

## SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

	Autumn 1 Relationships	Autumn 2 Health & wellbeing	Spring 1 Relationships	Spring 2 Living in the wider world	Summer 1 Health & wellbeing	Summer 2 Living in the wider world
Year 9	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes <b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception Anti-bullying, LGBT Assembly	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies  <b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations <b>British Values</b> Mutual Respect & Individual Liberty	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use <b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Digital literacy</b> Online safety, digital literacy, media reliability, gambling hooks and finance. Also look at water safety, road safety and first aid course as drop down day.
Year 10	<b>Healthy relationships</b> Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change  <b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Extremism and radicalisation</b> Communities, belonging and challenging extremism  <b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia FGM Assembly	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices. Also look at Fraud & cyber crime.	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media  <b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid Gangs & Crime - Drop Down Day Sports Day - Drop Down Day	<b>Citizenship</b> British Values focus - The importance of rule of law, democracy and tolerance  Introduce Mock Elections and politics in school.

Year 11	<p><b>Communication in relationships</b></p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse such as sending nudes, harassment and abusive relationships. Single Gender focus groups</p>	<p><b>Building for the future</b></p> <p>Self-efficiency, stress management, and future opportunities. Managing expectations and ambition</p>	<p><b>Families</b></p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships. Freedom of Body Support networks</p>	<p><b>Next steps</b></p> <p>Application processes, and skills for further education, employment and career progression Work skills needed Online Profile for work Independence</p>	<p><b>Life after school</b></p> <p>Stress management for exams Financial help Career choices</p> <p>Get banks in?</p>	
---------	--	---	--	--	---	--

## YEAR 9 — MEDIUM-TERM OVERVIEW

Half-Term	Topic	In this unit of work, students will learn...	Resources
<b>Autumn 1</b> Relationships	<p><b>Respectful relationships</b> 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><b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p> <p>PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32</p>	<ul style="list-style-type: none"> <li>about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>about positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>about conflict and its causes in different contexts, e.g. with family and friends</li> <li>conflict resolution strategies</li> <li>how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>how to access support services</li> <li>the qualities of positive, healthy relationships</li> <li>how to demonstrate positive behaviours in healthy relationships</li> <li>about gender identity and sexual orientation</li> <li>about forming new partnerships and developing relationships</li> <li>about the law in relation to consent</li> <li>that the legal and moral duty is with the seeker of consent</li> <li>how to effectively communicate about consent in relationships</li> <li>about the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>about basic forms of contraception, e.g. condom and pill</li> </ul>	
<b>Autumn 2</b> Health & Wellbeing	<p><b>Emotional wellbeing</b> 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><b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use</p> <p>PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44</p>	<ul style="list-style-type: none"> <li>about attitudes towards mental health</li> <li>how to challenge misconceptions and stigma</li> <li>about daily wellbeing</li> <li>how to manage emotions</li> <li>how to develop digital resilience</li> <li>about unhealthy coping strategies (e.g. self-harm and eating disorders)</li> <li>about healthy coping strategies</li> <li>about medicinal and reactional drugs</li> <li>about the over-consumption of energy drinks</li> <li>about the relationship between habit and dependence</li> <li>how to use over the counter and prescription medications safely</li> <li>how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>how to manage influences in relation to substance use</li> <li>how to recognise and promote positive social norms and attitudes</li> </ul>	

<b>Spring 1</b> Relationships	<b>Intimate relationships</b> 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	<ul style="list-style-type: none"> <li>• about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>• about facts and misconceptions relating to consent</li> <li>• about the continuous right to withdraw consent and capacity to consent</li> <li>• about STIs, effective use of condoms and negotiating safer sex</li> <li>• about the consequences of unprotected sex, including pregnancy</li> <li>• how the portrayal of relationships in the media and pornography might affect expectations</li> <li>• how to assess and manage risks of sending, sharing or passing on sexual images</li> <li>• how to secure personal information online</li> </ul>	
<b>Spring 2</b> Living in the wider world	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations Looking at Mutual Respect & Individual Liberty	<ul style="list-style-type: none"> <li>• about transferable skills, abilities and interests</li> <li>• how to demonstrate strengths</li> <li>• how to manage feelings relating to future employment</li> <li>• how to work towards aspirations and set meaningful, realistic goals for the future</li> </ul>	
<b>Summer 1</b> Health & Wellbeing	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44  <b>Peer influence, substance use and gangs</b>  Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation  PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	<ul style="list-style-type: none"> <li>• about medicinal and reactional drugs</li> <li>• about the over-consumption of energy drinks</li> <li>• about the relationship between habit and dependence</li> <li>• how to use over the counter and prescription medications safely</li> <li>• how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>• how to manage influences in relation to substance use</li> <li>• how to recognise and promote positive social norms and attitudes</li> <li>• how to distinguish between healthy and unhealthy friendships</li> <li>• how to assess risk and manage influences, including online</li> <li>• about 'group think' and how it affects behaviour</li> <li>• how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>• to manage risk in relation to gangs</li> <li>• about the legal and physical risks of carrying a knife</li> <li>• about positive social norms in relation to drug and alcohol use</li> <li>• about legal and health risks in relation to drug and alcohol use, including addiction and dependence</li> </ul>	
<b>Summer 2</b> Living in the wider world	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks  PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27	<ul style="list-style-type: none"> <li>• about online communication</li> <li>• how to use social networking sites safely</li> <li>• how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> <li>• how to respond and seek support in cases of online grooming</li> <li>• how to recognise biased or misleading information online</li> <li>• how to critically assess different media sources</li> <li>• how to distinguish between content which is publicly and privately shared</li> <li>• about age restrictions when accessing different forms of media and how to make responsible decisions</li> <li>• how to protect financial security online</li> <li>• how to assess and manage risks in relation to gambling and chance-based transactions</li> </ul>	

## YEAR 10 — MEDIUM-TERM OVERVIEW

Half-Term	Topic	In this unit of work, students will learn...	Resources
<b>Autumn 1</b> Relationships	<b>Healthy relationships</b> Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	<ul style="list-style-type: none"><li>• about relationship values and the role of pleasure in relationships</li><li>• about assumptions, misconceptions and social norms about sex, gender and relationships</li><li>• about the opportunities and risks of forming and conducting relationships online</li><li>• how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li></ul>	

<b>Autumn 2</b> Health & Wellbeing	<p><b>Mental health</b>  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><b>Healthy lifestyle</b>  Diet, exercise, lifestyle balance and healthy choices, and first aid</p> <p>PoS refs: H3, H14, H15, H16, H17, H18, H19, H21</p>	<ul style="list-style-type: none"> <li>• how to manage challenges during adolescence</li> <li>• how to reframe negative thinking</li> <li>• strategies to promote mental health and emotional wellbeing</li> <li>• about the signs of emotional or mental ill-health</li> <li>• how to access support and treatment</li> <li>• about the portrayal of mental health in the media</li> <li>• how to challenge stigma, stereotypes and misinformation</li> <li>• about the relationship between physical and mental health</li> <li>• about balancing work, leisure, exercise and sleep</li> <li>• how to make informed healthy eating choices</li> <li>• how to manage influences on body image</li> <li>• to make independent health choices</li> <li>• to take increased responsibility for physical health, including testicular self-examination</li> </ul>	
<b>Spring 1</b> Relationships	<p><b>Extremism and radicalisation</b>  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><b>Discrimination</b>  Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p> <p>PoS refs: R39, R40, R41, R3, R4, R42, R43</p>	<ul style="list-style-type: none"> <li>• about communities, inclusion, respect and belonging</li> <li>• about the Equality Act, diversity and values</li> <li>• about how social media may distort, mis-represent or target information in order to influence beliefs and opinions</li> <li>• how to manage conflicting views and misleading information</li> <li>• how to safely challenge discrimination, including online</li> <li>• how to recognise and respond to extremism and radicalisation</li> <li>• how to manage influences on beliefs and decisions</li> <li>• about group-think and persuasion</li> <li>• how to develop self-worth and confidence</li> <li>• about gender identity, transphobia and gender-based discrimination</li> <li>• how to recognise and challenge homophobia and biphobia</li> <li>• how to recognise and challenge racism and religious discrimination</li> </ul>	
<b>Spring 2</b> Living in the wider world	<p><b>Financial decision making</b>  The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p> <p>Also look at fraud &amp; cyber crime</p> <p>PoS refs: H25, R38, L16, L17, L18, L19, L20, L25</p>	<ul style="list-style-type: none"> <li>• how to effectively budget and evaluate savings options</li> <li>• how to prevent and manage debt, including understanding credit rating and pay day lending</li> <li>• how data is generated, collected and shared, and the influence of targeted advertising</li> <li>• how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling</li> <li>• strategies for managing influences related to gambling, including online</li> <li>• about the relationship between gambling and debt</li> <li>• about the law and illegal financial activities, including fraud and cybercrime</li> <li>• how to manage risk in relation to financial activities</li> </ul>	

