

PSHE (INCLUDING RELATIONSHIPS AND SEX EDUCATION)

Policy Context and Rationale

This policy covers St Mary's approach to PSHE (Personal, Social, Health and Economic) education. It also includes St Mary's Relationship and Sex Education (RSE) Policy. The policy has been produced by the Senior Leadership team and PSHE leads along with consultation with parents and pupils.

We are required to teach RSE as part of the revised Department for Education statutory guidance. Documents that inform the school's PSHE and RSE policy include:

- Keeping Children Safe in Education (Sept 2021)
- Behaviour and Discipline in Schools
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (Sept 2021)
- Promoting Fundamental British Values as part of SMSC in schools
- SMSC requirements for independent schools

Parents and carers will be informed about the policy through annual communication from the school. The policy is available to parents and carers through the school website. If you require this policy in any other format, please contact the school offices.

Aims and Ethos of St Mary's School

- To tailor the education of our pupils so that they are understood, supported, and encouraged to thrive
- Provide a happy atmosphere in which the pupils can enjoy school and develop a love of learning
- Provide exceptional pastoral care so that pupils can be challenged and developed
- Encourage all pupils to find and develop their creative flair, their sporting prowess and other talents and interests which add enjoyment and achievement to life both at school and into adulthood.
- Instil the important values of respect and courtesy that will stand them in good stead throughout their lives
- Encourage our pupils to be active, to voice their opinions and develop a 'have a go attitude' preparing them for success in our everchanging world

- Give pupils experience of being active members of a caring community conveying the broad Christian ethos of the school

Creating a safe and supportive learning environment

We will create a safe and supportive learning environment by having clear and simple ground rules for both pupils and adults in the school. We will ensure that where pupils may indicate that they are vulnerable or 'at risk' support will be given in-line with the school's Safeguarding and Child Protection policy; all staff have the clarity about what is required in such circumstances.

Senior School

PSHE lessons, including RSE, are predominantly delivered by the Head of PSHE. There are dedicated weekly timetabled lessons.

Lower School

PSHE lessons, including Relationship Education, are delivered by the class teachers. There are dedicated, weekly timetabled lessons. The Sex Education lessons which are delivered to Year 6 pupils will be delivered by a member of the Lower School Management.

Entitlement and equality and accessibility of opportunity

At St Mary's we comply with the requirements of the Equality Act (2010) and the SEN Code of Practice 0-25 years. We promote the needs and interests of all pupils, irrespective of gender, culture, ability, or personal circumstance by taking these differences into account and adjusting lessons and delivery where necessary to enable all pupils to access the learning. We expect our pupils to consider others' needs by addressing these issues directly and appropriately in PSHE lessons, ensuring equality for all. Individual support will be given to any pupil if needed.

Intended Outcomes

Our PSHE programme has the following intended outcomes:

- Accurate, balanced, and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights, and responsibilities
- Opportunities to develop positive, personal attributes such as resilience, self-confidence, self-esteem, and empathy
- The skills, language, and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives in their future

Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education. Pupils will have opportunities to consider and clarify their values and beliefs, and to rehearse and develop enquiry and interpersonal skills. This policy ensures that pupils will receive a comprehensive,

balanced, and relevant body of information to inform their present and future choices.

Principles and Methodology

Our PSHE curriculum is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The PSHE curriculum contributes to personal development by helping pupils to build their confidence, resilience, and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and share their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Pupils will develop an understanding of themselves and how to empathise with others, helping them to form and maintain good relationships, develop the essential skills for future employability, and better enjoy and manage their lives.

The PSHE curriculum needs to consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE should start by determining pupils' prior knowledge. (This will also enable teachers to make more effective judgements about pupils' development and progression in learning).

It is important that pupils are helped to make connections between the learning they receive in PSHE and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in the PSHE curriculum.

Planning

The PSHE curriculum at St Mary's begins in the EYFS and is developed through all key stages in the school.

At St Mary's, PSHE is taught as a 'spiral programme'. This means we have organised learning into a series of recurring themes, which pupils experience every year. At each encounter, the level of demand increases, and learning is progressively deepened.

Relationship and Sex Education

The Department for Education has introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for Secondary pupils from September 2020.

Pupils at St Mary's are growing up in a world very different to that in which we grew up, Relationship Education and Health Education is vital because today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and off-line. This presents many positive and exciting opportunities, but also challenges and risks. In this environment children and young people need to know how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way.

Relationship Education (EYFS – Year 11) and Sex Education (Year 6-11) is taught as part of the PSHE curriculum. This includes age relevant content.

At St Mary's, RSE will be delivered in a sensitive manner which is appropriate to the age and understanding of pupils and the ethos of the school. Pupils will learn about the significance of marriage and stable relationships, and how they function as key building blocks of community and society. Care will be given to ensure that there is no stigmatisation of pupils based on their home circumstances. We will show images of different types of families which reflect modern society with an emphasis on the pupils learning that relationships should always be loving, equal and safe.

As part of the Relationship Education (and RSE) pupils are taught the knowledge they need to recognise how to report abuse. Teaching will focus on boundaries and privacy, ensuring pupils understand that they have rights over their own body.

Further information regarding content taught can be found in the appendices for all year groups.

Lower School

Parent/carers will receive annual information outlining the content of the teaching that is planned to take place. An opportunity will be provided for questions to be answered by the PSHE lead.

Assessment

It is important for pupils to reflect on their learning. Assessment also increases pupils' motivation and improves learning. At St Mary's pupils can show their knowledge at the beginning of a topic and then review their greater depth learning at the end. This can be demonstrated through written work, reflection or formative assessment.

Responding to pupils' questions

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions.

If necessary, teachers should feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a

proper answer.')

Teachers should feel able to work with colleagues if necessary, to construct an appropriate answer.

Links to other school policies and areas of the curriculum

This policy supports and complements the following other School policies:

- Behaviour Policy
- Anti-Bullying Policy
- Curriculum Policy
- E-Safety Policy
- Pupil Equal Opportunity Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disability Policy

Involving Parents and Carers

We are committed to working with parents/carers to encourage discussion of topics at home; these will be shared on an annual basis.

Legislation states that parents have the right to withdraw their children from aspects of Sex Education which are not part of the Science curriculum. Any requests of this nature should be addressed to the Head of Lower/Senior School or the Principal, where a meeting will be arranged to fully understand the wishes of the parent / carer and to clarify the nature and purpose of the curriculum. Once these discussions have taken place, except in exceptional circumstances, the school will respect the parent / carer request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from other aspects of the Relationships Education or Health Education, or any other part of the PSHE programme of study.

