**Personal, Social, Health & Economic Education**

Curriculum Statement



**Why do we teach PSHE?**

Personal, Social, Health and Economic Education (PSHE) and Relationship and Sex Education (RSE) are essential parts of the National Curriculum. It helps give the knowledge, skills and understanding our pupils need to lead confident, healthy and independent lives in modern Britain. Within a safe learning environment and with clear behavioural expectations, we can prepare pupils for the opportunities and challenges of adult life.

Rosewood is an SEMH school that is committed to focusing on the social and emotional aspect of the whole child, therefore PSHE is catered around this. A child’s emotional health and wellbeing majorly impacts their cognitive development, mental wellbeing, social life and even their physical health, following them into adulthood if not given the correct attention.

As many of our children have suffered trauma in the past, PSHE’s main aim is to help them overcome their difficulties and strive for a healthy transition in becoming happy young adults, confident in themselves and their decisions.

**Intent**

* PSHE is timetabled to activate, demonstrate and consolidate complex personal, social and health themes. Completed through knowledgeable staff within a secure environment.
* To enable students to develop their self-knowledge, self-esteem and self-confidence.
* To equip and encourage pupils to reform previously learnt cycles of disregarded needs and habits.
* To encourage the pupils to have a positive outlook towards the world of work, and encourage them at an early age to think about career options and aspirations.
* To promote peace between different cultural traditions by supporting students to achieve an appreciation for their own and other cultures.
* Preparing pupils to distinguish right from wrong and respect the civil and criminal law of Britain. This will encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to society.
* To ingrain respect on all accounts and embolden open-mindedness.
* To promote positive mental health and wellbeing from an early age. Including: challenging stigma, coping with feelings and being a coherent support system for our pupils as they move through some of the most pivotal years of their lives.
* To address concerns and values, ensuring early targeted support with appropriate referrals if needed.
* To recognise Rosewood as part of the local community and identify trends in Dudley to adapt topics, bringing relevance and awareness.

**Implementation**

* Rosewood PSHE has 6 core themes: Rights, Responsibilities & British Values, Celebrating Diversity & Equality, Relationships & Sex Education, Staying Safe Online & Offline, Health & Wellbeing and Life Beyond School.
* We take a ‘whole-school’ approach in implementing PSHE. Staff have training where necessary, and PSHE topics share cross-curriculum links. This ensures understanding through different perspectives.
* Pupils will have already encountered the majority of the topics that we cover. They will take from the media all sorts of misrepresentations and half-truths which give them a very prejudiced view of themselves and the world around them. Our lessons are tailored to provide them with joined up thinking to see the bigger picture.
* All topics are embedded from KS2 and built upon as our pupils’ journey through to year 11. Our age-appropriate curriculum aims to give parent/carers confidence that the appropriate age related topic is being covered in a nurturing manner.
* We are inclusive of all pupils; themes and lessons are customised and differentiated to suit each pupil’s needs.
* Monitoring pupil’s progress is critical. This starts with a baseline, which is re-visited at the end of the topic, checklists are reviewed and marked throughout by the pupils themselves allowing them to have a clear insight to their learning.
* Rosewood promotes British Values. These are reviewed and explained throughout the PSHE curriculum, to prepare pupils to epitomize them as adults.
* Each child interprets the world around them differently. To ensure that they are obtaining the most out of Rosewood’s PSHE curriculum, it is taught through different means – written work, discussion, role-play, film, group activity and pair work. This is inclusive of each child’s different learning style.

**Impact**

Through PASS we assess pupils’ attitudes to self and school. Through the results we can see that children feel safe in school, most of them suggested that other children are friendly and that pupils are having a more positive interest in PSHE. Pupils feel confident asking PSHE related questions to a range of staff members where they feel comfortable, and through PASS 91% of pupils said that there was an adult in school they felt that they could go to if they were worried about something*. (2 pupils felt that their parents shared with the school on their behalf)*

Racist and bullying incidents are recorded on negative behaviour reports and put into statistics, this allows us to target certain pupils and intervene

where possible. From these reports we can see that from 2017 till now racism and racist bullying amongst our students, including using racist language, is on the decline.

We work hard to provide clarification to pupils about becoming positive members of society. We are already beginning to see the positive impact they are having on society before they leave school, such as positive feedback from members of the community when they’ve witnessed our pupils on trips, completing college taster days, work experience placements and a 1 day a week college placement in year 10.

Another impact of PSHE is that our pupils gain awareness of their community and surroundings, we won’t be able to record the impact of this, but we have confidence that our students are fully equipped to become active, constructive members of society.

Pupils have ownership of their own learning and through key performance indicator (KPIs) checklists are responsible for self-assessment. When a pupil feels confident enough that they have met the KPI and can answer specific questions they will tick the appropriate boxes.

