PSHE

POLICY DOCUMENT AND SCHEME OF WORK

2019 - 2020

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic well being.

A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

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

PSHE education can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve.

AIMS AND OBJECTIVES

The aim for PSHE education is to provide pupils with:  accurate, balanced and relevant knowledge opportunities to turn that knowledge into personal understanding  opportunities to explore, clarify and if necessary challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives  opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

PSHE education helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.

Effective PSHE education provision will also contribute to the school’s evidence in inspection judgements on [spiritual, moral, social, cultural development (SMSC)](https://www.pshe-association.org.uk/news-and-blog/blog-entry/blog-ofsted-pshe-lead-janet-palmer-hmi), welfare, health and safety and [safeguarding](https://www.pshe-association.org.uk/curriculum-and-resources/resources/how-pshe-education-contributes-safeguarding).

HOW IS PSHE DELIVERED?

PSHE is delivered to boys on a weekly basis by their form teacher. It is also supported by other learning opportunities across the curriculum-

* learning opportunities in other curriculum subjects whole school and extended timetable activities
* cross-curricular projects
* one-to-one or small group support and guidance on specific areas of learning and development
* learning through involvement in the life of the school and wider community
* school assemblies
* Mindfulness lessons (Year 4)

THE OVERARCHING CONCEPTS, ESSENTIAL SKILLS AND ATTRIBUTES DEVELOPED THROUGH PSHE EDUCATION

It is not enough to simply teach pupils about the issues covered in the suggested subject content. It is vital they have the opportunity to explore their attitudes, values and beliefs about them and to develop the skills, language and strategies necessary to manage these issues should they encounter them in their lives.

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), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)

4. 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

5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)

6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)

7. 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)

8. 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)

9. Career (including enterprise, employability and economic understanding)

Essential Skills and Attributes developed through the Programme of Study

Personal effectiveness

1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)

2. Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping)

3. Resilience (including self-motivation, perseverance and adaptability)

4. Self-regulation (including promotion of a positive, growth mind-set) and managing strong emotions and impulses)

5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms

6. Self-organisation (including time management)

7. Strategies for identifying and accessing appropriate help and support

8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence

9. Recalling and applying knowledge creatively and in new situations

10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Interpersonal and social effectiveness

1. Empathy and compassion (including impact on decision-making and behaviour)

2. Respect for others’ right to their own beliefs, values and opinions

3. Discernment in evaluating the arguments and opinions of others (including challenging ‘group think’)

4. Skills for employability, including

* Active listening and communication (including assertiveness skills)
* Team working
* Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
* Leadership skills
* Presentation skills

5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting,identifying opportunities, taking positive risks)

6. Recognising, evaluating and utilising strategies for managing influence

7. Valuing and respecting diversity

8. Using these skills and attributes to build and maintain healthy relationships of all kinds

Managing risk and decision-making (integral to all of the above)

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others

2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)

3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)

4. Assessing the validity and reliability of information

5. Identify links between values and beliefs, decisions and actions

6. Making decisions

ASSESSMENT

To be successful independent learners, children and young people need regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning. Teachers also need to be clear about the progress and achievements of the pupils they teach, and how their learning might be improved.

To enable this to happen, assessment has to be an integral part of the teaching and learning in all subjects, including PSHE education. However, the personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHE education to imply passing or failing ‘as a person’. It *is* however possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop.

The model of assessment we advocate is that for each new topic, module, or series of lessons, an initial activity is carried out that gauges pupils’ starting point in terms of their existing knowledge, skills, attitudes and beliefs.  This is used to inform the teacher’s planning for that module. Then, at the end of the topic, module, or lesson an activity is carried out which allows pupils to demonstrate the progress they’ve made since doing the baseline activity. For example, pupils do a ‘mind-map’ of everything they know, think or believe and questions they have about the new topic, then at the end of the module they take a different coloured pen and revisit their original mind-map, adding to it, correcting previous misconceptions, answering their original questions and so on. This will demonstrate the progress they have made and can also be used to measure attainment against a set of success criteria identified by the teacher.

YEARS 2-6

MICHAELMAS TERM

CORE THEME 1: HEALTH AND WELLBEING

1. what is meant by a healthy lifestyle

2. how to maintain physical, mental and emotional health and wellbeing

3. how to manage risks to physical and emotional health and wellbeing

4. ways of keeping physically and emotionally safe

5. about managing change, including puberty, transition and loss

6. how to make informed choices about health and wellbeing and to recognise sources of help with this

7. how to respond in an emergency

8. to identify different influences on health and wellbeing

LENT TERM

CORE THEME 2: RELATIONSHIPS

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts

2. how to recognise and manage emotions within a range of relationships

3. how to recognise risky or negative relationships including all forms of bullying and abuse

4. how to respond to risky or negative relationships and ask for help

5. how to respect equality and diversity in relationship

SUMMER TERM

CORE THEME 3: LIVING IN THE WIDER WORLD

(ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)

1. about respect for self and others and the importance of responsible behaviours and actions

2. about rights and responsibilities as members of families, other groups and ultimately as citizens

3. about different groups and communities

4. to respect diversity and equality and how to be a productive member of a diverse community

5. about the importance of respecting and protecting the environment

6. about where money comes from, keeping it safe and the importance of managing it effectively

7. the part that money plays in people’s lives

8. a basic understanding of enterprise

YEAR 7 AND YEAR 8

MICHAELMAS TERM

CORE THEME 1: HEALTH AND WELLBEING

1. how to manage transition

2. how to maintain physical, mental and emotional health and wellbeing;

3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity;

mental and emotional health and wellbeing;

4. how to assess and manage risks to health; and to keep themselves and others safe

5. how to identify and access help, advice and support

6. how to respond in an emergency, including administering first aid

7. the role and influence of the media on lifestyle

LENT TERM

CORE THEME 2: RELATIONSHIPS

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills

2. how to recognise and manage emotions within a range of relationships

3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters

4. about the concept of consent in a variety of contexts (including in sexual relationships)

5. about managing loss including bereavement, separation and divorce

6. to respect equality and be a productive member of a diverse community

7. how to identify and access appropriate advice and support

SUMMER TERM

CORE THEME 3: LIVING IN THE WIDER WORLD

(ECONOMIC WELLBEING, CAREERS AND THE WORLD OF WORK)

1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy

2. how to make informed choices and be enterprising and ambitious

3. how to develop employability, team working and leadership skills and develop flexibility and resilience

4. about the economic and business environment

5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers

YEAR 2

MICHAELMAS TERM

Core Theme: Health and Wellbeing

H1 Healthy Lifestyles health, wellbeing, healthy eating, physical activity, sleep, dental health

H2 Healthy Lifestyles health, likes, dislikes, choices

H3 Growing and Changing achievements, strengths, goals, target-setting

H4 Healthy Lifestyles feelings, managing feelings

H5 Growing and Changing change, loss

H6 / H7 Healthy Lifestyles hygiene, cleanliness, germS

H8 / H9 Growing and Changing growing, changing, young to old, independence

H12 Keeping Safe safety, road, water rail, fire, online, rules

H13 / H14 / H15 Keeping Safe asking for help

H16 Keeping Safe privacy, respecting privacy

LENT TERM

Core Theme: Relationships

R1 Feelings and Emotions communicating, feelings, empathy

R2 / R4 / R12 Feelings and Emotions behaviour, fair/unfair, right/wrong,

R3 Healthy Relationships secrets, surprises, safety

R5 Valuing Difference sharing, discussion, views, opinions

R6 / R7 Healthy Relationships cooperating, resolving arguments

R8 Valuing Difference people, similarities, differences

R9 Healthy Relationships special people, caring

R10 Healthy Relationships physical contact, touch, acceptable, unacceptable

R11 Feelings and Emotions feelings, bodies, hurt, comfortable, teasing, bullying

R13 / R14 Feelings and Emotions teasing, bullying

SUMMER TERM

Core theme: Living in the wider world

L1 / L2 Rights and Responsibilities classroom rules

L3 Rights and Responsibilities rights, responsibilities, needs

L4 Rights and responsibilities groups, communities, roles

L5 Taking Care of the Environment environment

L6 / L7 Money money, spending, saving, safety

L8 Rights and Responsibilities everybody, individual, unique, special

L9 Rights and Responsibilities people, similarities, commonalities

L10 Rights and Responsibilities community, special people, help, emergencies

YEAR 3

MICHAELMAS TERM

Core Theme: Health and Wellbeing

H1 / H2 Healthy Lifestyles balanced lifestyles, choices, health, wellbeing

H3 Healthy Lifestyles balanced diet, choices, food, influences

H4 Healthy lifestyles media, images, reality/fantasy, true/false

H5 Growing and Changing achievements, aspirations, goals, strengths target-setting

H6 / H7 Growing and Changing conflicting emotions, feelings, managing feelings

H8 Growing and Changing change, transitions, loss, separation, divorce, bereavement

H9 / H10 / H11 Keeping Safe risk, danger, hazard, responsibility, safety

H12 Healthy Lifestyles bacteria, viruses, hygiene routines

H13 / H14 Keeping Safe pressure, managing pressure, influences, media, peer

H15 Keeping Safe emergency aid, help, safety, rules

H16 Healthy Lifestyles habits

H17 Healthy Lifestyles drugs, alcohol, tobacco, medicines, caffeine

H18 Growing and Changing puberty, physical and emotional changes

H21 Keeping Safe safety, roads, cycle, rail, water, fire

H22 / H25 Keeping Safe safety, online, personal information, passwords, images

H23 Keeping Safe advice, support, asking for help

LENT TERM

Core Theme: Relationships

R1 Feelings and Emotions feelings, empathy, recognising others’ feelings

R2 / R4 Heathy Relationships friendships, families, couples, positive relationships

R7 Healthy Relationships actions, behaviour, consequences

R8 Healthy Relationships physical contact, touch, acceptable, unacceptable

R9 Feelings and Emotions confidentiality, secrets, surprises, personal safety

R10 Valuing Difference listening, viewpoints, opinions, respect

R11 Healthy Relationships collaborative working, shared goals

R12 Healthy Relationships disputes, conflict, feedback, support, negotiation, compromise

R13 Valuing Difference people, identity, similarities, differences, equality

R14 / R18 Valuing Difference bullying, discrimination, aggressive behaviour

R15 Feelings and Emotions dares, challenges

R16 Valuing Difference stereotypes

R21 Healthy Relationships privacy, sharing, personal boundaries

SUMMER TERM

Core theme: Living in the wider world

L1 Rights and Responsibilities discussion, debate, topical issues, problems, events

L2 Rights and Responsibilities rules, laws, making and changing rules

L3 / L4 Rights and Responsibilities human rights, children’s rights,

L6 Rights and Responsibilities anti-social behaviour, aggression, bullying, discrimination

L7 Rights and Responsibilities / Taking Care of the Environment

L8 Rights and Responsibilities resolving difference, points of view, decisions, choices,

L9 / L10 Rights and Responsibilities communities, volunteers, pressure groups, health, wellbeing

L11 Rights and Responsibilities people, difference, diversity, identity, UK

L12 Rights and Responsibilities people, places, values, customs

L13 Money money, spending, saving, budgeting

L14 Money money, interest, loan, tax, debt

L15 Money / Taking Care of the Environment resources, sustainability, economics, choices, environment

L16 Money enterprise, enterprise skills, entrepreneurs

L17 / L18 Rights and Responsibilities media, social media, information, forwarding

YEAR 4

MICHAELMAS TERM

Core Theme: Health and Wellbeing

H1 / H2 Healthy Lifestyles balanced lifestyles, choices, health, wellbeing

H3 Healthy Lifestyles balanced diet, choices, food, influences

H4 Healthy lifestyles media, images, reality/fantasy, true/false

H5 Growing and Changing achievements, aspirations, goals, strengths target-setting

H6 / H7 Growing and Changing conflicting emotions, feelings, managing feelings

H8 Growing and Changing change, transitions, loss, separation, divorce, bereavement

H9 / H10 / H11 Keeping Safe risk, danger, hazard, responsibility, safety

H12 Healthy Lifestyles bacteria, viruses, hygiene routines

H13 / H14 Keeping Safe pressure, managing pressure, influences, media, peer

H15 Keeping Safe emergency aid, help, safety, rules

H16 Healthy Lifestyles habits

H17 Healthy Lifestyles drugs, alcohol, tobacco, medicines, caffeine

H18 Growing and Changing puberty, physical and emotional changes

H21 Keeping Safe safety, roads, cycle, rail, water, fire

H22 / H25 Keeping Safe safety, online, personal information, passwords, images

H23 Keeping Safe advice, support, asking for help

LENT TERM

Core Theme: Relationships

R1 Feelings and Emotions feelings, empathy, recognising others’ feelings

R2 / R4 Healthy Relationships friendships, families, couples, positive relationships

R7 Healthy Relationships actions, behaviour, consequences

R8 Healthy Relationships physical contact, touch, acceptable, unacceptable

R9 Feelings and Emotions confidentiality, secrets, surprises, personal safety

R10 Valuing Difference listening, viewpoints, opinions, respect

R11 Healthy Relationships collaborative working, shared goals

R12 Healthy Relationships disputes, conflict, feedback, support, negotiation, compromise

R13 Valuing Difference people, identity, similarities, differences, equality

R14 / R18 Valuing Difference bullying, discrimination, aggressive behaviour

R15 Feelings and Emotions dares, challenges

R16 Valuing Difference stereotypes

R21 Healthy Relationships privacy, sharing, personal boundaries

SUMMER TERM

Core theme: Living in the wider world

L1 Rights and Responsibilities discussion, debate, topical issues, problems, events

L2 Rights and Responsibilities rules, laws, making and changing rules

L3 / L4 Rights and Responsibilities human rights, children’s rights,

L6 Rights and Responsibilities anti-social behaviour, aggression, bullying, discrimination

L7 Rights and Responsibilities / Taking Care of the Environment rights, duties, home, school, environment

L8 Rights and Responsibilities resolving difference, points of view, decisions, choices,

L9 / L10 Rights and Responsibilities communities, volunteers, pressure groups, health, wellbeing

L11 Rights and Responsibilities people, difference, diversity, identity, UK

L12 Rights and Responsibilities people, places, values, customs

L13 Money money, spending, saving, budgeting

L14 Money money, interest, loan, tax, debt

L15 Money / Taking Care of the Environment resources, sustainability, economics, choices, environment

L16 Money enterprise, enterprise skills, entrepreneurs

L17 / L18 Rights and Responsibilities media, social media, information, forwarding

YEAR 5

MICHAELMAS TERM

Core Theme: Health and Wellbeing

H1 / H2 Healthy Lifestyles balanced lifestyles, choices, health, wellbeing

H3 Healthy Lifestyles balanced diet, choices, food, influences

H4 Healthy lifestyles media, images, reality/fantasy, true/false

H5 Growing and Changing achievements, aspirations, goals, strengths target-setting

H6 / H7 Growing and Changing conflicting emotions, feelings, managing feelings

H8 Growing and Changing change, transitions, loss, separation, divorce, bereavement

H9 / H10 / H11 Keeping Safe risk, danger, hazard, responsibility, safety

H12 Healthy Lifestyles bacteria, viruses, hygiene routines

H13 / H14 Keeping Safe pressure, managing pressure, influences, media, peer

H15 Keeping Safe emergency aid, help, safety, rules

H16 Healthy Lifestyles habits

H17 Healthy Lifestyles drugs, alcohol, tobacco, medicines, caffeine

H18 Growing and Changing puberty, physical and emotional changes

H20 Keeping Safe

H21 Keeping Safe safety, roads, cycle, rail, water, fire

H22 / H25 Keeping Safe safety, online, personal information, passwords, images

H23 Keeping Safe advice, support, asking for help

H24 Keeping Safe mobile phones, responsibility, safe use

LENT TERM

Core Theme: Relationships

R1 Feelings and Emotions feelings, empathy, recognising others’ feelings

R2 / R4 Healthy Relationships friendships, families, couples, positive relationships

R3 Healthy Relationships relationships, unhealthy, pressure

R5 / R19 Healthy Relationships committed loving relationships, civil partnerships, marriage

R7 Healthy Relationships actions, behaviour, consequences

R8 Healthy Relationships physical contact, touch, acceptable, unacceptable

R9 Feelings and Emotions confidentiality, secrets, surprises, personal safety

R10 Valuing Difference listening, viewpoints, opinions, respect

R11 Healthy Relationships collaborative working, shared goals

R12 Healthy Relationships disputes, conflict, feedback, support, negotiation, compromise

R13 / R16 / R17 Valuing Difference people, equality, identity, stereotypes, discrimination

R14 / R18 Valuing Difference bullying, discrimination, aggressive behaviour

R15 Feelings and Emotions dares, challenges

R21 Healthy Relationships privacy, sharing, personal boundaries

SUMMER TERM

Core theme: Living in the wider world

L1 Rights and Responsibilities discussion, debate, topical issues, problems, events

L2 Rights and Responsibilities rules, laws, making and changing rules

L3 / L4 Rights and Responsibilities human rights, children’s rights,

L6 Rights and Responsibilities anti-social behaviour, aggression, bullying, discrimination

L7 Rights and Responsibilities / Taking Care of the Environment rights, duties, home, school, environment

L8 Rights and Responsibilities resolving difference, points of view, decisions, choices

L9 / L10 Rights and Responsibilities communities, volunteers, pressure groups, health, wellbeing

L11 Rights and Responsibilities people, difference, diversity, identity, UK

L12 Rights and Responsibilities people, places, values, customs

L13 Money money, spending, saving, budgeting

L15 Money / Taking Care of the Environment resources, sustainability, economics, choices, environment

L16 Money enterprise, enterprise skills, entrepreneurs

L17 / L18 Rights and Responsibilities media, social media, information, forwarding

YEAR 6

MICHAELMAS TERM

Core Theme: Health and Wellbeing

H1 / H2 Healthy Lifestyles balanced lifestyles, choices, health, wellbeing

H3 Healthy Lifestyles balanced diet, choices, food, influences

H4 Healthy lifestyles media, images, reality/fantasy, true/false

H5 Growing and Changing achievements, aspirations, goals, strengths target-setting

H6 / H7 Growing and Changing conflicting emotions, feelings, managing feelings

H8 Growing and Changing change, transitions, loss, separation, divorce, bereavement

H9 / H10 / H11 Keeping Safe risk, danger, hazard, responsibility, safety

H12 Healthy Lifestyles bacteria, viruses, hygiene routines

H13 / H14 Keeping Safe pressure, managing pressure, influences, media, peer

H15 Keeping Safe emergency aid, help, safety, rules

H16 Healthy Lifestyles habits

H17 Healthy Lifestyles drugs, alcohol, tobacco, medicines, caffeine

H18 Growing and Changing puberty, physical and emotional changes

H21 Keeping Safe safety, roads, cycle, rail, water, fire

H22 / H25 Keeping Safe safety, online, personal information, passwords, images

H23 Keeping Safe advice, support, asking for help

H24 Keeping Safe mobile phones, responsibility, safe use

LENT TERM

Core Theme: Relationships

R1 Feelings and Emotions feelings, empathy, recognising others’ feelings

R2 / R4 Healthy Relationships friendships, families, couples, positive relationships

R3 Healthy Relationships relationships, unhealthy, pressure

R5 / R19 Healthy Relationships committed loving relationships, civil partnerships, marriage

R6 / R20 Healthy Relationships forced marriage

R7 Healthy Relationships actions, behaviour, consequences

R8 Healthy Relationships physical contact, touch, acceptable, unacceptable

R9 Feelings and Emotions confidentiality, secrets, surprises, personal safety

R10 Valuing Difference listening, viewpoints, opinions, respect

R11 Healthy Relationships collaborative working, shared goals

R12 Healthy Relationships disputes, conflict, feedback, support, negotiation, compromise

R13 / R16 / R17 Valuing Difference people, equality, identity, stereotypes, discrimination

R14 / R18 Valuing Difference bullying, discrimination, aggressive behaviour

R15 Feelings and Emotions dares, challenges

R21 Healthy Relationships privacy, sharing, personal boundaries

SUMMER TERM

Core theme: Living in the wider world

L1 Rights and Responsibilities discussion, debate, topical issues, problems, events

L2 Rights and Responsibilities rules, laws, making and changing rules

L3 / L4 Rights and Responsibilities human rights, children’s rights,

L6 Rights and Responsibilities anti-social behaviour, aggression, bullying, discrimination

L7 Rights and Responsibilities / Taking Care of the Environment rights, duties, home, school, environment

L8 Rights and Responsibilities resolving difference, points of view, decisions, choices,

L9 / L10 Rights and Responsibilities communities, volunteers, pressure groups, health, wellbeing

L11 Rights and Responsibilities people, difference, diversity, identity, UK

L12 Rights and Responsibilities people, places, values, customs

L13 Money money, spending, saving, budgeting

L14 Money money, interest, loan, tax, debt

L15 Money / Taking Care of the Environment resources, sustainability, economics, choices, environment

L16 Money enterprise, enterprise skills, entrepreneurs

L17 / L18 Rights and Responsibilities media, social media, information, forwarding

YEAR 7 AND YEAR 8

MICHAELMAS TERM

Core Theme: Health and Wellbeing

H1. to recognise their personal strengths and how this affects their self-confidence and self-esteem

H2. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem

H3. to accept helpful feedback or reject unhelpful criticism

H4. to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment

H5. the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies;

H6. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it

H9. the importance of and ways of taking increased responsibility for their own physical health and personal hygiene

H10. the purpose and importance of immunisation and vaccination

H13. the benefits of physical activity and exercise and the importance of sleep

H14. to recognise and manage what influences their choices about exercise

H15. the importance of, and strategies for, maintaining a balance between work, leisure and exercise

H16. what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)

H17. what might influence their decisions about eating a balanced diet

H18. how the media portrays young people; to recognise its possible impact on body image and health issues

H19. that identity is affected by a range of factors, including the media and a positive sense of self

H20. ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations

H21. to understand how the inappropriate use of mobile phones can contribute to accidents

H24. the positive (for example the treatment or eradication of disease) and negative (for example dependency) roles played by drugs in society (including alcohol)

H25. factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis

H26. the law relating to the supply, use and misuse of legal and illegal substances

H27. to recognise and strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and

challenging their own perceptions, values and beliefs)

H28. the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke

H29. the safe use of prescribed and over the counter medicines

H30. the risks and consequences of ‘experimental’ and ‘occasional’ substance use and the terms ‘dependence’ and ‘addiction’

LENT TERM

CORE THEME 2: RELATIONSHIPS

R1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)

R2. to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and

compromise

R3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness

R4. to explore the range of positive qualities people bring to relationships

R5. that relationships can cause strong feelings and emotions (including sexual attraction)

R6. the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)

R7. that the media portrayal of relationships may not reflect real life and the possible impact of this on people’s expectations of relationships

R8. different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these

R12. how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement

R27. about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so

R28. to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted

R30. to recognise peer pressure and have strategies to manage it; to recognise ‘group think’ (where the cohesion of the group becomes more important than the

choices or actions of the group) and to develop strategies for managing it

R31. to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol(including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours

R32. to understand the terms ‘habit’, ‘dependence’ and ‘addiction’ in a wide variety of contexts (including substance use and information technology) and where and

how to access support if they have concerns

R35. the safe and responsible use of information communication technology (including safe management of own and others’ personal data including images)

R36. to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy

R37. how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns

R38. when the sharing of explicit images may constitute a serious criminal offence

SUMMER TERM

CORE THEME 3: LIVING IN THE WIDER WORLD

(ECONOMIC WELLBEING, CAREERS AND THE WORLD OF WORK)

L1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices

L2. the knowledge and skills needed for setting realistic and challenging personal targets and goals

L3. the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities

L4. strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives

L5. about the potential tensions between human rights, British law and cultural and religious expectations and practices

L6. about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored

L7. to recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations

L8. about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills

L9. to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and

strategies for further developing them

L10. different types of work, including employment, self-employment and voluntary work; that everyone has a ‘career’ which is their pathway through life, education and work

L12. about different work roles and career pathways, including clarifying their own early aspirations

L13. about the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes

L15. the benefits of being ambitious and enterprising in all aspects of life

L16. the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity

L17. the importance of protecting their own and others’ reputations; protecting their ‘online presence’: the concept of having a personal ‘brand’ that can be enhanced or damaged

L18. to assess and manage risk in relation to financial decisions that young people might make

L19. about gambling (including online) and its consequences, why people might choose to gamble, and the gambling industry influences their choices and tries to engage them in gambling; how to manage pressure or influence to gamble and access support if worried about themselves or others

L20. to explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others’ economies and environments)