A8 PSHEE Policy

Contents

Introduction

Personal, Social, Health and Economic Education (PSHEE) is a subject through which students develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for the opportunities, responsibilities and experiences of adult life. At The Purcell School we recognise that PSHEE has an impact on both academic and non-academic outcomes for students.

In order for students to embrace the challenges of creating happy and successful adult lives, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy.

High quality, evidence-based and age-appropriate teaching of PSHEE helps students develop resilience, and to know how and when to ask for help.

Aims

The aims of personal, social, health and economic (PSHEE) education in our school are echoed within our school's mission statement and aims:

Mission:
- The mission of The Purcell School is to provide young musicians who demonstrate the potential to become exceptional (irrespective of background) with outstanding teaching within a supportive school environment and to equip them with the self-confidence, adaptability, maturity and perspective to sustain their professional development and personal fulfilment throughout their lives.

Aims:

- To sustain a safe, happy and healthy environment in which all can flourish musically, academically and emotionally.
- To deliver outstanding musical and academic education.
- To provide a range of high-profile and developmental performance opportunities.
- To deliver personalised pastoral care and support so that the individual needs of each student are met.
- To provide access to musical opportunity and widen participation in areas where this is especially difficult.
- Maintain (as far as is practically possible) open access by admitting students solely on their ability, not according to financial means.

Statutory requirements

PSHEE is a non-statutory subject, however there are aspects of it we are required to teach.

For students in Year 6: (please note for the academic year 2021-22 the school does not have any Year 6 students):
- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance

For students of secondary school age:
- We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance

- We must teach health education under the same statutory guidance

Content and delivery
What is taught

The school feels that PSHEE is most effectively taught through a 'spiral programme'. This means organising learning into a series of recurring themes, each lasting on average half a term, which students experience every year.

At each encounter, the level of demand increases and learning is progressively deepened. This approach avoids PSHEE education becoming a string of 'topics' or disconnected 'issues'

Planned enrichment days/events will also be used to develop and extend the school's planned PSHEE education programme.

As stated within statuary requirements, the school is required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance.

Please refer to our Relationships and Sex Education policy (A5) for details about what we teach within RSE, and how we decide on what to teach, in this area of the subject.

For other aspects of PSHEE, including health education, see the attached curriculum map (appendix1) and mid-term plans (Appendix2) for more details about what is taught in each year/Key Stage.

How PSHEE is taught

PSHEE is taught through dedicated specialist lessons up to Year 11 where students have 40-60 minutes of teaching per week. The breakdown of contact time with PSHEE is as follows:

Curriculum offer 2021-22

Year	Contact time / week
7	60 minutes
8	60 minutes
9	40 minutes
10	40 minutes
11	40 minutes

In addition to the above, aspects of PSHEE are folded into other parts of the curriculum (such as science lessons) and are covered as part of our wider school offer through assemblies, tutorials and specific onetime events (such as visiting speakers and workshops).

The PSHEE curriculum lessons are delivered by one member of staff, identified as the subject lead. They are responsible for the planning and delivery of all Year 7 – Year 11 lessons.

How PSHEE is assessed

PSHEE education alone is not responsible for students' future lifestyle choices: as with any other subject, assessment in PSHEE education focuses on learning, set against the lesson objectives and outcomes.

Assessment is as central to effective teaching and learning in PSHEE education as it is in any other subject therefore the lessons and modules within the schemes of work will include baseline, formative and summative assessments.

The school recognises that assessment in PSHEE education is not about 'passing or failing', or about behavioural outcomes. Teachers and students both need to know what has been learned, and how learning and understanding has progressed.

Questions raised by students

Effective PSHEE needs to be taught in an atmosphere of responsibility and respect, where sensitive issues can be discussed without embarrassment or threat. Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

Questions raised by children will be answered honestly and with a degree of detail appropriate to the child's age and stage of development. While it is essential that lessons are sensitive to a range of views, staff at The Purcell School will ensure that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial scientific information as well as covering the law, particularly in relation to legislation concerning equality.

Staff will use their professional skills and discretion before answering questions and, if necessary, they will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they will be encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with their parents/carers.

Staff at The Purcell School are aware that effective PSHEE brings an understanding of what is not acceptable in a relationship. Any disclosures or safeguarding concerns prompted by the school's programme of study for PSHEE will be reported in line with the school's Safeguarding and Child Protection Policy.

The usual standards of confidentiality between staff and pupils will be observed in PSHEE lessons, except where a child's question might suggest the possibility of abuse. In these circumstances, a concern will be reported in line with the school's Safeguarding and Child Protection Policy.

Roles and responsibilities

The governing board

The governing board has delegated the approval of this policy to the Principal.

The Principal

The Principal is responsible for ensuring that PSHEE is taught consistently across the school.

Teaching responsibility and staff training

The PSHEE programme is led and taught by **Ms Martina Swift**, PSHEE coordinator. The PSHEE coordinator is responsible for:

- Overseeing the timetabled PSHEE curriculum
- Delivering PSHEE in a sensitive way
- Modelling positive attitudes to PSHEE
- Monitoring progress
- Responding to the needs of individual students
- Working with the senior leadership team to embed additional PSHEE sessions into weekly tutorials, led by tutors.

Students

- Students are expected to engage fully in PSHEE and, when discussing issues related to PSHEE, treat others with respect and sensitivity.
- Teaching will take into account the age, ability, readiness, and cultural backgrounds of children (and those with English as a second language) to ensure that all can fully access PSHEE education provision.

Working with other Departments across the school

The PSHEE coordinator will liaise with senior pastoral staff as appropriate to ensure that a holistic view of PSHEE is embedded in the wider school culture. This may take the form of Key Stage assemblies or other sessions with targeted groups within the student body, the use of 'hot topic' discussions within tutorials as part of the PSHEE and Personal Development programmes or other pastoral interventions.

The Designated Safeguarding Lead and/or Vice-Principal will work with the PSHEE Coordinator to address any emerging concerns that arise during the school year, and may decide to alter the curriculum diagram (laid out in Appendix 1) as appropriate to ensure timely intervention in matters related to both PSHEE and RSE.

Monitoring arrangements

- The delivery of PSHEE is monitored by members of the Senior Leadership Team and PHSEE Coordinator through:
  - Regular training
  - Student and parent feedback
  - Learning walks
  - Students' development in both PSHEE and RSE is monitored as part of our internal assessment systems.
- This policy will be reviewed by the Vice-Principal annually to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice

and guidance.
  o At every review, the policy will be approved by the governing board

Links with other policies

This policy supports/complements the following policies:

- A5 Sex and Relationship Education Policy
- A6 Careers Education, Information and Advice Policy
- P1 Child Protection Policy
- H10 Online Safety Policy
- P2 Anti-Bullying (including Anti-Cyber Bullying) Policy
- P17 Preventing Radicalisation and Extremism Policy
- P8 Drugs & Alcohol
- P10 Promotion of British Values Policy
- P12 Sixth Form Personal Development Programme

Policy author / reviewer:	Policy date / review date:	Next review due:
T.Burns	September 2021	September 2022

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Appendix 1 - Curriculum Diagram

Overview – PSHEE programme 2021-2022

This is a thematic approach to secondary PSHEE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over six half terms.

Year	Autumn 1 Health & wellbeing	Autumn 2 Relationships	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Living in the wider world	Summer 2 Living in the wider world
7	**Emotional wellbeing** Looking after health and wellbeing – setting targets for a good work-life balance **Transition and safety** Transition to secondary school and personal safety in and outside school, including first aid (2)	**Building relationships** Self-worth, romance and friendships (including online) and relationship boundaries	**Diversity** Diversity, prejudice, and bullying	**Health and puberty** Healthy routines, influences on health, puberty, unwanted contact, and FGM	**Developing skills and aspirations** Careers, teamwork and enterprise skills, and raising aspirations	**Financial decision making** Saving, borrowing, budgeting and making financial choices
8	**Emotional wellbeing** Looking after health and wellbeing – setting targets for a good work-life balance **Drugs and alcohol** Alcohol and drug misuse and pressures relating to drug use	**Identity and relationships** Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	**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	**Community and careers** Equality of opportunity in careers and life choices, and different types and patterns of work	**Digital literacy** Online safety, digital literacy, media reliability, and gambling hooks

9	**Emotional wellbeing** Looking after health and wellbeing – setting targets for a good work-life balance **Peer influence, substance use and gangs** Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	**Identity and relationships** Gender identity, sexual orientation, consent, 'sexting' **Intimate relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	**Respectful relationships** Families and parenting, healthy relationships, conflict resolution, and relationship changes	**Healthy lifestyle** Diet, exercise, lifestyle balance and healthy choices, and first aid	**Setting goals** Learning strengths, career options and goal setting as part of the GCSE options process	**Employability skills** Employability and online presence