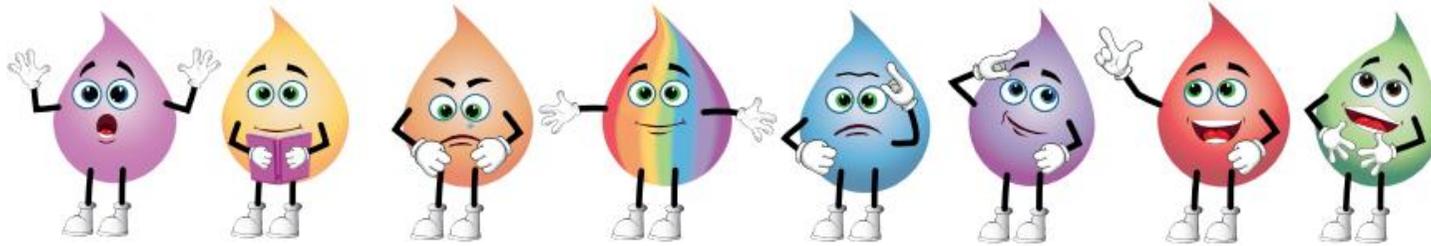
Monitoring and Reviewing

The PSHE (including RSE) curriculum and policy is reviewed annually by the PSHE leads. This is then reported to the Education Committee where Governors will monitor and evaluate the outcomes.

Reviewed/Approved: Spring 2022
Next Review: Autumn 2022

In the EYFS the children will explore the 1 Decision resources, following the characters of the Rainbow Drops. The resources have been created to support 'in the moment' planning and to be used at appropriate and suitable times throughout the year. The class teacher will provide regular, weekly sessions, to discuss the adventures of the Rainbow drop characters which will build towards the children meeting the Early Learning Goals of Self-Regulation, Managing Self and Building Relationships.

Meet the Rainbow Drops!



Personal, Social and Emotional Development ELG: Self-Regulation

Children at the expected level of development will:

- *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;*

By using the following resources, early years practitioners can assess children against this goal.

Orange Feels Worried	Why Does Purple Play Differently?	Orange Moves House	Yellow Wants to Play With Orange	Rainbow Feels Angry	Pink Has a New Brother
Orange Sleeps Over	Purple's Pet Bird	Pink's Screen Time	Pink Goes to School	Blue's Best Friend	Blue Learns to Share
Pink Misses Mummy	Green is Moving up a Year	Red Needs the Toilet	Blue Gets Lost	Pink Feels Sad	Blue's Indoor Voice
Purple the Passenger	Rainbow Helps Out at Home	Orange Helps Out	Green Gets Glasses	Orange Brushes Her Teeth	Red's Hearing Aid
Yellow's Bedtime	Red's Nut Allergy	How Do You Feel Today?			

- *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;*

By using the following resources, early years practitioners can assess children against this goal.

My Goal

- *Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions*

By using the following resources, early years practitioners can assess children against this goal.

All 52x Dilemma Drops	All 8x Sorting Card Games	All 8x Talking Card Games	All 8x Mindfulness & 4x Mini Yoga Videos
-----------------------	---------------------------	---------------------------	--

Personal, Social and Emotional Development ELG: Managing Self

Children at the expected level of development will:

- *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;*

By using the following resources, early years practitioners can assess children against this goal.

Rainbow Feels Angry	Rainbow's Food Journey	Green is Moving up a Year	Blue Learns to Share	Red Goes Swimming	Orange Sleeps Over
Yellow Wants to Play with Orange	Yellow Goes on Holiday	Rainbow Helps Out at Home	Pink Misses Mummy	Pink Goes to School	Pink Misses Mummy
Pink Goes to School	Red Visits the Dentist	All 8x Mindfulness & 4x Mini Yoga Videos			

- *Explain the reasons for rules, know right from wrong and try to behave accordingly;*

By using the following resources, early years practitioners can assess children against this goal.

Blue's Indoor Voice	Yellow Play Fights	Blue Explores Road Safety	Yellow's Bedtime	Blue Learns to Share	Yellow Learns About Germs
Pink Goes to School	Blue Explores Road Safety	Green's Greens	Yellow's Bedtime	Blue Learns to Share	Red's Hearing Aid
Blue's Best Friend					

- *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices*

By using the following resources, early years practitioners can assess children against this goal.

Green's Greens	Red Needs the Toilet	Yellow Learns About Germs	Red Visits the Dentist	Orange Brushes Her Teeth	I Can Wash My Hands
I Can Brush My Teeth	Green's Greens	Red Needs the Toilet	Yellow Learns About Germs	Healthy Dinner	

Personal, Social and Emotional Development **ELG: Building Relationships**

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;*

By using the following resources, early years practitioners can assess children against this goal.

Rainbow Feels Angry	Blue's Best Friend	Blue Learns to Share	Yellow Wants to Play with Orange	Orange Helps Out	Rainbow Helps Out at Home
Blue Learns to Share	Blue's Best Friend				

- Form positive attachments to adults and friendships with peers;*

By using the following resources, early years practitioners can assess children against this goal.

Yellow Wants to Play With Orange	Pink Misses Mummy	Blue's Best Friend	Blue Learns to Share	Orange Helps Out	Blue Learns to Share
Blue's Best Friend					

- Show sensitivity to their own and to others' needs*

By using the following resources, early years practitioners can assess children against this goal.

Blue's Indoor Voice	Green Gets Glasses	Red's Hearing Aid	Why Does Purple Play Differently?	Pink Feels Sad	Pink Misses Mummy
Red's Nut Allergy	Green Gets Glasses	Red's Hearing Aid	Why Does Purple Play Differently?		