From year 7 Rosewood pupils begin a ‘Career Pathway’. This encourages work ethic at an early age, so that pupils can build on their ambitions and aspirations. This also gives staff the evidence of how the children are feeling about the world of work, so that we can look for patterns and changes, organise trips and workshops and encourage each child on their separate pathway. From this either a member of staff or a Connexions worker can work with the child on a one-to-one basis, they will have the child’s career pathway evidence from when they started at Rosewood, which makes it easier to tailor meetings and work experience to their desires. We are hoping that starting this from an early age builds a strong work ethic throughout our pupils, who already begin to realise the value of money through the points system.

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| **Key Stage 2** | | | |  | | | |  | | | |  | | | |  | | |  | | | | |  | | | |  | | | |  | | |  | | | |  | | | | |
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| Celebrating Diversity & Equality | | | | | | | | | | | | | | | | | | | | | | | | | | Health & Wellbeing | | | | | | | | | | | | | | | | | | | | | |
| Week 1 | | Week 2 | | | | Week 3 | | | | Week 4 | | | | Week 5 | | | Week 6 | | | Week 7 | | | Week 8 | | Week 9 | | | | | Week 10 | | | Week 11 | | | Week 12 | | | | Week 13 | | | Week 14 | | | | Week 15 |
| **Building Friendships**  *Friendship, Bullying, Consent, Qualities* | | | | | | | | | | | | | | | | | | | | | | | | | | **E-Safety**  *The Internet, Protection, Support Network* | | | | | | | | | | | | | | | | | | | | | |  |  |
| Spring | | | | |
| Rights, Responsibilities & British Values | | | | | | | | | | | | | | | | | | | | | | | | | | Staying Safe Online & Offline | | | | | | | | | | | | | | | | | | | | | |
| Week 1 | | | | | Week 2 | | | | Week 3 | | | | Week 4 | | | | Week 5 | | | | Week 6 | | | | | Week 7 | | | Week 8 | | | | Week 9 | | | | Week 10 | | | | Week 11 | | | | Week 12 | | |
| **Different Family, Same Love**  *LGBT, Family Dynamics, Discrimination* | | | | | | | | | | | | | | | | | | | | | | | | | | **My Body**  *Puberty, Hygiene, Healthy Eating, Drugs & Alcohol, First Aid* | | | | | | | | | | | | | | | | | | | | | |
| Summer | | | | |  | | | |  | | | |  | | | |  | | | |  | | | | |  | | |  | | | |  | | | |  | | | |  | | | |  | | |
| Life Beyond School | | | | | | | | | | | | | | | | | | | | | | | | | | Relationships & Sex Education | | | | | | | | | | | | | | | | | | | | | |
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| **The Wider World**  *Finance, Budgeting, Teamwork, Fair Trade* | | | | | | | | | | | | | | | | | | | | | | | | | **Moving On**  *Secondary School, Preparation, Careers, Mental Health* | | | | | | | | | | | | | | | | | | | | | |

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| **Year 7** | | | |  | | | |  | | | |  | | | |  | | |  | | | | |  | | | |  | | | |  | | |  | | | |  | | | | |
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| Celebrating Diversity & Equality | | | | | | | | | | | | | | | | | | | | | | | | | | Health & Wellbeing | | | | | | | | | | | | | | | | | | | | | |
| Week 1 | | Week 2 | | | | Week 3 | | | | Week 4 | | | | Week 5 | | | Week 6 | | | Week 7 | | | Week 8 | | Week 9 | | | | | Week 10 | | | Week 11 | | | Week 12 | | | | Week 13 | | | Week 14 | | | | Week 15 |
| **Celebrating Differences**  *Identity, Citizenship, Nationalities* | | | | | | | | | | | | | | | | | | | | | | | | | | **Puberty & Body Development**  *Puberty, Body Development, Emotions* | | | | | | | | | | | | | | | | | | | | | |  |  |
| Spring | | | | |
| Rights, Responsibilities & British Values | | | | | | | | | | | | | | | | | | | | | | | | | | Staying Safe Online & Offline | | | | | | | | | | | | | | | | | | | | | |
| Week 1 | | | | | Week 2 | | | | Week 3 | | | | Week 4 | | | | Week 5 | | | | Week 6 | | | | | Week 7 | | | Week 8 | | | | Week 9 | | | | Week 10 | | | | Week 11 | | | | Week 12 | | |
| **Politics, Parliament & Me**  *Voting, General Elections, Democracy, Making Laws* | | | | | | | | | | | | | | | | | | | | | | | | | | **Staying Safe Online & Offline**  *Drugs, Gangs, Knife Crime, Peer Pressure* | | | | | | | | | | | | | | | | | | | | | |
| Summer | | | | |  | | | |  | | | |  | | | |  | | | |  | | | | |  | | |  | | | |  | | | |  | | | |  | | | |  | | |
| Life Beyond School | | | | | | | | | | | | | | | | | | | | | | | | | | Relationships & Sex Education | | | | | | | | | | | | | | | | | | | | | |
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| **Managing Change**  *Communities, Sleep, Teamwork, Skills & Qualities* | | | | | | | | | | | | | | | | | | | | | | | | | **Friendships, Respect & Relationships**  *Consent, Friendships, Toxic Masculinity, Positivity* | | | | | | | | | | | | | | | | | | | | | |

