PSHE POLICY – (Including Relationship & Sex Education (SRE); Health Education (HE) & Drug Education)

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The Bridge Centre - Secondary

PSHE Policy (Including Relationship & Sex Education (SRE); Health Education (HE) & Drug Education)

The Developmental Process

This policy has been written in consultation with teaching staff, students and the PRU management committee. The PSHE Policy encompasses the following policies and procedures:-

- Appendix 1 - RSE expectations: secondary
- Appendix 2 - Health Education expectations: secondary
- Appendix 3 - Drug and Alcohol Education including The Management of Drug Related Incidents
- Appendix 4 - Curriculum Map Coverage
- Guidance for Spiritual, Moral, Social and Cultural Education and Fundamental British Values

Vision and Values of Bridge and PSHE (including RSE & HE)

At Bridge we have the vision of 'nurture and empower young people to be **School Ready, Work Ready and Life Ready**' by ensuring the values of **Respect, Aspiration, Independence, Success & Engagement** underpin everything we do.

PSHE (including RSE & HE) education is key in empowering our students to ensure they have the knowledge, understanding and skills to navigate their way through their lives as young people and into adulthood. It is our aim at Bridge to 'to ensure our learners feel safe, understood and valued. We provide a nurturing and aspirational environment, in order for them to be successful both personally and academically'. PSHE (including RSE & HE) education underpins this aim by providing students with information and support around their personal understanding and development. By providing personalised support in a compassionate and nurturing way, students are able to feel safe to discuss the topics within the PSHE (including RSE & HE) curriculum to support the school's safeguarding and pastoral support agenda.

Aims for PSHE (including RSE & HE)

Personal, Social and Health Education including Relationship, Sex and Health Education aims to help children and young people deal with the real life issues they face as they grow up. PSHE (including RSE & HE) encompasses all aspects of education at Bridge. The issues that PSHE covers are central to children and young people's wellbeing and are divided into the key themes of:

Self-awareness Me, who I am, my likes & dislikes, strengths & interests.	Self-care, support, and safety Looking after myself and keeping safe - aspects of RSE.	Managing feelings Understanding feelings, how I feel, how others feel, choices & behaviour and aspects of RSE.
Changing and growing How I, and others, are changing, new opportunities and aspects of RSE.	Healthy lifestyles Being and keeping healthy; physical and mentally.	The world I live in Living confidently in the wider world; preparing for adulthood and financial management.

We aim to make a positive contribution to the personal and social development of each pupil in order to enable him/her to achieve their potential. This is a responsibility we share with parents/carers, families, other agencies and the community. We aim to enable pupils to progress and demonstrate achievement and for them to be as independent as possible in their daily lives. We will aim to ensure that pupils reach, according to their ability, levels of understanding. This involves preparing pupils for the opportunities, responsibilities and experiences of life now, and creating a foundation upon which a healthy, happy, safe lifestyle can be built. We promote a growing awareness of personal development, relationships and the importance of self-esteem.

PSHE (including RSE & HE) is enhanced by a supportive school ethos, where all are valued and encouraged. Positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning with an embedded pastoral support system in place.

Students each have an internal school key worker (tutor), and are able to access support including additional mentoring programmes (internal and external) and opportunities to engage with the school mindfulness practitioner/psychotherapist and a variety of external support agencies.

For all pupils the knowledge, skills and understanding are covered through opportunities for pupils to:

- Take and share responsibility
- Feel positive about themselves
- Participate and take part in discussions
- Make real choices and decisions
- Meet and talk and work with people
- Develop relationships through work and play
- Consider social and moral dilemmas
- Ask for help/find information and advice/provide advice
- Prepare for change

What are we trying to achieve?

PSHE and SRE education helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE and SRE programme can tackle barriers to learning, raise aspirations, and improve the life chances of all, including the most vulnerable and disadvantaged pupils. There is evidence to show that PSHE and SRE education can address teenage pregnancy, substance misuse, unhealthy eating, lack of physical activity, and emotional health. The skills and attributes developed through PSHE and SRE education and through high quality Careers are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility. All staff are responsible for Staff are responsible for:

- Delivering PSHE in a sensitive way

- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Curriculum Organisation

PSHE (including RSE & HE) is delivered through a combination of planned curriculum opportunities and whole school approaches including the KS3 alternative curriculum. This will take the form of discrete curriculum key worker time, tutor time activities, discrete work-related learning lessons, daily PSHE lessons, Character Education/British Values lessons, cross curricular activities, Agency/visitor input, and enrichment opportunities.

PSHE and SRE is also delivered in line with regular analysis of school data collection surrounding safeguarding concerns. This approach enables the learning in PSHE and SRE to be directly related and personalised to the cohort of students and further supports referrals to any outside agencies to ensure holistic support is available for our students.

PSHE (including RSE & HE) is a universal entitlement for **all** children and young people. This means learning is made accessible to children and young people of **all** abilities and that attendance in PSHE has an equal priority with other learning.

Teaching and Learning

PSHE (including RSE & HE) is delivered in line with the school's teaching and learning policy. As PSHE (including RSE & HE) works within the real life experiences of children and young people, it is important to establish a safe, secure and positive learning environment. To facilitate this, we use the following teaching and learning approaches:

- establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries
- using distancing techniques, including depersonalised discussions and role play
- using clear language that avoids misunderstandings, prejudice and assumptions about children and young peoples' abilities, desires, background and experiences.
- dealing with unexpected questions and comments from children and young people sensitively
- building on children and young people's knowledge and experiences
- ensuring that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving
- providing a range of opportunities for children and young people to learn, practise and demonstrate skills, attitudes and knowledge
- allowing time for children and young people to reflect and consolidate their learning
- having high expectations of children and young people's achievement and behaviour
- providing differentiated learning opportunities for children and young people with special educational needs
- using a variety of groupings, including single sex, where appropriate.

Curriculum Content

The PSHE (including RSE & HE) programme has been developed for individual student's needs using national and local guidance. Clear learning outcomes describe the skills, knowledge and attitudes children and young people will develop. The PSHE (including RSE & HE) curriculum content at Bridge is drawn from the PSHE Association's programme of study for KS3 and KS4 and resources have been quality assured to meet the 2020 statutory changes for the delivery of PSHE (including RSE & HE) (please see Appendices 3 and 4 for coverage).

PSHE (including RSE & HE) is provided and effectively taught through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach.

Resources

Resources which support this area of the curriculum will be up to date, relevant to children and young people and presented in ways that are consistent with the fundamental aims, values and teaching approaches of PSHE (including RSE & HE). This also includes outside agencies and programmes relating to contemporary issues. Overall responsibility for PSHE (including RSE & HE) resources is held by the co-ordinator. The co-ordinator will ensure resources to be used by visitors have been approved by the relevant organisation, e.g. SRE through Staffordshire SRE forum and others through Education Transformation.

In addition to existing resources, the school aims to review and update resources regularly in accordance with budget allocation. All current resources have been quality assured to ensure compliance with the 2020 statutory guidance on the delivery of PSHE (including RSE & HE) education in schools.

Assessment, Recording and Reporting

Children and young people do not pass or fail within this area of the curriculum but are expected to show progression. They have opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on children and young people's self-awareness and self-esteem.

Learning will be demonstrated through assessment against learning outcomes identified in curriculum planning. A variety of assessment and recording techniques will be used in line with the school's assessment policy.

The reporting of individual achievement and progress will include skill development, values and attitudes, knowledge and understanding and emotional literacy. Progress in these areas will be reported through written reports to parents.

Monitoring and Evaluation

There will be ongoing evaluation and monitoring of the programme for PSHE (including RSE & HE) by Senior Leader for Pastoral. Monitoring will take place in accordance with the school's monitoring cycle. PSHE (including RSE & HE) impact is also monitored through analysis of safeguarding concerns, incidences, referral to outside agencies for group and individualised support and daily observations and trends within the student body.