LOWER SCHOOL OVERVIEW OF PSHE TOPICS INCLUDING RELATIONSHIP EDUCATION

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN 1	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS
	Assessment - Baseline Jealousy	Worry Anger	Grief Assessment - Summative	Assessment - Baseline Jealousy	Anger Adults' & Children's Views	Worry Assessment - Summative
AUTUMN 2	OUR WORLD	OUR WORLD	OUR WORLD	THE WORKING WORLD	THE WORKING WORLD	THE WORKING WORLD
	Assessment - Baseline Growing In Our World	Living In Our World Working In Our World	Looking After Our World Assessment - Summative	Assessment - Baseline Chores at Home	Enterprise Adults' & Children's Views	In-App Purchases Assessment - Summative
SPRING 1	KEEPING / STAYING HEALTHY	KEEPING / STAYING HEALTHY	KEEPING / STAYING HEALTHY	KEEPING / STAYING HEALTHY	KEEPING / STAYING HEALTHY	KEEPING / STAYING HEALTHY
	Assessment - Baseline Washing Hands	Healthy Eating Brushing Teeth	Medicine Assessment - Summative	Assessment - Baseline Healthy Living	Smoking Adults' & Children's Views	Alcohol Assessment - Summative
	RELATIONSHIPS	RELATIONSHIPS	RELATIONSHIPS	GROWING AND CHANGING	GROWING AND CHANGING	GROWING AND CHANGING
	Assessment - Baseline Friendship	Bullying Body Language	Touch Assessment - Summative	Assessment - Baseline Appropriate Touch Puberty (Additional unit)	Puberty Adults' & Children's Views	Conception Assessment - Summative
		SPECIAL MODULE	HAZARD WATCH	A WORLD WITHOUT JUDGEMENT	A WORLD WITHOUT JUDGEMENT	A WORLD WITHOUT JUDGEMENT
		Fire Safety	Assessment - Baseline Is it safe to eat or drink? Is it safe to play with? Assessment - Summative	Assessment - Baseline Breaking Down Barriers	Inclusion and Acceptance Adults' & Children's Views	British Values Assessment - Summative
SPRING 2	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE
	Assessment - Baseline Water Spillage	Practice Makes Perfect Helping Someone in Need	Stealing Assessment - Summative	Assessment - Baseline Coming Home on Time	Looking Out for Others Adults' & Children's Views	Stealing Assessment - Summative
SUMMER 1	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY
	Assessment - Baseline Online Bullying	Image Sharing Computer Safety Documentary	Making Friends Online Assessment - Summative	Assessment - Baseline Online Bullying	Image Sharing Adults' & Children's Views	Making Friends Online Assessment - Summative
SUMMER 2	KEEPING / STAYING SAFE	KEEPING / STAYING SAFE	KEEPING / STAYING SAFE	KEEPING / STAYING SAFE	KEEPING / STAYING SAFE	KEEPING / STAYING SAFE
	Assessment - Baseline Road Safety	Tying Shoelaces	Staying Safe Leaning Out of Window Assessment - Summative	Assessment - Baseline Cycle Safety	Peer Pressure Adults' & Children's Views	Water Safety Assessment - Summative

YEAR 1			
AUTUMN 1	FEELINGS AND EMOTIONS		Key Words & Phrases
	Jealousy	<ul style="list-style-type: none"> Understand a range of emotions and how they make us feel physically and mentally Be able to recognise and name emotions and their physical effects Know the difference between pleasant and unpleasant emotions learn a range of skills for coping with unpleasant/uncomfortable emotions Understand that feelings can be communicated with and without words 	<ul style="list-style-type: none"> Recognising Loneliness Frustration Experience Jealousy
AUTUMN 2	OUR WORLD		
	Growing In Our World	<ul style="list-style-type: none"> Understand how we care for others Understand the needs of a baby Be able to recognise what you can do for yourself now you are older Be able to describe the common features of family life Be able to recognise the ways in which your family is special and unique 	<ul style="list-style-type: none"> Planet World Environment Humans Reproduce Protect Unique Common
SPRING 1	KEEPING / STAYING HEALTHY		
	Washing Hands	<ul style="list-style-type: none"> Understand what we can do to keep healthy Understand why we need to wash our hands Know how germs are spread and how they can affect our health Be able to practise washing your hands Know the differences between healthy and unhealthy choices 	<ul style="list-style-type: none"> Healthy Unhealthy Germs
	RELATIONSHIPS		
	Friendship	<ul style="list-style-type: none"> Understand different types of relationships understand how to be a good friend Be able to recognise kind and thoughtful behaviours Understand the importance of caring about other people's feelings Be able to see a situation from another person's point of view 	<ul style="list-style-type: none"> Relationship Love Security Stability Disagree
SPRING 2	BEING RESPONSIBLE		
	Water Spillage	<ul style="list-style-type: none"> Understand what we are responsible for Be able to recognise how responsibilities will change as we grow Know how you can help people around you Understand the types of things you are responsible for Know-how and understand the importance of preventing accidents Be able to recognise the differences between being responsible and being irresponsible 	<ul style="list-style-type: none"> Responsibility Responsible Accident Honesty Dishonest
SUMMER 1	COMPUTER SAFETY		
	Online Bullying	<ul style="list-style-type: none"> Understand computers, the internet, and rules to keep safe Understand how your online activity can affect others Be able to identify the positives and negatives of using technology Know who and how to ask for help Be able to recognise kind and unkind comments 	<ul style="list-style-type: none"> Online Positive Negative
SUMMER 2	KEEPING / STAYING SAFE		
	Road Safety	<ul style="list-style-type: none"> Understand what I need to keep safe from Be able to recognise what may put me or others at risk 	<ul style="list-style-type: none"> Community Discuss Choice

		<ul style="list-style-type: none">• Understand why it is important to stay safe when crossing the road• Be able to recognise a range of safe places to cross the road• Understand the differences between safe and risky choices• Know different ways to help us stay safe	<ul style="list-style-type: none">• Pedestrian• Zebra Crossing• Pelican Crossing• Toucan Crossing• Avoid• Situation• Risk• Safe• Imaginary
--	--	---	--

YEAR 2

YEAR 2			
AUTUMN 1	FEELINGS AND EMOTIONS		Key words & Phrases
	Worry and Anger	<ul style="list-style-type: none"> • Be able to recognise and name emotions and their physical effects • Know the difference between pleasant and unpleasant emotions • Learn a range of skills for coping with unpleasant/uncomfortable emotions • Understand that feelings can be communicated with and without words • Be able to recognise and name emotions and their physical effects • Know the difference between pleasant and unpleasant emotions • Learn a range of skills for coping with unpleasant/uncomfortable emotions • Understand that feelings can be communicated with and without words 	<ul style="list-style-type: none"> • Fidgety • Annoyed • Worry • Anger • Manage • Control • Trust
AUTUMN 2	OUR WORLD		
	Working in our World	<ul style="list-style-type: none"> • Understand why we should look after living things • Be able to identify how we can look after living things both inside and outside of the home • Recognise why it is important to keep our communities and countryside clean • Be able to encourage others to help keep their communities and countryside clean • Understand different ways we can receive money • Know how to keep money safe • Be able to describe the skills you may need in a future job or career • Be able to recognise the differences between wants and needs 	<ul style="list-style-type: none"> • Wildlife • Community • Credit Card • Debit Card • Spend • Receive • Save
SPRING 1	KEEPING / STAYING HEALTHY		
	Brushing Teeth	<ul style="list-style-type: none"> • Know that food is needed for our bodies to be healthy and to grow • Understand that some foods are better for good health than others • Be able to list different types of healthy food • Understand how to keep yourself and others healthy • Know the differences between healthy and unhealthy choices • Understand why we need to brush our teeth • Be able to practise brushing your teeth know the differences between healthy and unhealthy choices • Be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy 	<ul style="list-style-type: none"> • Ingredients • Energy • Repair • Vitamins • Natural • Saturated Fat • Decay
	RELATIONSHIPS		
	Bullying and Body Language	<ul style="list-style-type: none"> • Be able to name a range of feelings • Understand why we should care about other people's feelings • Be able to see and understand bullying behaviours • Know how to cope with these bullying behaviours • Be able to recognise and name a range of feelings • Understand that feelings can be shown without words • Be able to see a situation from another person's point of view • Understand why it is important to care about other people's feelings 	<ul style="list-style-type: none"> • Bullying • Mean • Describe • Teasing • Threatening • Advice • Imagine • Anti-bullying