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| **Year 8** | | | | |  | | | | |  | | | | |  |  | | |  | | |  | |  | | | | |  | | | | |  | | | | |  | | | |  | | | | |  | | | | | | |
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| Health & Wellbeing | | | | | | | | | | | | | | | | | | | | | | | | Rights, Responsibilities & British Values | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Physical Health & Mental Wellbeing**  *Health & Wellbeing, Child Abuse, Stress Management, Healthy Eating* | | | | | | | | | | | | | | | | | | | | | | | | **Law, Crime & Society**  *Law, Rights, Society, Community* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring | |  | | | | |  | | | | | | | | | | | | | | | | |  |  | | | | |  | | | | |  | | | | |  | | | | |  | | | |  | | | |  | | |  |  |
| Life Beyond School | | | | | | | | | | | | | | | | | | | | | | | | Relationships & sex Education | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Proud To Be Me!**  *Self Esteem, Body Image, Budgeting & Finance, Careers* | | | | | | | | | | | | | | | | | | | | | | | | **Identity, Relationships & Sex Education**  *LGBT & Gender, Love, Consent, Relationships* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Summer | |  | | | | |  | | | | | | | | | | | | | | | | |  |  | | | | |  | | | | |  | | | | |  | | | | |  | | | |  | | | |  | | |  |  |
| Staying Safe Online & Offline | | | | | | | | | | | | | | | | | | | | | | | | Celebrating Diversity & Equality | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 1 | | | Week 2 | | | | | Week 3 | | | | Week 4 | | | Week 5 | | | Week 6 | | | | | | Week 7 | | | | Week 8 | | | | | Week 9 | | | | Week 10 | | | | Week 11 | | | | | Week 12 | | | | | Week 13 | | |
| **Dangerous Society Online & Offline**  *County Lines, Drugs, Online Safety, Alcohol* | | | | | | | | | | | | | | | | | | | | | | | | **LGBTQ+ Explored**  *LGBT, Gender Issues, Transgender Issues* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| **Year 9** | |  | | |  | | |  | | |  | |  | | |  | | | |  | | |  | |  | | |  | | |  | | |  | |
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| Rights, Responsibilities & British Values | | | | | | | | | | | | | | | | | | Relationships & Sex Education | | | | | | | | | | | | | | | | | |
| Week 1 | Week 2 | | | Week 3 | | | Week 4 | | | Week 5 | | Week 6 | | Week 7 | | | Week 8 | | Week 9 | | | Week 10 | | Week 11 | | Week 12 | | | Week 13 | | | Week 14 | | | Week 15 |
| **Combating Extremism & Terrorism**  *Terrorism, Extremism, Fake News, Media* | | | | | | | | | | | | | | | | | | **Sex, The Law & Consent**  *Consent, Contraception, Sexual Health* | | | | | | | | | | | | | | | | | |
| Spring | |  | | |  | | |  | | |  | |  | | |  | | | |  | | |  | |  | | |  | | |  | | |  | |
| Staying Safe Online & Offline | | | | | | | | | | | | | | | | | | Life Beyond School | | | | | | | | | | | | | | | | | |
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| **Legal & Illegal Drugs**  *Cannabis, Illegal Drugs, Drug Addiction, Volatile Substance Abuse* | | | | | | | | | | | | | | | | | | **Essential Life Skills**  *Picking Options, First Aid, Conflict Management, Budgeting* | | | | | | | | | | | | | | | | | |
| Summer | |  | | |  | | |  | | |  | |  | | |  | | | |  | | |  | |  | | |  | | |  | | |  | |
| Relationships & Sex Education | | | | | | | | | | | | | | | | | | Health & Wellbeing | | | | | | | | | | | | | | | | | |
| Week 1 | | Week 2 | | | Week 3 | | | Week 4 | | | Week 5 | | Week 6 | | | Week 7 | | | | Week 8 | | | Week 9 | | Week 10 | | | Week 11 | | | Week 12 | | | Week 13 | |
| **Contraception & STIs**  *Contraception, HIV & AIDs, STIs & STDs, Risky Activities in Relationships* | | | | | | | | | | | | | | | | | | **Body Confidence**  *Media & Photoshop, Body Confidence, Grief & Loss, Cancer Prevention* | | | | | | | | | | | | | | | | | |

