design argument	
9	Cosmological Arguments	

YEAR 11

YEAR 11 - RSHE is taught through Deep Learning Days which cover RSHE, PSHE, RE and Citizenship. It is also delivered through the AM programme in year 11. The content in yellow teaches statutory RSHE.

SEPTEMBER START UP DAY # 1	CAREERS & MY FUTURE DAY Wednesday September 6th 2023
1	Being successful in year 11 - Target setting
2	Careers - Post 16 options YEAR 9/10 AM's
3	Unifrog - P5 MW and ST P4 Arts and Comms YEAR 8/9 AM'S
4	Basic First Aid P4
SEPTEMBER START UP DAY #2	WELLBEING DAY Thursday September 7th 2023
1	Dealing with exam stress and anxiety -
2	Sleep and Study space
3	Online safety - screen time and safe mobile phone use

4	Online reputation and Digital footprints
DLD 1	RSE - 4TH OCTOBER
	Lesson Title
1	<u>ARMY</u>
2	<u>ARMY</u>
3	<u>CONSENT</u>
4	<u>PORNOGRAPHY</u>
5	<u>ONLINE SAFETY</u>
DLD 2	RSE - 5TH OCTOBER
	Lesson Title
1	<u>Contraception</u>
2	<u>Consent</u>
3	<u>Misogyny</u>
4	<u>Diverse Relationships</u>
5	<u>Online Relationship</u>
DLD 3	Healthy Choices 28TH NOVEMBER
	Lesson Title
1	<u>Gambling</u>
2	<u>Positive Masculinity/Femininity</u>
3	<u>Drugs</u>
4	<u>Alcohol</u>
5	<u>Smoking</u>
DLD 4	Staying Safe Online 28TH NOVEMBER
	Lesson Title
1	<u>British values - democracy</u>
2	<u>British values -</u>
3	<u>Radicalisation</u>
4	A Level taster workshops

5	A Level taster workshops
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AM Programme - 20 minute session once a week. Statutory RSHE is highlighted in yellow

HT1	Topic	
1	Post 16 Options	
2	Writing a personal statement	
3	Btecs	
4	Apprenticeships	
5	Oral Hygiene	
6	Blood, organ and stem cell donation	
7	Illegal Drugs	
HT1	Topic	
1	Prescription Drugs	
2	DRUGS AND THE LAW	
3	Preparation for PPEs	
4	Revision Cards	
5	Retrieval Practice	
6	Exam Survival - going for a walk	
7	Christmas Quiz	
1	ADDICTION	
2	ALCOHOL - HEALTH	
3	SMOKING AND VAPING	
4	Personal Hygiene and antibiotics	
5	Immunisation, vaccination	
6	LGBT History Month	
1	What does it mean to be a man in 2023?	
2	Toxic Masculinity	

3	Me too and Times up! Gender Equality in 2023	
4	What is a healthy relationship?	
5	What is a healthy relationship?	
6	Transphobia	
1	Mindfulness	
2	Dealing with stress	
3	AM -one to one mentoring	
4	AM -one to one mentoring	
5	AM -one to one mentoring	
6	AM -one to one mentoring	

Appendix 2:

Here is the end of key stage outcomes for RSHE

By the end of secondary school pupils should know

This guidance is adapted from the Statutory guidance on [Relationships education, relationships and sex education \(RSE\) and health education](#) and has been mapped against the 6 core components of the Wellness curriculum.

TOPIC	PUPILS SHOULD KNOW
Physical Wellness	<ul style="list-style-type: none">● <u>EXERCISE AND FRESH AIR</u>● Pupils understand: the characteristics and mental and physical benefits of an active lifestyle● 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 cardiovascular ill-health.● about the science relating to blood, organ and stem cell donation.● <u>HEALTHY DIET</u>● how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.● <u>AVOIDING UNHEALTHY HABITS</u>● the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.● the law relating to the supply and possession of illegal substances.● the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.● the physical and psychological consequences of addiction, including alcohol dependency.● awareness of the dangers of drugs which are prescribed but still present serious health risks.● the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.● <u>SELF CARE</u>● about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.● about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.● (late secondary) the benefits of regular self-examination and screening.● the facts and science relating to immunisation and vaccination.● the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.● Understanding changing bodies

	<ul style="list-style-type: none"> the main changes which take place in males and females, and the implications for emotional and physical health.
Emotional Wellness	<p><u>HEALTHY MIND</u></p> <ul style="list-style-type: none"> how to talk about their emotions accurately and sensitively, using appropriate vocabulary. that happiness is linked to being connected to others how to recognise the early signs of mental wellbeing concerns. common types of mental ill health (e.g. anxiety and depression). how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. <p><u>Feeling safe</u></p> <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). <p><u>Being free from prejudice and discrimination - ONLINE</u></p> <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. <ul style="list-style-type: none"> 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. <p>Internet safety and harms</p> <ul style="list-style-type: none"> how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

	<ul style="list-style-type: none"> • 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.
Intellectual Wellness	<p><u>First Aid:</u></p> <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR.15 • the purpose of defibrillators and when one might be needed
Interpersonal Wellness	<p><u>Respectful relationships, including friendships</u></p> <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. <p>Stable relationships</p> <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.

	<ul style="list-style-type: none"> • 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. <p>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.</p> <ul style="list-style-type: none"> • 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. <p><u>Family Life</u></p> <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. • 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.
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	<p>Intimate and sexual relationships, including sexual health</p> <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 and menopause. • 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.
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Appendix 3: Request to withdraw form:

Right to Withdraw from Sex Education / RE

Student Full Name:	
AM Group:	
Your name:	
Relationship to the child above	

Withdrawal from (please tick):

☐ Sex Education (please see the definition of sex education in)

☐ Religious Education

I hereby request my son/daughter to be withdrawn from the above curriculum area(s).

I understand that by withdrawing from these aspects of the curriculum, the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost.

Please note that there is a right to withdraw from Sex Education and Religious Education but not Relationship or Health Education or other aspects of PSHE/Personal Development

Please sign and date the below and hand this letter into the school office.

Parent/Carer Full Name:

Signature:

Date: