

FreshSteps PSHE/RSE Curriculum Map

2024/25

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe while preparing them to make the most of life and work.

The framework is based upon the PSHE Programme of Study which was produced by the PSHE Association and its most recent update in June 2019. We have also incorporated the last update in the legislation regarding Marriage and Civil Partnership (Minimum Age) for England and Wales from February 2023.

The Programme of Study sets out learning opportunities for each stage, in three core themes: **Health and Well-being**, **Relationships** and **Living in the Wider World**.

At FreshSteps we cover all of the statutory requirements of the Department for Education on '*Relationships Education, RSE and health Education*'. Our Programme of Study considers the needs of our students and the ethos of our school. However, the curriculum can be adapted to accommodate our pupil's need, perhaps to spend more time on a particular topic, or to bring content forward if our students need it sooner.

Overarching concepts developed through the Programme of Study

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially),
4. **Balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
5. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
6. **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
7. **Rights** (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
8. **Change** (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
9. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
10. **Career** (including enterprise, employability and economic understanding)

Key for the curriculum map

FreshSteps Long-term planning covers all of the statutory content as well as vital non-statutory content.

Health and Well-being

- Self-concept
- Mental health and emotional wellbeing
- Healthy lifestyles (KS3)
- Health-related decisions (KS4)
- Drugs, alcohol and tobacco
- Managing risk and personal safety
- Puberty and sexual health (KS3)
- Sexual health and fertility (KS4)
- Sexual health (KS5)

Relationships

- Positive relationships
- Relationship values
- Forming and maintaining respectful relationships
- Consent
- Contraception and parenthood
- Bullying, abuse and discrimination
- Social influences

Living in the wider world

- Learning skills
- Choices and pathways
- Work and career
- Employment rights and responsibilities
- Financial choices
- Media literacy and digital resilience

Relationships and Sex Education (RSE)

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Safeguarding

British Values

Cross-curricular topics.

Science curriculum

- Reproduction in humans
- Menstrual cycle
- Fertilization
- Gestation
- Birth and HIV/AIDS

Computing Curriculum

- E-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older.
- How to use technology safely, responsibly, respectfully and securely.
- How to keep personal information private
- Where to go for help and support

PE Curriculum

- Physical activities.
- Importance of being physically active.
- Engage in competitive sports and activities and lead to healthy and active lives.

Relationships and Sex Education (RSE)

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and successful marriage or another type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure. We teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

At FreshSteps we believe that our pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Our curriculum addresses physical and emotional damage caused by female genital mutilation (FGM). Our students will be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk.

In our school we are mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support, that is why we delivered our lesson in a non-judgemental, factual way and allow scope for young people to ask questions and share experience in a safe environment.

Internet safety should also be addressed. Pupils will be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them. Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships

Important topics cover in RSE

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

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

Physical health and mental wellbeing

It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. In secondary school, teaching will build on primary content and will introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

In Primary we started teaching about the impact of puberty, in secondary we continue to develop pupils' knowledge so that they are able to understand the physical and emotional changes, which take place at this time and their impact on their wider health and wellbeing. Menstruation is a topic that we cover under puberty and physical and emotional changes.

Our programme also includes factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. We may also choose to teach about issues such as eating disorders, in which case we may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers.

RSE - By the end of secondary pupils should know

Families

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The legal age to be married or in a Civil partnership is 18 years old. It is an offence to exploit children by arranging marriage or entering into a civil partnership under any circumstances, whether force is used or not. This includes traditional ceremonies that are legally non-binding, but which are still viewed as a marriage by the parties and their families.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

- the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn, they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- about different types of bullying (including cyberbullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.

Being safe

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Intimate and sexual relationships, including sexual health

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Secondary PSHE/RSE Long-Term overview

KS3 and KS4

| | Autumn 1 <i>Health & wellbeing</i> | Autumn 2 <i>Living in the wider world</i> | Spring 1 <i>Relationships</i> | Spring 2 <i>Health & wellbeing</i> | Summer 1 <i>Relationships</i> | Summer 2 <i>Living in the wider world</i> |
|---------------|---|--|---|---|--|--|
| 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, 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 |

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| Year11 | Building for the future Self-efficacy, stress management, and future opportunities | Next steps Application processes, and skills for further education, employment and career progression | Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse | Independence Responsible health choices, and safety in independent contexts | Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships | |
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KS5

| | Autumn 1 Health & wellbeing | Autumn 2 Living in the wider world | Spring 1 Relationships | Spring 2 Living in the wider world | Summer 1 Relationships | Summer 2 Health & wellbeing |
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| Year 12 | Mental health and emotional wellbeing <ul style="list-style-type: none"> Mental health and emotional wellbeing Managing stress Body image Healthy coping strategies | Readiness for work <ul style="list-style-type: none"> Career opportunities Preparing for the world of work | Diversity and inclusion <ul style="list-style-type: none"> Living in a diverse society Challenging prejudice and discrimination | Planning for the future <ul style="list-style-type: none"> Exploring future opportunities Post-18 options The impact of financial decisions | Respectful relationships <ul style="list-style-type: none"> Consent Assertive communication Positive relationships and recognising abuse Strategies for managing dangerous situations or relationships | Health choices and safety <ul style="list-style-type: none"> Independence and keeping safe Travel First aid The impact of substance use |

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| Year 13 | Independence <ul style="list-style-type: none"> Responsible health choices Managing change Health and wellbeing, including sexual health, into adulthood | Next steps <ul style="list-style-type: none"> Application processes Future opportunities and career development Maintaining a positive professional identity | Intimate relationships <ul style="list-style-type: none"> Personal values, including in relation to contraception and sexual health Fertility Pregnancy | Financial choices <ul style="list-style-type: none"> Managing money Financial contracts Budgeting Saving Debt Influences on financial choices | Building and maintaining relationships <ul style="list-style-type: none"> New friendships and relationships, including in the workplace Personal safety Intimacy Conflict resolution Relationship changes | — |
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Medium-Term planning

At **key stage 3**, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At **key stage 4**, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

At **key stage 5**, we want to ensure that students have real competence in the skills and strategies they've been developing throughout their PSHE education — and to extend the knowledge and understanding that they need to equip them for independent living and the next stage in their education or career.

YEAR 7 — MEDIUM-TERM OVERVIEW

| Half term | Topic | In this unit of work, students learn... | Quality Assured resources to support planning |
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| 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 |

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| 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 Changing Faces - A World of Difference Environment Agency - Careers for change PSHE Association - Developing learning skills |
| Spring 1 Relationships | Diversity Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41, RSE, BV | <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 | Every Mind Matters - Bullying and cyberbullying Home Office - Something's Not Right (abuse disclosure) Changing Faces - A World of Difference |
| Spring 2 Health & wellbeing | Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM | <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 | PSHE Association - The Sleep Factor PSHE Association - Health Education: food choices, physical activity & balanced lifestyles AYPH - A fair and equal opportunity to be healthy |

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| | <p>PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34</p> <p>SG, RSE</p> <p>Sciences</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>PSHE Association - 'Keeping safe' FGM guidance & lesson plan (Year 7-8)</p> <p>Canesten - The Truth, Undressed</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> <p>RSE</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 - Consent lesson packs</p> <p>Medway Public Health Directorate - Relationships and Sex Education</p> <p>Every Mind Matters - Forming positive relationships BBFC- Making choices: sex, relationships and age ratings 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> |

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| | | | Home Office - Preventing Involvement in Serious and Organised Crime Dove - Self-esteem project NCA-CEOP - Respecting me, you, us |
| Summer 2 Living in the wider world | Financial decision making Saving, borrowing, budgeting and making financial choices PoS refs: H32 , L15 , L16 , L17 , L18 | <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 • • | Bank of England - EconoME Media Smart - Piracy: what's the big deal? |

YEAR 8 — MEDIUM-TERM OVERVIEW

| Half term | Topic | In this unit of work, students learn... | Quality Assured resources to support planning |
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| 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 RSE | <ul style="list-style-type: none"> • about medicinal and recreational 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 • • | PSHE Association - Drug and Alcohol Education Every Mind Matters - Smoking; Alcohol |

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| | | <p>how to manage influences in relation to substance use</p> <p>how to recognise and promote positive social norms and attitudes</p> | |
| <p>Autumn 2</p> <p>Living in the wider world</p> | <p>Community and careers</p> <p>Equality of opportunity in careers and life choices, and different types and patterns of work</p> <p>PoS refs: R39, R41, L3, L8, L9, L10, L11, L12, BV</p> | <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 | <p>Environment Agency - Careers for change</p> |
| <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 BV RSE SG</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>Dove - Self-esteem project</p> <p>Changing Faces - A World of Difference</p> <p>NCA-CEOP - Respecting me, you, us</p> |

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| <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> <p>RSE SG</p> | <ul style="list-style-type: none"> • about attitudes towards mental health how to challenge misconceptions 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><u>PSHE Association - Mental Health and Emotional Wellbeing</u></p> <p><u>November - Happier, healthier, longer</u></p> <p><u>Every Mind Matters - Dealing with change: Online stress and FOMO</u></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> <p>RSE SG</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><u>PSHE Association - Consent lesson packs</u></p> <p><u>Medway Public Health Directorate - Relationships and Sex Education</u></p> <p><u>BBFC- Making choices: sex, relationships and age ratings</u></p> <p><u>NCA-CEOP - Send me a pic?</u></p> <p><u>FASTN KS3 relationships resource — Commitment: what does it mean?</u></p> <p><u>Home Office - Something's Not Right (abuse disclosure)</u></p> |

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| <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> <p>RSE</p> <p>SG</p> <p>Computing</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> |
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YEAR 9 – MEDIUM-TERM OVERVIEW

| Half term | Topic | In this unit of work, students learn... | Quality Assured resources to support planning |
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| 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 RSE SG BV | <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 Medway Public Health Directorate - Relationships and sex education |
| 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 | Environment Agency - Careers for change PSHE Association - Developing learning skills |

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| <p>Spring 1</p> <p>Relationships</p> | <p>Respectful relationships</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p>PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36</p> <p>RSE</p> <p>SG</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>Medway Public Health Directorate - Relationships and sex education</p> <p>PSHE Association - Mental health and emotional wellbeing</p> |
| | <p>Healthy lifestyle</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid</p> <p>PoS refs: H3, H14, H15, H16, H17, H18, H19, H21</p> <p>RSE</p> <p>PE</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>AYPH - A fair and equal opportunity to be healthy</p> <p>Canesten - The Truth, Undressed</p> |

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| 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 RSE SG | <ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about facts 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 - Consent lesson packs 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) You Before Two - The Fundamentals NCA-CEOP - Respecting me, you, us |
| 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 | <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 | Cifas -Anti-Fraud Education Bank of England - EconoME 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 |
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| <p>Autumn 1</p> <p>Health & wellbeing</p> | <p>Mental health</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p> <p>PoS refs: H2, H5, H6, H7, H8, H9, H10</p> <p>RSE</p> <p>SG</p> | <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 | <p>PSHE Association - Mental Health and Emotional Wellbeing</p> <p>Movember - Happier, healthier, longer</p> <p>BBFC - Emotional Wellbeing and the Media</p> <p>PSHE Association - Developing learning skills</p> |
| <p>Autumn 2</p> <p>Living in the wider world</p> | <p>Financial decision making</p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p> <p>PoS refs: H25, R38, L16, L17, L18, L19, L20, L25</p> <p>RSE</p> <p>SG</p> | <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 | <p>Cifas - Anti Fraud Education</p> <p>Demos & GambleAware - Resilience to gambling</p> <p>National Crime Agency - Exploring Cybercrime</p> |

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| <p>Spring 1</p> <p>Relationships</p> | <p>Healthy relationships</p> <p>Relationships and sex expectations, 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 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 - Consent lesson packs</p> <p>Home Office & GEO - Disrespect NoBody</p> <p>Alice Ruggles Trust - Relationship safety</p> <p>University of Exeter - Working out relationships?</p> <p>Medway Public Health Directorate - Relationships and Sex Education</p> |
| | <p>PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31</p> <p>RSE</p> <p>SG</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> <p>SG</p> <p>BV</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> |