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| **Year 10** | |  | | |  | | |  | | |  | |  | | |  | | | |  | | |  | |  | | |  | | |  | | |  | |
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| Rights, Responsibilities & British Values | | | | | | | | | | | | | | | | | | Life Beyond School | | | | | | | | | | | | | | | | | |
| Week 1 | Week 2 | | | Week 3 | | | Week 4 | | | Week 5 | | Week 6 | | Week 7 | | | Week 8 | | Week 9 | | | Week 10 | | Week 11 | | Week 12 | | | Week 13 | | | Week 14 | | | Week 15 |
| **Exploring British Values**  *British Values, Human Rights, LGBT* | | | | | | | | | | | | | | | | | | **Rights & Responsibilities**  *Consumer Rights, Employment Rights, Social Media, Personal Finance* | | | | | | | | | | | | | | | | | |
| Spring | |  | | |  | | |  | | |  | |  | | |  | | | |  | | |  | |  | | |  | | |  | | |  | |
| Relationships & Sex Education | | | | | | | | | | | | | | | | | | Staying Safe Online & Offline | | | | | | | | | | | | | | | | | |
| Week 1 | | | Week 2 | | | Week 3 | | | Week 4 | | | Week 5 | | | Week 6 | | | Week 7 | | | Week 8 | | | Week 9 | | | Week 10 | | | Week 11 | | | Week 12 | | |
| **Exploring Relationships & Sex Education**  *Sexting, FGM, Pornography, Sexual Abuse & Rape, Domestic Violence, CSE* | | | | | | | | | | | | | | | | | | **Violence, Crime & Seeking Safety**  *Honour Based Violence, Gambling, Modern Day Slavery, Knife Crime* | | | | | | | | | | | | | | | | | |
| Summer | |  | | |  | | |  | | |  | |  | | |  | | | |  | | |  | |  | | |  | | |  | | |  | |
| Celebrating Diversity & Equality | | | | | | | | | | | | | | | | | | Health & Wellbeing | | | | | | | | | | | | | | | | | |
| Week 1 | | Week 2 | | | Week 3 | | | Week 4 | | | Week 5 | | Week 6 | | | Week 7 | | | | Week 8 | | | Week 9 | | Week 10 | | | Week 11 | | | Week 12 | | | Week 13 | |
| **Exploring World Issues**  *Brexit, Fair Trade, Women’s Rights, AID, Peace & Conflict* | | | | | | | | | | | | | | | | | | **Mental Health & Wellbeing**  *Emotional Wellbeing, Mental Health, Child Abuse, Self-Harm* | | | | | | | | | | | | | | | | | |

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| **Year 11** | | | |  | | | | |  | | | | |  | | |  | | |  | | | |  | |  | | | | |  | | | |  | | |  | | |  | | | |  | | |  | | |
| Autumn | |  | | | | |  | | | | |  | | | |  | | |  | | | |  | | | |  | | |  | | | |  | | | | |  | |  | | |  | | | |  | | |
| Life Beyond School | | | | | | | | | | | | | | | | | | | | | | | | | Relationships & Sex Education | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 1 | Week 2 | | | | | Week 3 | | | | Week 4 | | | | | Week 5 | | | Week 6 | | | | | | Week 7 | | | | Week 8 | | | | Week 9 | | | Week 10 | Week 11 | | | | Week 12 | | | Week 13 | | | | Week 14 | | | Week 15 |
| **Your Future & Beyond**  *Careers, CV Writing, Interviews, Personal Statements* | | | | | | | | | | | | | | | | | | | | | | | | | **Sexual Health**  *Contraception, Cancer, STIs & STDs, Sexual Health* | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring | |  | | | | |  | | | | |  | | | |  | | |  | | | |  | | | |  | | |  | | | |  | | | | |  | |  | | |  | | | |  | | |
| Staying Safe Online & Offline | | | | | | | | | | | | | | | | | | | | | | | | | Health & Wellbeing | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Staying Safe**  *Drugs, Festivals, Sexualisation of the Media* | | | | | | | | | | | | | | | | | | | | | | | | | **Adult Health & Looking After Yourself**  *Parenthood, Pregnancy, Love & Abuse, Cancers, Organ Donation & Medical Ethics* | | | | | | | | | | | | | | | | | | | | | | | | | |
| Summer | |  | | | | |  | | | | |  | | | |  | | |  | | | |  | | | |  | | |  | | | |  | | | | |  | |  | | |  | | | |  | | |
| Life Beyond School | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Week 1 | | | | | Week 2 | | | | | | Week 3 | | | | | | | Week 4 | | | | Week 5 | | | | | | | Week 6 | | | | |
| **Preparation For Work Experience, Revision Sessions, Interviews** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |