

Appendix 1 - Localised Procedures

RSHE POLICY	
Localised School Based Procedures	
School Name:	Liberty Academy
Principal:	Louise Beasley
Designated Safeguarding Lead:	Louise Beasley
RSHE Lead	Sarah Hossack
Implementation Date:	September 2026

Introduction

In conjunction with our Trust wide RSHE policy, localised procedures have been established to ensure that systems and procedures reflect the school/academy setting.

The localised procedures for the school/academy setting focus on the following key areas: -

- RSE Programmes of Study
- Health Education Programmes of Study
- Assessment

Should you have any concerns or questions relating to the localised procedure, in the first instance, please contact hello@lib.hlt.academy

RSHE Programmes of Study	
Relates to item 5.1 within the RSHE Policy	
Year 7	HT1 ● Peer pressure, bullying and banter (Define the difference between bullying, banter and genuine mutual fun) ● Trolling and online identity (To understand what the term ‘trolling’ means and understand it is a form of cyberbullying) ● Mental health and self esteem (Explain what self esteem is and how we can improve our self esteem) ● Media influence and body image (I know that what I see on social media can be manipulated, I can name positive personality and positive physical traits about myself) ● Deepfakes and AI (To learn about the motivations for, and consequences of, creating and sharing deepfake images, To learn how to seek support regarding inappropriate deepfake images encountered online.)

RSHE Programmes of Study	
Relates to item 5.1 within the RSHE Policy	
	HT3 • Why do young people request and share nude images (Why might a boy send a nude? Why might a girl send a nude? What strategies could you use if someone is pressuring you to send or share a nude picture?) • Sexting (What are the dangers of sexting and the consequences of doing so? What is the law around sharing nude images?) • Upskirting (What is upskirting? What is the law around upskirting?) • Harmful relationships (To identify the dangers of harmful relationships, and to understand the help that is available.) • Introduction to consent (What does consent means, both legally and ethically? How can you identify if someone has or has not given consent?) • FGM (What are the risks surrounding FGM? What is the law around FGM?) HT6 • Families and relationships (I understand how families have changed and the importance of different family types, How families change over time, including through birth, death, separation and new relationships) • Roles in the family (To recognise the features of family life and identify the qualities of different family relationships and look at positive family relationships) • Wellbeing for life, managing emotions (To learn how to manage emotions when transitioning to a new key stage) • Managing distractions (To learn how distractions can affect someone's wellbeing, and how they can be managed) • Developing positive habits (Students will be able to: explain what negativity bias is and how it can be managed, evaluate different strategies that someone can use to help them develop positive thinking habits, explain how developing positive thinking habits can support wellbeing) • Managing worry or rumination (explain how rumination and worry can affect someone's emotions and behaviour, evaluate strategies for managing worry or rumination , identify who can help when someone is ruminating or worrying a lot of the time) • Managing tension and stress (explain how the body and brain respond to stress, evaluate strategies for managing stress, explain how practising these strategies can help reduce feelings of tension and stress and support long-term wellbeing) • Sexual orientation and gender identity (To understand why communication skills are so important.)
Year 8	HT1 • Attitudes to mental health (What is mental health? I can articulate some aspects of mental health disorders and discern truth from fiction, I can signpost support for mental health issues) • Promoting wellbeing and resilience (I can explain factors that affect resilience and wellbeing, I can identify ways to promote wellbeing and resilience, I can re-frame failure)

RSHE Programmes of Study

Relates to item 5.1 within the RSHE Policy

- Digital resilience (I can evaluate the positive and negative impact of social media on emotional wellbeing, I can describe strategies for developing digital resilience)
- Cyberbullying (I can define cyberbullying, I can define when 'banter' becomes bullying. Students understand that using the term 'gay' as an insult can be offensive)
- Sexting (I understand what sexting is I understand the possible legal consequences of sending a nude picture)
- Peer pressure (Students can define peer pressure. Students know what a good friend looks like. Students can give advice about how to resist peer pressure.)