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| <p>Summer 1 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> <p>BV</p> <p>RSE</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><u>PSHE Association - Inclusion, belonging and addressing extremism</u></p> <p><u>Google and ISD: Be Internet Citizens</u></p> |
| <p>Summer 2 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><u>Environment Agency - Growing careers for positive change</u></p> <p><u>PSHE Association - Careers Education lesson plans</u></p> |

YEAR 11 – MEDIUM-TERM OVERVIEW

| Half term | Topic | In this unit of work, students learn... | Quality Assured resources to support planning |
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| Autumn 1 Health & wellbeing | Building for the future Self-efficacy, stress management, and future opportunities PoS refs: H2, H3, H4, H8, H12, L22 RSE SG | <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 AYPH - A fair and equal opportunity to be healthy |

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| 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 Computing | <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 • | PSHE Association - Careers Education lesson plans Environment Agency - Growing careers for positive change |
| Spring 1 Relationships | Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse | <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 | Medway Public Health Directorate - Relationships and Sex Education 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 RSE SG | <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 | Home Office - Something's Not Right (abuse disclosure) |

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| <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> <p>RSE</p> <p>SG</p> <p>Science</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><u>St John Ambulance: 'First Aid Training in School' lesson plans, KS4</u></p> <p><u>British Heart Foundation - Call Push Rescue</u></p> <p><u>NaCTSO - Run, hide, tell</u></p> <p><u>Teenage Cancer Trust - What is cancer?</u></p> <p><u>Coppafeel! - Breat cancer awareness</u></p> <p><u>Orchid - What is testicular cancer?</u></p> <p><u>NHS Blood and Transplant - Exploring blood, organ and stem cell donation</u></p> <p><u>Movember - Happier, healthier, longer</u></p> <p><u>You Before Two - The Fundamentals</u></p> <p><u>AYPH - A fair and equal opportunity to be healthy</u></p> <p><u>Canesten - The Truth, Undressed</u></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 | <p><u>PSHE Association - Family Life: Exploring relationships, marriage and parenting</u></p> <p><u>PSHE Association - Fertility and pregnancy choices</u></p> |

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| | <p>RSE</p> <p>SG</p> <p>Science</p> | <p>about 'honour based' violence and forced marriage and how to safely access support</p> | <p>University of Exeter - Working out relationships? Winston's Wish - Lessons on loss and bereavement</p> <p>University of Exeter - The Rights Idea?</p> |
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YEAR 12 — MEDIUM-TERM OVERVIEW

| Half term | Topic (& mapping to KS5 programme of Study) | In this unit of work, students learn... |
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| Autumn 1 Health & wellbeing | Mental health and emotional wellbeing <ul style="list-style-type: none"> Mental health and emotional wellbeing Managing stress Body image Healthy coping strategies PoS refs: H1, H2, H3, H4, H5, H6, H7, H13 | <ul style="list-style-type: none"> how to manage work-life balance, including study, leisure, exercise, sleep and time online strategies to promote mental health and emotional wellbeing and address difficulties stress management strategies about the signs of emotional or mental ill-health how, when and why to access appropriate support and treatment about the effects on body image and self-esteem, of idealised images of bodies and pressure to conform strategies to manage influences on body image how to manage influences and risks relating to cosmetic and aesthetic body alterations |