External Agencies

The school leads the PSHE (including RSE & HE) programme, but outside visitors have a role which can include set programmes of study by agencies such as the police, NSPCC, Human Kind (T3), Sexual Health Team (School Nurse), Fun Club Hub etc. The school's visitor policy will be followed. (Staffordshire guidance for this can be found on the Staffordshire Learning Net – SLN2).

Safeguarding

Teachers and other adults involved in PSHE (including RSE & HE) will sometimes hear disclosures that suggest a child may be at risk of abuse. All staff are aware of the school's safeguarding policy. A copy of this is available from the school's staff shared area and is available on the school website.

Where an adult believes a child may be at risk the designated teacher must be consulted before any further action is taken.

Confidentiality

The school will ensure that:
- staff, children and young people and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality.
- children and young people are informed of the limits of confidentiality that may be offered by teachers.
- children and young people are informed of sources of confidential support, e.g. school nurse/health visitor.
- children and young people are encouraged to talk to their parents or carers and given support to do so.

Pastoral Support

As part of the school pastoral programme, the school will endeavour to identify and support those children and young people who are more vulnerable.

The school seeks to work in partnership with parents/carers and other agencies involved with students to provide effective PSHE and support for children and young people. The school's PSHE programme endeavours to complement and support parent's/carer's roles and that of other agencies where appropriate.

Communication/Dissemination of the Policy - This policy document is freely available on request to the entire school community.

Appendix 1 - RSE expectations: secondary

Families
- That there are different types of committed, stable relationships
- How this relationships might contribute to human happiness and their importance for bringing up children
- What marriage is, including its 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 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 relationships is unsafe (and to recognise this in others' relationships
  - How to seek help or advice, including reporting concerns about others if needed

Respectful relationships, including friendships
- The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and 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 normalize 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 respect to others, including people in positions of authority, and tolerance of other people's beliefs
- About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying 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 references to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Being safe
- The concepts of, and laws relating to, sexual consent, sexual exploitation abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, 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)

Online and media
- 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 wouldn't want shared further and not to share personal material which is sent to them
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically sexually explicit material (e.g., pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online

Intimate and sexual relationships, including sexual health

- 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 the make in sex and relationships, positively or negatively (e.g., physical, emotional, mental, sexual and reproductive health and wellbeing)
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or 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, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including 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 and advice and treatment

The Law

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Appendix 2 - Health Education expectations: secondary

Mental wellbeing

- 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

Internet safety and harms

- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image or how people may curate a specific image of their life online); over-reliance on online relationships including social media; the risks related to online gambling including the accumulation of debt; how advertising and information is targeted at them; and how to be a discerning consumer of information online
- 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

Physical health and fitness

- 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 and maintaining a healthy weight (including the links between an inactive lifestyle and ill health, such as cancer and cardio-vascular ill health)
- About the science relating to blood, organ and stem cell donation

Healthy eating

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

Drugs, alcohol and tobacco

- The facts about legal and illegal drugs and their 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 risk to lung cancer), the benefits of quitting and how to access support to do so

Health and prevention

- About personal hygiene, germs (including bacteria and 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
- In 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

Basic first aid

- **Basic treatment for common injuries**
- **Life-saving skills, including how to administer CPR (best taught after 12 years old)**
- **The purpose of defibrillators and when one might be needed**

Changing adolescent bodies

- **Key facts about puberty, the changing adolescent body and menstrual wellbeing**
- **The main changes which take place in males and females, and the implications for emotional and physical health**

Appendix 3 - Drug and Alcohol Education Policy including the Management of Drug Related Incidents

Rationale

The definition of a drug given by the United Nations Office on Drugs and Crime is: a substance people take to change the way they think, feel or behave.

This includes:
- **all legal drugs including alcohol, tobacco and volatile substances**
- **all over the counter and prescription medicines**
- **all illegal drugs (those controlled by the Misuse of Drugs Act 1971)**

Drug education is an entitlement for all children and young people and is supported by Section 351 of the Education Act 1996 which requires every school, including Pupil Referral Units, to provide a balanced curriculum which:
- promotes the spiritual, moral cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experience of adult life.