HT3

- Commitment (What does commitment to others and yourself mean? Why is commitment important for people's health, wellbeing and relationships?)
- Relationship values (How can we use communication to improve our relationships and how do we know when a relationship is no longer healthy? We are able to suggest safe and constructive ways of ending relationships)
- Consent (What is consent? Explain how to ask someone for their consent without putting them under pressure)
- Introduction to contraception (I can describe what is meant by contraception and explain how and why condoms are used. I can explain how and why the contraceptive pill is used and where to get various contraceptives from.)
- Protected Characteristics and LGBTQIA+ (understanding the PC and why they are important to everyone)
- Being an ally, same sex relationships and trans identity (Explain how you can be an ally to an LGBTQIA+ person)

HT4

- Personal Safety and First Aid (Describe in detail ways we can help in medical emergencies and different methods of improving personal safety)
- Understanding drugs (We will be able to: assess and evaluate prior knowledge, beliefs and attitudes regarding substance use, describe the effects of caffeine consumption, explain the risks associated with caffeine consumption, evaluate strategies to reduce caffeine consumption)
- Tobacco and nicotine (identify a range of risks related to tobacco use and vaping (e-cigarette use), analyse a range of potential influences on young people to smoke or vape, demonstrate strategies for managing peer influence in situations involving tobacco and vapes (e-cigarettes))
- Exploring attitudes (describe the names, appearance and effects of a range of illegal drugs, analyse our attitudes and beliefs about the prevalence of drug use amongst young people, assess the reasons why young people might choose to use or not use drugs)
- Alcohol and risk (explain that most young people their age do not use alcohol and analyse the reasons why young people's alcohol use is declining, describe the risks of alcohol use, describe strategies to manage influences on alcohol use, identify sources of support for alcohol misuse, Understand the risks of methanol, Understand the law around buying alcohol)

RSHE Programmes of Study	
Relates to item 5.1 within the RSHE Policy	
	• The law and managing risk (explain the legal terms ‘possession’, ‘supply’ and ‘intent to supply’ in relation to drugs, explain the short and long-term legal consequences of being found in possession of, using, selling or supplying different classes of drugs) HT6 • Online influences (how can people be influenced online?) • Online radicalisation (how can people be radicalised online?) • LGBTQIA+ Rights around the world (To explain the everyday issues the LGBTQ+ global community face and how they overcome these) • Alcohol and cannabis (analyse the factors that might affect someone’s decision to use or not use substances, describe some of the health risks associated with occasional and problematic substance use, identify and challenge misconceptions related to cannabis use and drinking alcohol) • Managing influences (explain the physical, emotional and social consequences substance use might have on someone, demonstrate strategies they could use if someone offers them something that might be harmful or illegal, explain the potential impact of others’ views about drugs, alcohol and smoking on decision-making, explain what support is available to people who are concerned about substance use and how to access it for themselves or others) • •
Year 9	HT1 • Anti-social behaviour (I can define what antisocial behaviour is (I can articulate what the shorter and longer term consequences of antisocial behaviour can be on victims, I understand the legal consequences of antisocial behaviour) • Gangs and Glamour (I understand the misconceptions around joining a gang, I can identify some of the consequences of joining a gang, I understand the legal ramifications of joining a gang) • County Lines (I understand what county lines is. I understand that gangs exploit young people, I know where to get help if I or someone I know is at risk) • Knife crime (I understand some of the consequences of knife crime, I understand the law around carrying a weapon) • Young Offenders (I can describe some of the punishments there are for young offenders) • Knife free (I can explain some of the reasons people choose to carry knives and I can assess a range of consequences to carrying knives) HT3 • Starting out in a relationship (what values are important to you when choosing a partner?) • Capacity to consent (How can alcohol affect your ability to consent?) • Preventing STIs (Understanding symptoms of common STIs. What should someone do if they are worried they might have an STI? Which contraception provides some protection from STIs?)

RSHE Programmes of Study

Relates to item 5.1 within the RSHE Policy

- Contraception (Name the most common types of contraception. How do condoms work against catching STIs?)
- Condom negotiation (Describe how to put a condom on. Where can you get condoms from?)
- Unplanned pregnancy (Where can I seek reliable help and advice regarding an unplanned pregnancy?)