Year	Autumn 1 Health & wellbeing	Autumn 2 & Spring 1 Relationships		Spring 2 Health & wellbeing	Summer 1 Living in the wider world	Summer 2 Living in the wider world
10	**Emotional wellbeing** Looking after health and wellbeing – setting targets for a good work life balance **Mental health** Mental health and ill health, stigma, safeguarding health, including during periods of transition or change **Drugs and alcohol** Alcohol and drug misuse and pressures relating to drug use	**Identity and relationships** Gender identity, sexual orientation, consent, 'sexting' **Intimate relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	**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	**Financial decision making** The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	**Work experience**/exposure - speakers: **Great jobs in the music industry** Preparation for and evaluation of work experience and readiness for work

		Addressing extremism and radicalisation Communities, belonging and challenging extremism				
11	**Emotional wellbeing** Looking after health and wellbeing – setting targets for a good work life balance **Mental health** Mental health and ill health, stigma, safeguarding health, including during periods of transition or change **Drugs and alcohol** Alcohol and drug misuse and pressures relating to drug use **Building for the future** Self-efficacy	**Identity and relationships** Gender identity, sexual orientation **Independence** Responsible health choices, and safety in independent contexts **Families** Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	**Healthy relationships** Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography **Communication in relationships** Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	**Next steps** Application processes, and skills for further education, employment and career progression	Addressing extremism and radicalisation Communities, belonging and challenging extremism **Building for the future 2** stress management, and future opportunities	

Appendix 2 – Medium Term Overviews

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	• 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	• 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
Spring 1 Relationships	**Diversity** Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41	• 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	Every Mind Matters – Bullying and cyberbullying Home Office - Something's Not Right (abuse disclosure)
Spring 2 Health & wellbeing	**Health and puberty** Healthy routines, influences on health, puberty, unwanted contact, and FGM	• how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking and alcohol	PSHE Association - The Sleep Factor PSHE Association - Health Education: food choices, physical activity & balanced lifestyles

	PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34	• 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	Every Mind Matters - Puberty; Sleep PSHE Association - Dental Health PSHE Association – Drug and Alcohol Education Medway Public Health Directorate – Relationships and Sex Education City to Sea - Rethink Periods
Summer 1 Relationships	**Building relationships** Self-worth, romance and friendships (including online) and relationship boundaries PoS refs: H1, R2, R9, R11, R13, R14, R16, R24	• 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	PSHE Association - Teaching about consent Medway Public Health Directorate – Relationships and Sex Education Every Mind Matters – Forming positive relationships BBFC- Making choices: sex, relationships and age ratings NCA-CEOP – Send me a pic? FASTN KS3 relationships resource — Commitment: what does it mean? Home Office - Something's Not Right (abuse disclosure) Home Office - Preventing Involvement in Serious and Organised Crime Dove – Self-esteem project
Summer 2 Living in the wider world	**Financial decision making** Saving, borrowing, budgeting and making financial choices PoS refs: H32, L15, L16, L17, L18	• 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	Barclays - Life Skills Bank of England - EconoME Media Smart - Piracy: what's the big deal?

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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	• 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	• 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
Spring 1 Relationships	**Discrimination** Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia PoS refs: R39, R40, R41, R3, R4, R42, R43	• 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	Dimensions - #ImwithSam Dove – Self-esteem project

Spring 2 Health & wellbeing	**Emotional wellbeing** Mental health and emotional wellbeing, including body image and coping strategies PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	• 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	PSHE Association - Mental Health and Emotional Wellbeing Movember - Happier, healthier, longer Every Mind Matters – Dealing with change; Online stress and FOMO
Summer 1 Relationships	**Identity and relationships** Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32	• 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	PSHE Association - Teaching about consent Medway Public Health Directorate – Relationships and Sex Education BBFC- Making choices: sex, relationships and age ratings NCA-CEOP – Send me a pic? FASTN KS3 relationships resource — Commitment: what does it mean? Home Office - Something's Not Right (abuse disclosure)
Summer 2 Living in the wider world	**Digital literacy** Online safety, digital literacy, media reliability, and gambling hooks PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27	• 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	Cifas - Anti-Fraud Education Every Mind Matters – Online stress and FOMO; Body image in a digital world National Crime Agency - Exploring Cybercrime BBFC - Making choices: sex, relationships and age ratings NCA-CEOP – Send me a pic? Media Smart - Piracy: what's the big deal? Dove – Self-esteem project