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| Autumn 2 Living in the wider world | Readiness for work <ul style="list-style-type: none"> • Career opportunities • Preparing for the world of work <p>PoS refs: L1, L5, L6, L7, L8, L9, L10, L11, L12</p> | <ul style="list-style-type: none"> • how to evaluate strengths, skills and interests in relation to future roles and opportunities • how to be enterprising in life and work • how to write an effective CV and prepare for interviews for part-time work • about career opportunities in a global economy • about rights and responsibilities in different types of employment, including full-time, part-time, and jobs in the 'gig economy' • how to demonstrate professional conduct, including following health and safety protocols • about workplace confidentiality and security, including cyber-security and data protection • when, why and how to seek or provide support in response to bullying and harassment in the workplace • strategies for overcoming challenges or adversity in the workplace • about the role of trade unions and professional organisations |
| Spring 1 Relationships | Diversity and inclusion <ul style="list-style-type: none"> • Living in a diverse society • Challenging prejudice and discrimination <p>PoS refs: R1, R2, R3, R24, R25, L25 BV</p> | <ul style="list-style-type: none"> • how to communicate personal values in different types of relationships • strategies to challenge prejudice and discrimination in relation to inclusion and any of the protected characteristics of the Equality Act (2010) • about rights, roles and responsibilities in a diverse society and how to respect and advocate for them • to celebrate cultural diversity and promote inclusion • about the ways different faith or cultural views can influence relationships, and how to challenge these if appropriate • how to safely challenge prejudice and discrimination, including online • about extremism and radicalisation, how to reduce the risks and when, where and how to seek help |
| Spring 2 Living in the wider world | Planning for the future <ul style="list-style-type: none"> • Exploring future opportunities • Post-18 options • The impact of financial decisions <p>PoS refs: L2, L3, L4, L5, L7, L13, L18, L25, H1</p> | <ul style="list-style-type: none"> • how to assess strengths, interests, values, and skills to set realistic, aspirational goals • how to evaluate the options available in education, training and employment post-18, including higher education, further training or apprenticeships, and gap year opportunities • how to evidence strengths and skills and use this when applying and interviewing for future roles and opportunities • how to evaluate the changing patterns and trends in the labour market, locally, nationally and internationally, and benefit from potential opportunities • how to evaluate the financial advantages, disadvantages and risks relating to post-18 options • how to evaluate the potential gains and risks of different credit/debt arrangements and repayment implications, including student loans |

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| <p>Summer 1</p> <p>Relationships</p> | <p>Respectful relationships</p> <ul style="list-style-type: none"> • Consent • Assertive communication • Positive relationships and recognising abuse • Strategies for managing dangerous situations or relationships <p>PoS refs: R11, R12, R13, R19, R20, R21, R22, R23, R24</p> <p>RSE</p> <p>SG</p> | <ul style="list-style-type: none"> • how to seek and assertively give, not give or withdraw consent, in all contexts • about the legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to consent • about the emotional, physical, social, and legal consequences of failing to respect others' right not to give or to withdraw consent • how to identify the signs of abuse, exploitation and assault or rape • where and how to access support and report concerns, including online • to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online • how to recognise manipulation and coercion and manage negative influence and persuasion • exit strategies for unhealthy relationships • about rights in relation to harassment, including online, stalking and violence, how to respond and where to seek help • about the unacceptability and illegality of forced marriage and 'honour'-based violence and how to safely seek help • exit strategies for pressurised or dangerous situations |
| <p>Summer 2</p> <p>Health & wellbeing</p> | <p>Health choices and safety</p> <ul style="list-style-type: none"> • Independence and keeping safe • Travel • First aid • The impact of substance use <p>PoS refs: H14, H15, H16, H17, H21, H22, H23, H24, R19, R20</p> | <ul style="list-style-type: none"> • how to assess and manage risk and personal safety in new independent situations, including online • how to manage personal safety in relation to travel, including cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely • about safety, rights and responsibilities when travelling in the UK and abroad, including passport, visa and insurance requirements • how to perform first aid • how to evaluate when to summon emergency services and about the importance of giving accurate information, even in cases where there may be legal consequences • to identify and manage the impact of substance use on health, personal safety, decision making and sexual behaviour • about the consequences of substance use, and how to manage use of alcohol and other drugs • about the risks of being a passenger with an intoxicated driver and how to manage this • about the impact of substance use on road safety, work-place safety, reputation and career |