		SPECIAL MODULE		Key words & Phrases
SPRING 1	Fire Safety	<ul style="list-style-type: none"> • Know what a 'hoax call' is and why it can be risky • Understand why our emergency services are an important part of our community • Be able to show my knowledge of fire safety to others • Be able to practise simple ways of staying safe and finding help • Be able to recognise how drivers can be distracted • Understand the importance of being responsible and how our actions/choice can affect others. 	<ul style="list-style-type: none"> • Burgled • Collapsed • Flammable • Distraction • Emergency • Hoax • Declaration 	
	BEING RESPONSIBLE			
SPRING 2	Helping Someone in Need	<ul style="list-style-type: none"> • Be able to name ways you can improve in an activity or sport • Understand the importance of trying hard and not giving up • Be able to see the benefits of practising an activity or sport • Be able to learn ways to set goals and work to reach them • Know how you can help other people • Be able to recognise kind and thoughtful behaviours and actions • Understand the risks of talking to people you don't know very well in the community • Be able to identify the differences between being responsible and being irresponsible 	<ul style="list-style-type: none"> • Abilities • Thoughtful • Qualities • Manners • Courteous • Appropriately • Self-Respect • Improve 	
	COMPUTER SAFETY			
SUMMER 1	Computer Safety	<ul style="list-style-type: none"> • Understand how your online actions can affect others • Be able to name the positive and negative ways you can use technology • know the risks of sharing images without permission • Understand the types of images that you should and should not post online • Understand how your online activity can affect others • Be able to identify the positives and negatives of using technology • Know who and how to ask for help • Be able to list rules for keeping and staying safe 	<ul style="list-style-type: none"> • Permission • Opinion • Rules • Declaration 	
	KEEPING / STAYING SAFE			
SUMMER 2	Tying Shoelaces	<ul style="list-style-type: none"> • What could happen if we did not tie our shoelaces or fasten our shoes correctly? • Can you list some rules to help keep us safe? Can you think of any situations where rushing or being impatient could cause an accident? 	<ul style="list-style-type: none"> • Laces • Buckles • Velcro • Accident • Rules • Unsafe • 	

YEAR 3

YEAR 3			
AUTUMN 1	FEELINGS AND EMOTIONS		KEY WORDS & PHRASES
	Grief	<ul style="list-style-type: none"> • Be able to recognise and name emotions and their physical effects • Know the difference between pleasant and unpleasant emotions • Learn a range of skills for coping with unpleasant/uncomfortable emotions • Understand that feeling can be communicated with and without words 	<ul style="list-style-type: none"> • Grief • Confusion • Memory Box
AUTUMN 2	OUR WORLD		
	Looking after our World	<ul style="list-style-type: none"> • Be able to explain the meaning of reduce, reuse, and recycle • Recognise how we can help look after our planet • Be able to identify how to reduce the amount of water and electricity we use • Understand how we can reduce our carbon footprint 	<ul style="list-style-type: none"> • Reduce • Re-Use • Recycle • Environment • Carbon Footprint • Carbon Dioxide • Global Warming
SPRING 1	KEEPING / STAYING HEALTHY		
	Medicine	<ul style="list-style-type: none"> • Know, understand, and be able to practise simple safety rules about medicine • Understand when it is safe to take medicine • Know who we can accept medicine from • Understand the differences between healthy and unhealthy choices 	<ul style="list-style-type: none"> • Medicine • Allergies • Vaccination • Antibodies • Research • Immune System • Doctor
	RELATIONSHIPS		
	Touch Is it safe?	<ul style="list-style-type: none"> • Understand the difference between appropriate and inappropriate touch • Know why it is important to care about other people's feelings • Understand personal boundaries • Know who and how to ask for help • Be able to name human body parts 	<ul style="list-style-type: none"> • Communication • Situation • Penis • Testicles • Vagina • Vulva • Anus • Private Parts • Appropriate
HAZARD WATCH			
Hazard Watch	<ul style="list-style-type: none"> • Know what items are safe to play with and what items are unsafe to play with • Be able to name potential dangers in different environments • Know what food and drink items are safe or unsafe to eat or drink • Be able to name dangers that can affect others, for example younger siblings 	<ul style="list-style-type: none"> • Potential • Sibling • Community • Hazard • Danger 	
SPRING 2	BEING RESPONSIBLE		
	Stealing	<ul style="list-style-type: none"> • Understand the differences between borrowing and stealing • Be able to describe how you might feel if something of yours is borrowed and not returned • Know why it is wrong to steal 	<ul style="list-style-type: none"> • Borrowing • Stealing • Consequence • Irresponsible

		<ul style="list-style-type: none"> • Be able to understand the differences between being responsible and irresponsible 	<ul style="list-style-type: none"> • Responsible
SUMMER 1	COMPUTER SAFETY		KEY WORDS & PHRASES
	Making Friends On-line	<ul style="list-style-type: none"> • Be able to identify possible dangers and consequences of talking to strangers online • Know how to keep safe in online chatrooms • Be able to name the positives and negatives of using technology • Understand the difference between safe and risky choices online 	<ul style="list-style-type: none"> • Chatroom • Report • Reply • Respond • Childline
SUMMER 2	KEEPING / STAYING SAFE		
	Learning Out of a Window	<ul style="list-style-type: none"> • Know ways to keep yourself and others safe • Be able to recognise risky situations • Be able to identify trusted adults around you • Understand the differences between safe and risky choices • Be able to recognise a range of warning signs • Be able to spot the dangers we may find at home • Know the importance of listening to our trusted adults • Be able to understand ways we can keep ourselves and others safe at home • know the differences between safe and risky choices 	<ul style="list-style-type: none"> • PCSO • Appliances • Dangerous • Chemicals • Warning Sign • Pressured • Permission

YEAR 4

YEAR 4			
AUTUMN 1	FEELINGS AND EMOTIONS		Key Words and Phrases
	Jealousy	<ul style="list-style-type: none"> recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good describe how we can support others who feel lonely, jealous, or upset recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people demonstrate a range of strategies to help control and manage unpleasant/ uncomfortable emotions, such as loneliness and jealousy 	<ul style="list-style-type: none"> Feelings Emotions Physical health Mental Health Strategies
AUTUMN 2	THE WORKING WORLD		
	Chores at home	<ul style="list-style-type: none"> Identify ways in which we can help those who look after us Explain the positive impact of our actions Describe the ways in which we can contribute to our home, school, and community Identify the skills we may need in our future job roles 	<ul style="list-style-type: none"> Income tax VAT Contribution HM Revenue & Customs Society Chore Independence Self-Motivation Apprenticeship Volunteer Stereotype
SPRING 1	KEEPING / STAYING HEALTHY		
	Healthy Living	<ul style="list-style-type: none"> Explain what is meant by a balanced diet and plan a balanced meal Recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older Understand nutritional information on packaged food and explain what it means Describe different ways to maintain a healthy lifestyle 	<ul style="list-style-type: none"> Lifestyle Balanced Diet Blood Pressure Saturated Fat Vital Organs Mind Map Food Chart Carbohydrates Protein Calorie

SPRING	GROWING AND CHANGING		Key Words and Phrases
1 Appropriate touch Puberty (This unit is an additional to the 1 Decision scheme)	<ul style="list-style-type: none"> Identify the different types of relationships we can have and describe how these can change as we grow Explain how our families support us and how we can support our families Identify how relationships can be healthy and unhealthy Explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable. 	<ul style="list-style-type: none"> Explain what puberty means Describe the changes that girls may go through during puberty * Identify why our bodies go through puberty Develop coping strategies to help with the different stages of puberty Identify who and what can help us during puberty <p>*Note: Periods will not be covered in whole class session, but will be offered to girls requiring it, following consultation with parents.</p>	<ul style="list-style-type: none"> Nervous Scared Inappropriate Connection Civil Partnerships Marriage Penis Testicles Vagina Vulva Anus Private Parts Appropriate Pubic Hair Sweating Spots Breasts Hormones Emotional
	A WORLD WITHOUT JUDGEMENT		
	Breaking down Barriers	<ul style="list-style-type: none"> Recognise positive attributes in others Explain why being different is okay Recognise your own strengths and goals, and understand that these may be different from those around you Identify some of the ways we can overcome barriers and promote equality 	<ul style="list-style-type: none"> Judgement Equality Diversity Cohesion Barrier Attributes Similarities Differences Disability Polite Courteous Respectful
SPRING 2	BEING RESPONSIBLE		
	Coming Home on time	<ul style="list-style-type: none"> Recognise the importance of behaving in a responsible manner in a range of situations Describe a range of situations where being on time is important Explain the importance of having rules in the home Describe ways that behaviour can be seen to be sensible and responsible 	<ul style="list-style-type: none"> Punctual Responsible Irresponsible Appointment
SUMMER 1	COMPUTER SAFETY		
	On-line Bullying	<ul style="list-style-type: none"> Recognise the key values that are important in positive online relationships Identify the feelings and emotions that may arise from online bullying Develop coping strategies to use if we or someone we know is being bullied online Identify how and who to ask for help 	<ul style="list-style-type: none"> Online Relationship Online Bullying Offensive Insulting Rude Device Posting False Content Opinion Rumours

SUMMER 2	KEEPING / STAYING SAFE		
	Cycle Safety	<ul style="list-style-type: none"> • Identify strategies we can use to keep ourselves and others safe • Recognise the impact and possible consequences of an accident or incident • Identify what is a risky choice • Create a set of rules for and identify ways of keeping safe 	<ul style="list-style-type: none"> • Statemen • Opinion • Fact • Strategies • Junction • Cycle Safety

YEAR 5			
AUTUMN 1	FEELINGS AND EMOTIONS		Key words & Phrases
	Anger	<ul style="list-style-type: none"> Recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant Explain how feelings can be communicated with or without words Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people Demonstrate a range of strategies to help control and manage unpleasant/ uncomfortable emotions, such as anger 	<ul style="list-style-type: none"> Displeasure Annoyance Hostility
AUTUMN 2	THE WORKING WORLD		
	Enterprise	<ul style="list-style-type: none"> Understand and explain why people might want to save money Identify ways in which you can help out at home Budget for items you would like to buy Recognise ways to make money and the early stages of enterprise 	<ul style="list-style-type: none"> Enterprise Priority Fundraising
SPRING 1	KEEPING / STAYING HEALTHY		
	Smoking	<ul style="list-style-type: none"> Explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. Describe how smoking can affect your immediate and future health and wellbeing Give reasons why someone might start and continue to smoke Identify and use skills and strategies to resist any pressure to smoke 	<ul style="list-style-type: none"> Nicotine Addictive Illegal Respiratory System Cardiovascular System Cigarette E-cigarette Tabaco
	GROWING AND CHANGING		
	Puberty	<ul style="list-style-type: none"> Explain what puberty means Describe the changes that boys and girls may go through during puberty Identify why our bodies go through puberty Develop coping strategies to help with the different stages of puberty Identify who and what can help us during puberty 	<ul style="list-style-type: none"> Puberty Hormone Anonymous Question Vagina Vulva Ovaries Fallopian Tube Penis Testicles Bladder
	A WORLD WITHOUT JUDGEMENT		
Inclusion and Acceptance	<ul style="list-style-type: none"> Identify some of the ways in which we are different and unique Explain some of the elements which help us to have a diverse community Describe strategies to overcome barriers and promote diversity and inclusion. 	<ul style="list-style-type: none"> Inclusion Acceptance Discrimination Unique Anti-social Hate Crime 	
SPRING 2	BEING RESPONSIBLE		Key words & Phrases
	Looking out for others	<ul style="list-style-type: none"> Recognise why we should take action when someone is being unkind Describe caring and considerate behaviour, including the importance of looking out for others 	<ul style="list-style-type: none"> Considerate Inconsiderate

		<ul style="list-style-type: none"> • Demonstrate why it is important to behave in an appropriate and responsible way • Identify how making some choices can impact others' lives in a negative way 	
SUMMER 1	COMPUTER SAFETY		
	Image Sharing	<ul style="list-style-type: none"> • List reasons for sharing images online • Identify rules to follow when sharing images online • Describe the positive and negative consequences of sharing images online • Recognise possible influences and pressures to share images online 	<ul style="list-style-type: none"> • Application • Survey • Kind Action • Image Sharing • Illegal
SUMMER 2	KEEPING / STAYING SAFE		
	Peer Pressure	<ul style="list-style-type: none"> • Identify strategies we can use to keep ourselves and others safe • Recognise ways to manage peer pressure • Explain the potential outcomes that may happen when we take risks • Recognise the impact and possible consequences of an accident or incident 	<ul style="list-style-type: none"> • Peer Pressure • Encourage • Risk • Risk Assessment • Support Network

YEAR 6			
AUTUMN 1	FEELINGS AND EMOTIONS		Key Words and Phrases
	Worry	<ul style="list-style-type: none"> Recognise our thoughts, feelings, and emotions Identify how we can reduce our feeling of worry Explain how we can support others who feel worried Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people 	<ul style="list-style-type: none"> Anxious Troubled Worry Positive Action Prepare for Change Mindfulness Strategies Managing Emotions
AUTUMN 2	THE WORKING WORLD		
	In-App purchases	<ul style="list-style-type: none"> Know and understand various money-related terms Recognise some of the ways in which we can spend money via technology Describe the potential impact of spending money without permission Identify strategies to save money 	<ul style="list-style-type: none"> Bank Account Loan Tax Interest Debit Card Credit Card Wages Debt In-app Purchases Budget Comparison Fairtrade Gambling
SPRING 1	KEEPING / STAYING HEALTHY		
	Alcohol	<ul style="list-style-type: none"> Identify what is a risky choice Identify the risks associated with alcohol (+ drugs - extension) Describe how alcohol can affect your immediate and future health Develop and recognise skills and strategies to keep safe 	<ul style="list-style-type: none"> Alcohol Ethanol Fermentation Unit Legal Age Limit Alcohol Poisoning
	GROWING AND CHANGING		
	Conception	<ul style="list-style-type: none"> Explain the terms 'conception' and 'reproduction' Describe the function of the female and male reproductive systems Identify the various ways adults can have a child Explain various different stages of pregnancy Identify the laws around consent 	<ul style="list-style-type: none"> Conception Reproduction Consent Conceived Caesarean Foreskin Cervix Womb (Uterus) Urethra Fertilised IVF

SPRING 1	A WORLD WITHOUT JUDGEMENT		Key Words and Phrases
	British Values	<ul style="list-style-type: none"> • Understand that there are a wide range of religions and beliefs in the UK • Explain each of the British values • Create a range of values for your educational setting • Explain how all religions can live in cohesion 	<ul style="list-style-type: none"> • Democracy • Rule of Law • Individual Liberty • Mutual Respect • Tolerance of those with different faiths and beliefs
SPRING 2	BEING RESPONSIBLE		
	Stealing	<ul style="list-style-type: none"> • Explain what consent means • Recognise the importance of being honest and not stealing • Explain why it is important to have a trusting relationship between friends and family • Identify how making some choices can impact others' lives in a negative way • 	<ul style="list-style-type: none"> • Consent • Possession • Permission • Trust • Borrowing • Stealing • Responsible • Irresponsible
SUMMER 1	COMPUTER SAFETY		
	Making Friends on-line	<ul style="list-style-type: none"> • List the key applications that we may use now and, in the future, • Know and understand why some applications have age restrictions • Identify ways to keep yourself and others safe in a range of situations online and offline • Recognise that people may not always be who they say they are online 	<ul style="list-style-type: none"> • Application • Pretending • Age Restriction • Online Safety • Social Media Sites • Password
SUMMER 2	KEEPING / STAYING SAFE		
	Water Safety	<ul style="list-style-type: none"> • Identify a range of danger signs • Develop and name strategies that can help keep ourselves and others safe • Recognise the impact and possible consequences of an accident or incident 	<ul style="list-style-type: none"> • Danger • Consequences • Water Safety • Water Pollution • Hidden Currents • Warning Flags

SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work

Year11	<p>Building for the future</p> <p>Self-efficacy, stress management, and future opportunities</p>	<p>Next steps</p> <p>Application processes, and skills for further education, employment and career progression</p>	<p>Communication in relationships</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p>Independence</p> <p>Responsible health choices, and safety in independent contexts</p>	<p>Families</p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	
--------	---	--	--	--	--	--

YEAR 7 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn 1 Health & wellbeing	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid PoS refs: H1, H2, H30, H33, R13, L1, L2	<ul style="list-style-type: none"> • how to identify, express and manage their emotions in a constructive way • how to manage the challenges of moving to a new school how to establish and manage friendships how to improve study skills • how to identify personal strengths and areas for development personal safety strategies and travel safety, e.g. road, rail and water • how to respond in an emergency situation • basic first aid 	Every Mind Matters – Dealing with change St John Ambulance: ‘First Aid Training in School’ lesson plans, KS3 British Heart Foundation – Call Push Rescue
Autumn 2 Living in the wider world	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	<ul style="list-style-type: none"> • how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about a broad range of careers and the abilities and qualities required for different careers about equality of opportunity • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • about the link between values and career choices 	Bank of England - EconoME Barclays - Life Skills

<p>Spring 1</p> <p>Relationships</p>	<p>Diversity</p> <p>Diversity, prejudice, and bullying</p> <p>PoS refs: R3, R38, R39, R40, R41</p>	<ul style="list-style-type: none"> • about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination the signs and effects of all types of bullying, including online how to respond to bullying of any kind, including online how to support others • 	<p>Every Mind Matters – Bullying and cyberbullying</p> <p>Home Office - Something's Not Right (abuse disclosure)</p>
<p>Spring 2</p> <p>Health & wellbeing</p>	<p>Health and puberty</p> <p>Healthy routines, influences on health, puberty, unwanted contact, and FGM</p>	<ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking and alcohol 	<p>PSHE Association - The Sleep Factor</p> <p>PSHE Association - Health Education: food choices, physical activity & balanced lifestyles</p>
	<p>PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34</p>	<ul style="list-style-type: none"> • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact • about FGM and how to access help and support 	<p>Every Mind Matters - Puberty; Sleep</p> <p>PSHE Association - Dental Health</p> <p>PSHE Association – Drug and Alcohol Education</p> <p>Medway Public Health Directorate – Relationships and Sex Education</p> <p>City to Sea - Rethink Periods</p>

<p>Summer 1</p> <p>Relationships</p>	<p>Building relationships</p> <p>Self-worth, romance and friendships (including online) and relationship boundaries</p> <p>PoS refs: H1, R2, R9, R11, R13, R14, R16, R24</p>	<ul style="list-style-type: none"> • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships how to recognise and challenge media stereotypes how to evaluate expectations for romantic relationships about consent, and how to seek and assertively communicate consent • 	<p>PSHE Association - Teaching about consent</p> <p>Medway Public Health Directorate – Relationships and Sex Education</p> <p>Every Mind Matters – Forming positive relationships</p> <p>BBFC- Making choices: sex, relationships and age ratings</p> <p>NCA-CEOP – Send me a pic?</p> <p>FASTN KS3 relationships resource – Commitment: what does it mean?</p> <p>Home Office - Something's Not Right (abuse disclosure)</p> <p>Home Office - Preventing Involvement in Serious and Organised Crime</p> <p>Dove – Self-esteem project</p>
<p>Summer 2</p> <p>Living in the wider world</p>	<p>Financial decision making</p> <p>Saving, borrowing, budgeting and making financial choices</p> <p>PoS refs: H32, L15, L16, L17, L18</p>	<ul style="list-style-type: none"> • how to make safe financial choices • about ethical and unethical business practices and consumerism about saving, spending and budgeting how to manage risk-taking behaviour • 	<p>Barclays - Life Skills</p> <p>Bank of England - EconoME</p> <p>Media Smart - Piracy: what's the big deal?</p>