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	• 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	• 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
Spring 1 Relationships	**Respectful relationships** Families and parenting, healthy relationships, conflict resolution, and relationship changes PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36	• 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	Cumbria Council - Tackling homelessness Coram Life Education – Adoptables Schools Toolkit Home Office - Something's Not Right (abuse disclosure) CRESST: Curious about conflict University of Exeter – The Rights Idea?

	Healthy lifestyle		PSHE Association - Health Education: food choices, physical activity & balanced lifestyles
	Diet, exercise, lifestyle balance and healthy choices, and first aid PoS refs: H3, H14, H15, H16, H17, H18, H19, H21	• 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	PSHE Association - The Sleep Factor Every Mind Matters- Sleep Every Mind Matters – Exam stress RSPH & the Health Foundation - Health from here to where Movember - Happier, healthier, longer Teenage Cancer Trust – What is cancer? Coppafeel! – Breast cancer awareness
Summer 1 Relationships	**Intimate relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21	• 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	PSHE Association - Teaching about consent Medway Public Health Directorate – Relationships and Sex Education Home Office & GEO - Disrespect NoBody BBFC- Making choices: sex, relationships and age ratings NCA-CEOP – Send me a pic? Home Office - Something's Not Right (abuse disclosure)
Summer 2 Living in the wider world	**Employability skills** Employability and online presence PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27	• 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	Cifas -Anti-Fraud Education Bank of England - EconoME Barclays - Life Skills PSHE Association - Careers Education lesson plans

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	• 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	• 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
Spring 1 Relationships	**Healthy relationships** Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	• 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	PSHE Association - Teaching about consent Home Office & GEO - Disrespect NoBody Alice Ruggles Trust – Relationship safety University of Exeter – Working out relationships?

	PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	• 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	Home Office - Something's Not Right (abuse disclosure)
Spring 2 Health & wellbeing	**Exploring influence** The influence and impact of drugs, gangs, role models and the media **PoS refs: H19, H20, H21, R20, R35, R36, R37**	• 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	Home Office - #knifefree Medway Public Health - Gangs: Managing risks and staying safe PSHE Association – Drug and Alcohol Education
Summer 1 Relationships	**Addressing extremism and radicalisation** Community cohesion and challenging extremism **PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29**	• 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	PSHE Association – Inclusion, belonging and addressing extremism Google and ISD: Be Internet Citizens
Summer 2 Living in the wider world	**Work experience** Preparation for and evaluation of work experience and readiness for work **PoS refs: H1, L1, L2, L3, L5, L7, L8, L9 L10, L11, L12, L13, L14, L15, L23**	• 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	Environment Agency – Growing careers for positive change Barclays - Life Skills PSHE Association - Careers Education lesson plans

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	• 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
Autumn 2 Living in the wider world	**Next steps** Application processes, and skills for further education, employment and career progression PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21	• 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	PSHE Association - Careers Education lesson plans Environment Agency – Growing careers for positive change Barclays - Life Skills
Spring 1 Relationships	**Communication in relationships** Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	• 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	PSHE Association - Teaching about consent Alice Ruggles Trust – Relationship safety NCA-CEOP: Online blackmail University of Exeter – Working out relationships?

	PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32	• 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	Home Office - Something's Not Right (abuse disclosure)
Spring 2 Health & wellbeing	**Independence** Responsible health choices, and safety in independent contexts PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24	• 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	St John Ambulance: 'First Aid Training in School' lesson plans, KS4 British Heart Foundation – Call Push Rescue NaCTSO - Run, hide, tell Teenage Cancer Trust – What is cancer? Coppafeel! – Breat cancer awareness Orchid - What is testicular cancer? NHS Blood and Transplant - Exploring blood, organ and stem cell donation Movember - Happier, healthier, longer
Summer 1 Relationships	**Families** Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33	• 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	PSHE Association – Family Life: Exploring relationships, marriage and parenting PSHE Association – Fertility and pregnancy choices University of Exeter – Working out relationships? Winston's Wish - Lessons on loss and bereavement University of Exeter – The Rights Idea?