| YEAR 13 — MEDIUM-TERM OVERVIEW | | |
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| Half term | Topic (& mapping to KS5 programme of Study) | In this unit of work, students learn... |
| Autumn 1 Health & wellbeing | Independence <ul style="list-style-type: none"> Responsible health choices Managing change Health and wellbeing, including sexual health, into adulthood PoS refs: H8, H9, H10, H11, H12, H18, H19, H20, R19, R20 | <ul style="list-style-type: none"> skills to improve adaptability and resilience during periods of change and strategies to manage change about the importance of monitoring personal health and wellbeing how to make informed, independent health choices and manage media messages about health (including about vaccination/immunisation) how to maintain a healthier diet about registering with and accessing doctors, opticians and other health services about screening and how to perform (e.g. breast and testicular) self-examination about illnesses that particularly affect young adults, such as meningitis and 'freshers' flu' how to select appropriate contraception in different contexts and relationships how to reduce the risk of contracting or passing on an STI about accessing local and national advice, diagnosis and treatment in relation to sexual health |
| Autumn 2 Living in the wider world | Next steps <ul style="list-style-type: none"> Application processes Future opportunities and career development Maintaining a positive professional identity PoS refs: L3, L4, L5, L6, L20, L21, L22, L23, H1 | <ul style="list-style-type: none"> how to evaluate strengths, skills and interests in relation to future opportunities and career development about the implications of the global market for future choices in education and employment how to identify appropriate 'next steps' post-18, such as higher education, further training or apprenticeships, and gap year opportunities about application processes, including how to write a concise and compelling personal statement, effectively refine and tailor a CV and prepare for interviews how to build and maintain a positive professional identity and online presence that creating and sharing content online can contribute to, or challenge, a positive online presence how to effectively challenge online content that adversely affects personal or professional reputation how social media can expand, limit or distort perspectives how to set and maintain boundaries around personal privacy how to manage online safety in all its forms, including seeking help when appropriate |
| Spring 1 Relationships | Intimate relationships <ul style="list-style-type: none"> Personal values, including in relation to contraception and sexual health Fertility Pregnancy | <ul style="list-style-type: none"> how to assertively communicate relationship expectations how to recognise manipulation and coercion, how to seek and assertively give, not give, or withdraw consent how to effectively evaluate and use the most appropriate methods of contraception in different circumstances (including emergency contraception) and communicate about use with a sexual partner about sexual health services, locally, nationally and online, and how to access and use them to recognise how fertility changes over time and evaluate the implications of this |

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| | PoS refs: R11, R12, R14, R15, R16, R17, R18 RSE SG | <ul style="list-style-type: none"> about the advantages of delaying conception about unintended pregnancy and young parenthood about the pathways available in the event of an unintended conception how to access appropriate advice and support in relation to pregnancy, including miscarriage |
| Spring 2 Living in the wider world | Financial choices <ul style="list-style-type: none"> Managing money Financial contracts Budgeting Saving Debt Influences on financial choices PoS refs: L13, L14, L15, L16, L17, L18, L19, L24, H1 | <ul style="list-style-type: none"> how to effectively plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university) about salary deductions, including taxation, national insurance, student loan repayments and pensions, and how to manage these how to evaluate savings options about consumer rights, how to resolve disputes and access support how to manage financial contracts, including mobile phone services and renting items and accommodation, and identify appropriate advice how to evaluate the potential gains and risks of different debt arrangements and repayment implications about the risks involved in different financial ventures, including illegal schemes (e.g. illegal money transfers) how to critically assess different media sources how to critically evaluate online content and recognise propaganda, manipulation, biased or misleading information |

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| Summer 1 Relationships | Building and maintaining relationships <ul style="list-style-type: none"> • New friendships and relationships, including in the workplace • Personal safety • Intimacy • Conflict resolution • Relationship changes <p>PoS refs: H1, R4, R5, R6, R7, R8, R9, R10, R23</p> <p>RSE</p> <p>SG</p> | <ul style="list-style-type: none"> • how to manage mature friendships, including making friends in new places • strategies to confidently manage transitional life phases, such as leaving school, or leaving home for the first time • about personal safety in new relationships, including online • how to maintain healthy, pleasurable relationships and about different levels of emotional intimacy, the role of pleasure, and the difference between 'love' and 'lust' • about relationship challenges and how to manage the ending of relationships safely and respectfully, including online • how to assertively communicate and negotiate boundaries in relationships • about professional relationships; how to build meaningful relationships in the workplace and establish and respect boundaries • how to manage strong emotions, communicate constructively and negotiate difficulties • strategies to recognise, de-escalate and exit aggressive social situations • how to evaluate the dangers and consequences of involvement in gangs, serious organised crime or carrying a weapon |
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