HT5

- Gambling and its risks (What is dopamine and how does it affect our brain? How do gambling companies attract younger people?)
- Online grooming (To understand how someone might try to groom online, recognise warning signs and how and where to get help)
- Social media profile settings and the internet (To understand the positive and negative aspects of social media and the internet, List 1 positive and 1 negative thing about the internet)
- Vaping (Name a myth about eating disorders and self harm and give a healthy coping strategy)
- Healthy Coping Strategies (What could be a sign that someone is not coping very well? What are 2 strategies people can use to develop healthier coping strategies, the importance of sleep)
- Positivity and mental health (Name 3 ways we can boost our mental health through positivity)

HT6

- Managing strong emotions (explain factors that affect wellbeing throughout adolescence, analyse links between mental and physical health, evaluate strategies to manage strong emotions, explain the impact of using these strategies effectively)
- Wellbeing for life - managing distractions (identify a range of helpful and unhelpful distractions and explain how these can affect the way someone feels, analyse the impact of social media on wellbeing, evaluate strategies for managing distractions, including strategies that promote wellbeing online)
- Managing strong emotions (explain how experiencing disappointments and setbacks can make someone feel and behave, explain how language and misconceptions around mental health can affect how someone responds to disappointments and setbacks, evaluate strategies to develop positive thinking habits and learn from disappointments and setbacks)
- Unhealthy coping strategies (identify warning signs of emotional and mental health difficulties, explain why self-harm and disordered eating are unhealthy coping strategies, describe why someone might find it challenging to seek help for themselves or others, identify how and where to seek help for themselves or others)
- Healthy Coping strategies (identify signs that someone is feeling worried, tense or stressed, evaluate a range of healthy coping strategies, explain how someone can seek help for themselves or others when feeling worried, tense or stressed)
- Food for thought (identify the benefits of, and barriers to, making healthier food choices, analyse different influences on someone's food choices, analyse strategies for making independent, healthier choices about food)
- Screen time (What can too much screen time do to our bodies?)

RSHE Programmes of Study	
Relates to item 5.1 within the RSHE Policy	
Year 10	HT1 • Revenge pornography (I know where to find help if you become a victim of revenge porn. The Law - private and criminal prosecution is possible.) • Body shaming (I have tools to use to encourage body positivity in myself and others) • Assessing risks - drugs and alcohol (analyse how alcohol and other drugs affect decision-making, assess the risks of substance use when travelling, socialising or alone, explain ways to keep safe and support friends when socialising in situations involving alcohol or other drugs) • Managing influence - drugs (explain how different internal and external influences can affect decision making, describe strategies for managing peer influence in contexts where young people are increasingly independent, evaluate ways to be a positive influence on peers in relation to substance use) • Seeking help - drugs and alcohol (describe the wider physical and psychological consequences of substance use, explain what addiction/dependency is and how it can affect individuals, identify sources of support and how, to seek help for substance use and addiction, evaluate and challenge potential barriers to seeking support) HT3 • Relationship behaviours (evaluate a range of relationship behaviours and identify when a relationship may be unsafe, identify healthy and unhealthy behaviours when managing conflict in relationships, assess effective ways to respond to inappropriate conflict behaviours, explain ways to manage breakups respectfully and safely) • Choices related to sex and contraception (describe different types of contraception and how they work, explain why people make different decisions about what contraception to use and assess factors that might influence these decisions, evaluate different sources of information related to sexual health and contraception, demonstrate how someone might discuss contraception with a partner or healthcare professional) • Sexual Health (identify the symptoms, possible consequences of, and treatment for different STIs, describe how transmission, including of HIV, can be reduced, assess when and how to access sexual health services, identify barriers to accessing services and explain how to overcome these.) • Long term commitment (describe the options available to people who wish to make a long term commitment, explain how a long term relationship can become legally binding, recognise the unacceptability of forced marriage and identify support for someone who may be at risk) • The legal status of marriage (describe the legal rights of people in different forms of long-term commitments, explain why people might choose to marry and why marriage must be freely entered into, analyse different attitudes towards marriage) • Forced marriage (Define - Arranged Marriage, Forced Marriage, Family honour, Domestic servitude forced marriages, common law marriage myth) HT4

RSHE Programmes of Study	
Relates to item 5.1 within the RSHE Policy	
	• Cosmetic procedures - cosmetic procedures and sunbeds (identify the laws and regulations relating to cosmetic procedures and sunbed use, describe how idealised images of bodies can impact decisions relating to cosmetic procedures, evaluate the risks associated with the use of sunbeds and cosmetic procedures, evaluate media messages relating, to cosmetic procedures and make informed decisions.) • Body modification (describe the laws and regulations associated with tattoos and piercings, assess the risks associated with tattoos and piercings, and how to manage these, evaluate sources of information to make safe and well informed decisions) • Digital deception - deepfakes (Learn about deepfakes, their potential harms, and the support available to those affected.) • Understanding deepfakes (To learn about the wider impacts of deepfake-generating technology, the laws and protections in place, and ways to reduce harm.) • Chatbots and misplaced affection (Describe how and why chatbots can be fun but we mustn't rely on them for important life advice, explain why it's so important to be a discerning consumer of information.) • AI (To understand the positive uses and negatives risks of AI. To understand how data is gathered online.) HT5 • Social media and conflict (explain how social media can escalate conflicts, describe ways to avoid this, and explain where to go for help and advice.) • Managing online reputation (To explain what a positive online profile and presence is and what it looks like) • Conflict management (To understand that conflict is natural and to gain skills in conflict resolution. Name 3 strategies for conflict resolution and management) HT6 • Coercive control (Describe what constitutes stalking and harassment and what can happen if people don't take reports of this seriously.) • Consent, rape and sexual harassment (Identify where sexual boundaries have been crossed and a crime has been committed. Understand the law around rape and sexual harassment.) • Intolerance (Describe how a tolerant society faces a paradox when it comes to dealing with intolerance. Describe differing viewpoints on what should be done to tackle intolerance.) • Hate crimes (Describe why cases of hate crime are reported to be on the increase and the reasons behind this. Describe why cases of hate crime are reported to be on the increase and the reasons behind this. What characteristics are covered by hate crime law in the UK?) • Social media pressures
Year 11	HT1 • Responsible health choices (What are vaccinations? Why is organ and blood donation important? What is stem cell therapy. Why is hygiene important)

RSHE Programmes of Study

Relates to item 5.1 within the RSHE Policy

- What is cancer (To be able to name the 4 most common types of cancer. To know how to self examine for two most common cancers: breast and testicular)
- Date rape
- Fertility and routes to parenthood (explain how fertility changes over a person's lifetime and some of the factors affecting this, explain how to maintain a healthy pregnancy, describe different routes to parenthood)
- Pregnancy and outcomes (identify the range of options available in the event of an unplanned pregnancy, describe the range of emotions someone might feel in the event of an unplanned or unwanted pregnancy, evaluate the different influences that might affect decisions about pregnancy, recognise that miscarriage can occur and where to access support in the event of a miscarriage, describe where and how to access impartial advice and support in relation to pregnancy)
- Pregnancy choices and abortion (identify key legal considerations in relation to abortion, explain why there are strongly held views on either side of the abortion debate, explain where and how to access medical services and emotional support)
- Parenting (Describe the benefits of being in a committed, stable, positive relationship, Identify the rights, roles and responsibilities of parents with respect to raising children. Evaluate the characteristics of successful parenting)

HT3

- Relationship abuse (What are 3 signs of an unhealthy relationship. What 3 signs of a healthy relationship. Where can you access support?)
- Sexual health (Why is being tested regularly for STIs a good thing? What is emergency contraception and where can you get this from?)
- The role of intimacy and pleasure (What is enthusiastic consent? How do you know when you are ready for intimacy as an individual and a couple? Why is communication and respect so important in a healthy relationship?)
- The impact of pornography (How does pornography impact people's views on sex and intimacy? What are some of the damaging messages pornography can perpetuate (re-inforce) about intimacy, sex and consent? What does the law say about pornography and sharing sexual images?)
- Pressure, persuasion and coercion (When does asking for consent become inappropriately pressurising or persuasive? What are the legal consequences of pressure, persuasion, and coercion in relation to consent?)
- Safe sex (What makes good, healthy, safe sex?)

HT5

- The importance of sleep (Correctly identify the symptoms of sleep deprivation and the benefits of quality sleep.)
- Incel culture (Understanding what incel means. What incel culture is. Who is vulnerable to it. How to stay safe)

RSHE Programmes of Study	
Relates to item 5.1 within the RSHE Policy	
	• Consent (-Explain some consequences of someone not receiving consent for sexual behaviour within a relationship for both the perpetrator and victim - emotional pain, fear, physical injury, STIs, pregnancy, humiliation, custodial sentence, being on the sex offenders register.) • Unsafe sex (To understand what we mean when we talk about 'safe sex' and identify situations where sex is neither safe or legal. Explore the dangers of chemsex and unsafe sex and look at the consequences of unsafe sex scenarios.) • Relationship abuse 2 (Explain what is meant by 'relationship abuse', identify the different types of abuse that can affect relationships, describe ways to get help with relationship abuse) • Sharing sexual images (Describe some of the risks in relation to sharing sexual images , explain the implications, including legal implications, of sending or forwarding sexual images and explain how and from where to get help if someone I know is being pressured to send or share inappropriate images) HT6 • Revealing reality the truth about nude images (To analyse attitudes associated with requesting, sending and passing on nude images. To be able to describe the legal and moral implications of sharing images without someone's consent, including the impact of reporting. To explain strategies to manage unwanted images, unwanted requests and pressure to send images. To be able to challenge the views of others and perceived social norms relating to sending and receiving nude images.)