YEAR 8 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn 1 Health & wellbeing	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	<ul style="list-style-type: none"> • about medicinal and reactional drugs about the over-consumption of energy drinks about the relationship between habit and dependence how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes 	PSHE Association – Drug and Alcohol Education Every Mind Matters - Smoking; Alcohol
Autumn 2 Living in the wider world	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work PoS refs: R39, R41, L3, L8, L9, L10, L11, L12	<ul style="list-style-type: none"> • about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relation to work and pay • about employment, self-employment and voluntary work • how to set aspirational goals for future careers and challenge expectations that limit choices 	Barclays - Life Skills

<p>Spring 1</p> <p>Relationships</p>	<p>Discrimination</p> <p>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p> <p>PoS refs: R39, R40, R41, R3, R4, R42, R43</p>	<ul style="list-style-type: none"> • how to manage influences on beliefs and • decisions about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination 	<p>Dimensions - #ImwithSam</p> <p>Dove – Self-esteem project</p>
<p>Spring 2</p> <p>Health & wellbeing</p>	<p>Emotional wellbeing</p> <p>Mental health and emotional wellbeing, including body image and coping strategies</p> <p>PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24</p>	<ul style="list-style-type: none"> • about attitudes towards mental health how to challenge • myths and stigma about daily wellbeing how to manage • emotions how to develop digital resilience about • unhealthy coping strategies (e.g. self harm and eating disorders) about healthy coping strategies • • • 	<p>PSHE Association - Mental Health and Emotional Wellbeing</p> <p>Movember - Happier, healthier, longer</p> <p>Every Mind Matters – Dealing with change; Online stress and FOMO</p>

<p>Summer 1</p> <p>Relationships</p>	<p>Identity and relationships</p> <p>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p> <p>PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32</p>	<ul style="list-style-type: none"> • the qualities of positive, healthy relationships how to demonstrate positive behaviours in healthy relationships about gender identity and sexual orientation about forming new partnerships and developing relationships about the law in relation to consent that the legal and moral duty is with the seeker of consent how to effectively communicate about consent in relationships about the risks of 'sexting' and how to manage requests or pressure to send an image about basic forms of contraception, e.g. condom and pill • • • 	<p>PSHE Association - Teaching about consent</p> <p>Medway Public Health Directorate – Relationships and Sex Education</p> <p>BBFC- Making choices: sex, relationships and age ratings</p> <p>NCA-CEOP – Send me a pic?</p> <p>FASTN KS3 relationships resource – Commitment: what does it mean?</p> <p>Home Office - Something's Not Right (abuse disclosure)</p>
<p>Summer 2</p> <p>Living in the wider world</p>	<p>Digital literacy</p> <p>Online safety, digital literacy, media reliability, and gambling hooks</p> <p>PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27</p>	<ul style="list-style-type: none"> • about online communication how to use social networking sites safely how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation how to respond and seek support in cases of online grooming how to recognise biased or misleading information online how to critically assess different media sources how to distinguish between content which is publicly and privately shared about age restrictions when accessing different forms of media and how to make responsible decisions how to protect financial security online how to assess and manage risks in relation to gambling and chance-based transactions • • • 	<p>Cifas - Anti-Fraud Education</p> <p>Every Mind Matters – Online stress and FOMO; Body image in a digital world</p> <p>National Crime Agency - Exploring Cybercrime</p> <p>BBFC - Making choices: sex, relationships and age ratings</p> <p>NCA-CEOP – Send me a pic?</p> <p>Media Smart - Piracy: what's the big deal?</p> <p>Dove – Self-esteem project</p>

YEAR 9 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn 1 Health & wellbeing	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	<ul style="list-style-type: none"> • how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online about • ‘group think’ and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence 	Medway Public Health – Gangs: Managing risks and staying safe Home Office - #knifefree Every Mind Matters – Alcohol NaCTSO – Run, hide, tell PSHE Association – Drug and Alcohol Education Home Office - Preventing Involvement in Serious and Organised Crime
Autumn 2 Living in the wider world	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	<ul style="list-style-type: none"> • about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making 	Barclays - Life Skills

<p>Spring 1 Relationships</p>	<p>Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p>PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36</p>	<ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services 	<p>Cumbria Council - Tackling homelessness</p> <p>Coram Life Education – Adoptables Schools Toolkit</p> <p>Home Office - Something’s Not Right (abuse disclosure)</p> <p>CRESST: Curious about conflict</p> <p>University of Exeter – The Rights Idea?</p>
<p>Spring 2 Health & wellbeing</p>	<p>Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid</p> <p>PoS refs: H3, H14, H15, H16, H17, H18, H19, H21</p>	<ul style="list-style-type: none"> • about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image to make independent health choices • to take increased responsibility for physical health, including testicular self-examination 	<p>PSHE Association - Health Education: food choices, physical activity & balanced lifestyles</p> <p>PSHE Association - The Sleep Factor</p> <p>Every Mind Matters- Sleep</p> <p>Every Mind Matters – Exam stress</p> <p>RSPH & the Health Foundation - Health from here to where</p> <p>Movember - Happier, healthier, longer</p> <p>Teenage Cancer Trust – What is cancer?</p> <p>Coppafeel! – Breast cancer awareness</p>

<p>Summer 1</p> <p>Relationships</p>	<p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21</p>	<ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online 	<p>PSHE Association - Teaching about consent</p> <p>Medway Public Health Directorate – Relationships and Sex Education</p> <p>Home Office & GEO - Disrespect NoBody</p> <p>BBFC- Making choices: sex, relationships and age ratings</p> <p>NCA-CEOP – Send me a pic?</p> <p>Home Office - Something's Not Right (abuse disclosure)</p>
<p>Summer 2</p> <p>Living in the wider world</p>	<p>Employability skills</p> <p>Employability and online presence</p> <p>PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27</p>	<ul style="list-style-type: none"> • about young people's employment rights and responsibilities skills for enterprise and employability how to give and act upon constructive feedback how to manage their 'personal brand' online habits and strategies • to support progress • how to identify and access support for concerns relating to life online 	<p>Cifas -Anti-Fraud Education</p> <p>Bank of England - EconoME</p> <p>Barclays - Life Skills</p> <p>PSHE Association - Careers Education lesson plans</p>

YEAR 10 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn 1 Health & wellbeing	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change PoS refs: H2, H5, H6, H7, H8, H9, H10	<ul style="list-style-type: none"> • how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing about the signs of emotional or mental ill-health • how to access support and treatment • about the portrayal of mental health in the media how to challenge stigma, stereotypes and misinformation 	PSHE Association - Mental Health and Emotional Wellbeing Movember - Happier, healthier, longer
Autumn 2 Living in the wider world	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices PoS refs: H25, R38, L16, L17, L18, L19, L20, L25	<ul style="list-style-type: none"> • how to effectively budget and evaluate savings options how to prevent and manage debt, including understanding credit rating and pay day lending • how data is generated, collected and shared, and the influence of targeted advertising • how thinking errors, e.g. gambler’s fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling, including online • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities 	Cifas – Anti Fraud Education Demos & GambleAware - Resilience to gambling National Crime Agency - Exploring Cybercrime

<p>Spring 1</p> <p>Relationships</p>	<p>Healthy relationships</p> <p>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p>	<ul style="list-style-type: none"> • about relationship values and the role of pleasure in relationships • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours 	<p>PSHE Association - Teaching about consent</p> <p>Home Office & GEO - Disrespect NoBody</p> <p>Alice Ruggles Trust – Relationship safety</p> <p>University of Exeter – Working out relationships?</p>
	<p>PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31</p>	<ul style="list-style-type: none"> • about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming about asexuality, abstinence and celibacy • • 	<p>Home Office - Something's Not Right (abuse disclosure)</p>
<p>Spring 2</p> <p>Health & wellbeing</p>	<p>Exploring influence</p> <p>The influence and impact of drugs, gangs, role models and the media</p> <p>PoS refs: H19, H20, H21, R20, R35, R36, R37</p>	<ul style="list-style-type: none"> • about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction • • • 	<p>Home Office - #knifefree</p> <p>Medway Public Health - Gangs: Managing risks and staying safe</p> <p>PSHE Association – Drug and Alcohol Education</p>

<p>Summer 1</p> <p>Relationships</p>	<p>Addressing extremism and radicalisation</p> <p>Community cohesion and challenging extremism</p> <p>PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29</p>	<ul style="list-style-type: none"> • about communities, inclusion, respect and belonging about the Equality Act, diversity and values about how social media may distort, mis-represent or target information in order to influence beliefs and opinions how to manage conflicting views and misleading information how to safely challenge discrimination, including online how to recognise and respond to extremism and radicalisation • 	<p>PSHE Association – Inclusion, belonging and addressing extremism</p> <p>Google and ISD: Be Internet Citizens</p>
<p>Summer 2</p> <p>Living in the wider world</p>	<p>Work experience</p> <p>Preparation for and evaluation of work experience and readiness for work</p> <p>PoS refs: H1, L1, L2, L3, L5, L7, L8, L9 L10, L11, L12, L13, L14, L15, L23</p>	<ul style="list-style-type: none"> • how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain a positive personal presence online • how to evaluate and build on the learning from work experience 	<p>Environment Agency – Growing careers for positive change</p> <p>Barclays - Life Skills</p> <p>PSHE Association - Careers Education lesson plans</p>

YEAR 11 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn 1 Health & wellbeing	Building for the future Self-efficacy, stress management, and future opportunities PoS refs: H2, H3, H4, H8, H12, L22	<ul style="list-style-type: none"> • how to manage the judgement of others and challenge stereotyping • how to balance ambition and unrealistic expectations • how to develop self-efficacy, including motivation, perseverance and resilience • how to maintain a healthy self-concept • about the nature, causes and effects of stress • stress management strategies, including maintaining healthy sleep habits • about positive and safe ways to create content online and the opportunities this offers how to balance time online 	PSHE Association - Mental Health and Emotional Wellbeing PSHE Association - The Sleep Factor PSHE Association - Health Education: food choices, physical activity & balanced lifestyles Every Mind Matters – Dealing with change; Exam stress Google and ISD: Be Internet Citizens

<p>Autumn 2</p> <p>Living in the wider world</p>	<p>Next steps</p> <p>Application processes, and skills for further education, employment and career progression</p> <p>PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21</p>	<ul style="list-style-type: none"> • how to use feedback constructively when planning for the future how to set and achieve SMART targets • effective revision techniques and strategies about options post-16 and career pathways about application processes, including writing CVs, personal statements • and interview technique how to maximise employability, including managing online presence and taking opportunities to broaden experience about rights, responsibilities and challenges in relation to working part time whilst studying how to manage work/life balance • • • 	<p>PSHE Association - Careers Education lesson plans</p> <p>Environment Agency – Growing careers for positive change</p> <p>Barclays - Life Skills</p>
<p>Spring 1</p> <p>Relationships</p>	<p>Communication in relationships</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<ul style="list-style-type: none"> • about core values and emotions • about gender identity, gender expression and sexual orientation how to communicate assertively how to • communicate wants and needs • how to handle unwanted attention, including online • how to challenge harassment and stalking, including online 	<p>PSHE Association - Teaching about consent</p> <p>Alice Ruggles Trust – Relationship safety</p> <p>NCA-CEOP: Online blackmail</p> <p>University of Exeter – Working out relationships?</p>
	<p>PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32</p>	<ul style="list-style-type: none"> • about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support 	<p>Home Office - Something's Not Right (abuse disclosure)</p>

<p>Spring 2</p> <p>Health wellbeing</p>	<p>Independence</p> <p>Responsible health choices, and safety in independent contexts</p> <p>PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24</p>	<ul style="list-style-type: none"> • how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills • how to assess emergency and non-emergency situations and contact appropriate services • about the links between lifestyle and some cancers • about the importance of screening and how to perform self examination • about vaccinations and immunisations • about registering with and accessing doctors, sexual health clinics, opticians and other health services • how to manage influences and risks relating to cosmetic and aesthetic body alterations • about blood, organ and stem cell donation 	<p>St John Ambulance: 'First Aid Training in School' lesson plans, KS4</p> <p>British Heart Foundation – Call Push Rescue</p> <p>NaCTSO - Run, hide, tell</p> <p>Teenage Cancer Trust – What is cancer?</p> <p>Coppafeel! – Breat cancer awareness</p> <p>Orchid - What is testicular cancer?</p> <p>NHS Blood and Transplant - Exploring blood, organ and stem cell donation</p> <p>Movember - Happier, healthier, longer</p>
<p>Summer 1</p> <p>Relationships</p>	<p>Families</p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p> <p>PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33</p>	<ul style="list-style-type: none"> • about different types of families and changing family structures how to evaluate readiness for parenthood and positive parenting qualities • about fertility, including how it varies and changes • about pregnancy, birth and miscarriage • about unplanned pregnancy options, including abortion • about adoption and fostering • how to manage change, loss, grief and bereavement • about 'honour based' violence and forced marriage and how to safely access support 	<p>PSHE Association – Family Life: Exploring relationships, marriage and parenting</p> <p>PSHE Association – Fertility and pregnancy choices</p> <p>University of Exeter – Working out relationships?</p> <p>Winston's Wish - Lessons on loss and bereavement</p> <p>University of Exeter – The Rights Idea?</p>