Drug education should be delivered through well planned PSHE and Citizenship provision. Schools are expected to use the non-statutory frameworks for PSHE and Citizenship at key stages 1 & 2, PSHE at key stages 3 and 4, the statutory citizenship programme of study at key stages 3 and 4 and the statutory requirements within the National Curriculum Science Order for all phases as the basis for developing drug education. Drugs: Guidance for Schools September 2012 DfES.

Aim

To give children and young people the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and relate these to their own actions, both now and in their future lives.

Objectives

Drug and alcohol education:

1. Increases children and young people's **knowledge** and understanding and clarifies misconceptions about:
   - the short and long-term effects and risks of drugs
   - the rules and laws relating to drugs
   - the impact of drugs on individuals, families and communities
   - the prevalence and acceptability of drug use among peer
   - the complex moral, social, emotional and political issues surrounding drugs

2. Develops children and young people's personal and social skills to make informed decisions and keep themselves safe and healthy, including:
   - assessing, avoiding and managing risk
   - communicating effectively
   - resisting pressures
   - finding information, help and advice
   - devising problem-solving and coping strategies
   - developing self awareness and self esteem

3. Enables children and young people to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

Dealing with drug and alcohol related incidents

The possession, use or supply of illegal and other unauthorised drugs (as designated by the headteacher) by anybody within school boundaries is unacceptable.

Drug incidents could involve: suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs.

The physical boundaries of the school define the extent of the school premises during the school day and the school term. But school rules and expectations of behaviour extend further if children and young people e.g. visit a library, leave school to visit an old people's home as part of a community project, whether supervised or not.

School boundaries also extend to include school trips and clear guidance to staff is given about their supervisory responsibilities. It is made clear to children and young people that school rules still apply if they leave the school during the lunch break, and which will apply on a school trip abroad, where drug laws may differ. Staff are made aware of any controls on their own drug use (e.g. of alcohol, tobacco and medicines) when on duty.

The school works closely with the police who are involved in the disposal of suspected illegal drugs.

The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purposes of preventing an offence from being committed or continued in relation to that drug, providing that all reasonable steps are taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it.

In responding to drug incidents, the primary concern of the school is the care and welfare of children and young people. In cases of a medical emergency the school will act promptly to ensure the safety and wellbeing of the child, young person and the school community.

Any incident involving the misuse of drugs will take into account:

- The age and maturity of the child/young person
- What the child/young person has to say
- The means by which the substance was acquired
- The intention of the child/young person and the circumstances of the incident
- Method and frequency of use
- The nature and legal status of the substance involved
- Any previous incidents of drug misuse by the child/young person
- Action being taken through the criminal justice system
- The availability of support for the children and young people and family from other agencies