Health Education Programmes of Study	
Relates to item 7.1 within the RSHE Policy	
Year 7	HT1 • Influence, friends and friendships (How do I recognise and maintain positive friendships ? How do I recognise and avoid toxic relationships) • Peer pressure, bullying and banter (Define the difference between bullying, banter and genuine mutual fun) • Trolling and online identity (To understand what the term 'trolling' means and understand it is a form of cyberbullying) • Mental health and self esteem (Explain what self esteem is. How we can improve our self esteem) • Media influence and body image (I know that what I see on social media can be manipulated. I can name positive personality and positive physical traits about myself. Pupils can articulate what 'body image is'. Students can identify where the pressures to look a certain way online comes from.. Students can understand the difference between 'ideal' body image and reality) HT4

Health Education Programmes of Study	
Relates to item 7.1 within the RSHE Policy	
	• Puberty (To define puberty and identify the changes both males and females experience during puberty) • Hygiene (Define dental hygiene and Identify the different factors which contribute towards someone having excellent personal hygiene) • Understanding periods (To describe the different hygiene products, how the menstrual cycle impacts on our emotional health and how we can best manage our periods.) • Healthy lifestyles (Explain why we need to live healthily. What is a healthy living factor?) • Drugs and their dangers (To be able to identify the harmful effects of legal drugs) • Accessing health (To be able to articulate why using legitimate sources to diagnose and access health care is so important)
Year 8	HT1 • Attitudes to mental health (What is mental health? I can articulate some aspects of mental health disorders and discern truth from fiction. I can signpost support for mental health issues) • Promoting wellbeing and resilience (I can explain factors that affect resilience and wellbeing. I can identify ways to promote wellbeing and resilience. I can re-frame failure) • Digital resilience (I can evaluate the positive and negative impact of social media on emotional wellbeing. I can describe strategies for developing digital resilience) • Cyberbullying (I can define cyberbullying. I can define when 'banter' becomes bullying. Students understand that using the term 'gay' as an insult can be offensive) • Healthier sleep habits (explain the impact of sleep on health and wellbeing, identify factors that can reduce sleep quality, describe a range of strategies for ensuring healthier sleep patterns) HT4 • Personal safety and first aid (Describe in detail ways we can help in medical emergencies and different methods of improving personal safety.) • Drug awareness (We will be able to: assess and evaluate prior knowledge, beliefs and attitudes regarding substance use, describe the effects of caffeine consumption, explain the risks associated with caffeine consumption, evaluate strategies to reduce caffeine consumption) • Tobacco and nicotine (identify a range of risks related to tobacco use and vaping (e-cigarette use), analyse a range of potential influences on young people to smoke or vape, demonstrate strategies for managing peer influence in situations involving tobacco and vapes (e-cigarettes) • Exploring attitudes (describe the names, appearance and effects of a range of illegal drugs, analyse our attitudes and beliefs about the prevalence of drug use amongst young people, assess the reasons why young people might choose to use or not use drugs) • Alcohol and risks (explain that most young people their age do not use alcohol and analyse the reasons why young people's alcohol use is declining, describe the risks of alcohol use, describe strategies to manage influences on alcohol use, identify sources of support for alcohol misuse, Understand the risks of methanol, Understand the law around buying alcohol)

Health Education Programmes of Study	
Relates to item 7.1 within the RSHE Policy	
	- The law and managing risks (explain the legal terms ‘possession’, ‘supply’ and ‘intent to supply’ in relation to drugs, explain the short and long-term legal consequences of being found in possession of, using, selling or supplying different classes of drugs) HT6 - Basic First Aid (Describe how to identify situations that may require the help of the emergency services.) - Online influences (how can people be influenced online?) - Online radicalisation (how can people be radicalised online?) - Alcohol and cannabis (analyse the factors that might affect someone’s decision to use or not use substances, describe some of the health risks associated with occasional and problematic substance use, identify and challenge misconceptions related to cannabis use and drinking alcohol) - Managing influences (explain the physical, emotional and social consequences substance use might have on someone, demonstrate strategies they could use if someone offers them something that might be harmful or illegal, explain the potential impact of others’ views about drugs, alcohol and smoking on decision-making, explain what support is available to people who are concerned about substance use and how to access it for themselves or others)
Year 9	HT1 - Anti social behaviour (I can define what antisocial behaviour is. I can articulate what the shorter and longer term consequences of antisocial behaviour can be on victims. I understand the legal consequences of antisocial behaviour) - Gangs and glamour (I understand the misconceptions around joining a gang. I can identify some of the consequences of joining a gang. I understand the legal ramifications of joining a gang) - County Lines (I understand what county lines are. I understand that gangs exploit young people. I know where to get help if I or someone I know is at risk) - Knife crime (I understand some of the consequences of knife crime. I understand the law around carrying a weapon) - Keeping safe - road, water, rail (I know how to keep myself on the road, around water on railway lines) - Young offenders (I can describe some of the punishments there are for young offenders) - Knife free (I can explain some of the reasons people choose to carry knives. I can assess a range of consequences to carrying knives) HT2 - Money and mental health (To be able to explain why money can affect our mental health) HT4

Health Education Programmes of Study	
Relates to item 7.1 within the RSHE Policy	
	• Gambling and its risks (What is dopamine and how does it affect our brain? How do gambling companies attract younger people?) • Online grooming (To understand how someone might try to groom online, recognise warning signs and how and where to get help) • Social media profile settings (To understand the positive and negative aspects of social media and the internet) • Vaping (To learn about different influences and consequences that might affect decisions relating to vaping.) • Unhealthy coping strategies (Understanding myths about eating disorders and self harm and give a healthy coping strategy) • Healthy coping strategies (What could be a sign that someone is not coping very well? What are 2 strategies people can use to develop healthier coping strategies) • Positivity and mental health HT6 • Managing strong emotions (explain factors that affect wellbeing throughout adolescence, analyse links between mental and physical health, evaluate strategies to manage strong emotions, explain the impact of using these strategies effectively) • Managing distractions (identify a range of helpful and unhelpful distractions and explain how these can affect the way someone feels, analyse the impact of social media on wellbeing, evaluate strategies for managing distractions, including strategies that promote wellbeing online) • Managing disappointment and setbacks (explain how experiencing disappointments and setbacks can make someone feel and behave, explain how language and misconceptions around mental health can affect how someone responds to disappointments and setbacks, evaluate strategies to develop positive thinking habits and learn from disappointments and setbacks) • Unhealthy coping strategies (identify warning signs of emotional and mental health difficulties, explain why self-harm and disordered eating are unhealthy coping strategies, describe why someone might find it challenging to seek help for themselves or others, identify how and where to seek help for themselves or others) • Healthy coping strategies (identify signs that someone is feeling worried, tense or stressed, evaluate a range of healthy coping strategies, explain how someone can seek help for themselves or others when feeling worried, tense or stressed) • Food for thought (identify the benefits of, and barriers to, making healthier food choices, analyse different influences on someone's food choices, analyse strategies for making independent, healthier choices about food)
	• Screen time (What can too much screen time do to our bodies?) Assessment
Relates to item 15.2 within the RSHE Policy	
Year 10	• Body shaming (I have tools to use to encourage body positivity in myself and others)

Assessment
Relates to item 15.2 within the RSHE Policy
• KS4 continual assessment through ILZ, teacher circulation and live marking and end of half term assessments • Connect retrieval tasks always take place in books as this is the critical content of the lessons and is linked to LTP and statutory content • Re cap tasks are completed in every lesson to ensure knowledge is embedded over time • Mind maps are used to assess pupils' baseline knowledge at the beginning of lesson and added to at the end of lessons so class teachers can judge the pupils understanding • All lessons follow the PSHE association assessment route which is IPSATIVE (self assessment) within each lesson. Every lesson in the half term is also assessed through the connect retrieval activities - this means students complete a baseline assessment in each lesson (discussion about the topic for example) then we learn about the topic and then revisit pupils knowledge at the end of this lesson and beginning of the next, so each lesson is its own mini assessment. We then re-visit this each lesson within the half term to see if there are any gaps • All work completed by the pupils on their own will be labelled 'YOU DO' or 'ILZ' • All discussion should be evidenced through mind maps, bullet points, notes etc and labelled 'WE DO' • SPAG should be marked each lesson and key terms will always be in books