Appendix 4- Curriculum Map Coverage

PSHE Theme Mapping	Phase 1a	Phase 1b	Phase 2a	Phase 2b	Phase 3a	Phase 3b
Theme mapping and learning modules.	**Self-awareness** SA1 – personal strengths SA2 – skills for learning SA3 – prejudice and discrimination SA4 – Managing pressure	**Self-care, support & safety** SSS1 – Feeling unwell. SSS2 – Feeling frightened or worried. SSS3 – Accidents & risk SSS4 – Keeping safe online. SSS5 – Emergency situations SSS6 – Public & private SSS7 – Gambling	**Managing feelings** MF1 – Self-esteem and unkind comments MF2 – Strong feelings MF3 – Romantic feelings and sexual attraction	**Changing and growing** CG1 – Puberty CG2 – Friendship CG3 – Healthy & unhealthy relationships & behaviours CG4 – Intimate, consent and contraception CG5 – Long term relationships	**Healthy lifestyles** HL1 – Elements of healthy lifestyles HL2 – Mental wellbeing HL3 – Physical activity HL4 – Healthy eating HL5 – Body image HL6 – Medicinal drugs HL7 – Drugs, alcohol & smoking	**The world we live in** WILI1 – Diversity, rights & responsibilities WILI2 – Managing online information. WILI3 – Taking care of the environment. WILI4 – Preparing for adulthood. WILI5 – Managing finances.
Links to teaching of DfE RSE Guidance	Respectful relationships including friendships - SA3, 4, 6	Families - SSS2, 6 Online media - SSS2, 3, 4, 6 Being safe - SSS2 Intimate and sexual relationships including sexual health - SSS1	Families - MF2 Respectful relationships including friendships - MF1	Families - CG2, 3, 4, 5 Respectful relationships including friendships - CG2, 3 Online media - CG4 Being safe - CG4 Intimate and sexual relationships including sexual health - CG4, 5	Intimate and sexual relationships including sexual health - HL1	Respectful relationships including friendships - WILI1
Links to teaching of Health Education	Mental wellbeing - SA1, 2	Mental wellbeing - SSS1 Internet safety & harms - SSS7 Health and prevention - SSS1, 4 Basic first aid - SSS5	Mental wellbeing - MF2		Mental wellbeing - HL2, 3 Internet safety & harms - HL5 Physical health and fitness - HL1, HL2 Healthy eating - HL4 Drugs, alcohol and tobacco - HL6, 7 Health and prevention - HL1	
Links to teaching of SMSC	Social - SA1, SA3 Cultural - SA3	Social - SSS3, 4, 5 Moral - SSS2, 3, 6	Social - MF1 Moral - MF2, MF3 Spiritual - MF2, MF3	Social - CG2, 3, 4 Moral - CG2, 3, 4, 5	Social - HL1, 2, 3, 7 Spiritual - HL2, 4, 5 Cultural - HL2, 7	Moral - WILI1, 3, 4 Spiritual - WILI1, 3, 4 Cultural - WILI1, 3
Links to teaching of Fundamental British Values	Democracy - SA2, SA3 Liberty - SA1, 2, 3, 4 Respect - SA1. 2, 3 Law - SA3 Responsibility - SA4 Tolerance - SA3	Democracy - SSS5 Liberty - SSS3, 4, 6 Respect - SSS4, 5 Law - SSS3, 4, 5, 7 Responsibility - SSS3, 4, 5, 6, 7	Liberty - MF3 Respect - MF1, MF3 Tolerance - MF2, MF3	Democracy - CG4 Liberty - CG3, 4, 5 Respect - MF3, 4, 5 Law - CG4 Responsibility - CG2, 3, 4, 5 Tolerance - CG3, 4, 5	Liberty - HL4, 6, 7 Respect - HL5 Law - HL6, 7 Responsibility - HL2, 3, 4, 5, 6, 7 Tolerance - HL5	Democracy - WILI1, WILI4 Liberty - WILI1, 3, 4, 5 Respect - WILI1, 2, 4 Law - WILI1, WILI5 Responsibility - WILI2, 3, 4, 5 Tolerance - WILI1, 4
Links to teaching of RAISE Values	Respect - SA1. 2, 3 Aspiration - SA2, 2, 4 Independence - SA1, 2 Success - SA1, 2, 4 Engagement - SA2	Respect - SSS4, 5 Aspiration - SSS3, 4, 5, 6 Independence - SSS5, 6 Success - SSS5, 6, 7 Engagement - SSS 4, 5	Respect - MF1, MF3 Aspiration - MF3 Independence - MF2 Success - MF1,3 Engagement - MF1	Respect - MF3, 4, 5 Aspiration - CG5 Independence - CG3 Success - CG3, 5 Engagement - CG2	Respect - HL5 Aspiration - HL2, 3 Independence - HL2, 3, 4, 5 Success - HL5 Engagement - HL1	Respect - WILI1, 2, 4 Aspiration - WILI4, 5 Independence - WILI4 Success - WILI 2, 3, 5 Engagement - WILI3, 4, 5