<b>Summer 1</b> Health & Wellbeing	<p><b>Exploring influence</b>  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><b>Healthy lifestyle</b>  Diet, exercise, lifestyle balance and healthy choices, and first aid</p> <p>PoS refs: H3, H14, H15, H16, H17, H18, H19, H21</p>	<ul style="list-style-type: none"> <li>• about positive and negative role models</li> <li>• how to evaluate the influence of role models and become a positive role model for peers</li> <li>• about the media's impact on perceptions of gang culture</li> <li>• about the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>• how drugs and alcohol affect decision making</li> <li>• how to keep self and others safe in situations that involve substance use</li> <li>• how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</li> <li>• exit strategies for pressurised or dangerous situations</li> <li>• how to seek help for substance use and addiction</li> <li>• about the relationship between physical and mental health</li> <li>• about balancing work, leisure, exercise and sleep</li> <li>• how to make informed healthy eating choices</li> <li>• how to manage influences on body image</li> <li>• to make independent health choices</li> <li>• to take increased responsibility for physical health, including testicular self-examination</li> </ul>	
<b>Summer 2</b> Living in the wider world	<p><b>Citizenship</b>  British Values focus - The importance of rule of law, democracy and tolerance</p>	<ul style="list-style-type: none"> <li>• Find lessons to do with Rule of law</li> <li>• Democracy</li> <li>• Tolerance</li> <li>• Mock elections</li> <li>• Politics in school</li> </ul>	

## YEAR 11 — MEDIUM-TERM OVERVIEW

Half-Term	Topic	In this unit of work, students will learn...	Resources
<b>Autumn 1</b> Relationships	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32	<ul style="list-style-type: none"> <li>about core values and emotions</li> <li>about gender identity, gender expression and sexual orientation</li> <li>how to communicate assertively</li> <li>how to communicate wants and needs</li> <li>how to handle unwanted attention, including online</li> <li>how to challenge harassment and stalking, including online</li> </ul>	
<b>Autumn 2</b> Health & Wellbeing	<b>Building for the future</b> Self-efficacy, stress management, future opportunities and managing expectations and ambition  PoS refs: H2, H3, H4, H8, H12, L22	<ul style="list-style-type: none"> <li>how to manage the judgement of others and challenge stereotyping</li> <li>how to balance ambition and unrealistic expectations</li> <li>how to develop self-efficacy, including motivation, perseverance and resilience</li> <li>how to maintain a healthy self-concept</li> <li>about the nature, causes and effects of stress</li> <li>stress management strategies, including maintaining healthy sleep habits</li> <li>about positive and safe ways to create content online and the opportunities this offers</li> <li>how to balance time online</li> </ul>	
<b>Spring 1</b> Relationships	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships  PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33	<ul style="list-style-type: none"> <li>about different types of families and changing family structures</li> <li>how to evaluate readiness for parenthood and positive parenting qualities</li> <li>about fertility, including how it varies and changes</li> <li>about pregnancy, birth and miscarriage</li> <li>about unplanned pregnancy options, including abortion</li> <li>about adoption and fostering</li> <li>how to manage change, loss, grief and bereavement</li> <li>about 'honour based' violence and forced marriage and how to safely access support</li> </ul>	
<b>Spring 2</b> Living in the wider world	<b>Next steps</b> Application processes, and skills for further education, employment and career progression PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21	<ul style="list-style-type: none"> <li>how to use feedback constructively when planning for the future</li> <li>how to set and achieve SMART targets</li> <li>effective revision techniques and strategies</li> <li>about options post-16 and career pathways</li> <li>about application processes, including writing CVs, personal statements and interview technique</li> <li>how to maximise employability, including managing online presence and taking opportunities to broaden experience</li> <li>about rights, responsibilities and challenges in relation to working part time whilst studying</li> </ul>	



		<ul style="list-style-type: none"><li>• how to manage work/life balance</li></ul>	
<b>Summer 1</b> Health & Wellbeing	<b>Life after school</b> Stress management for exams Financial help Career Choices	<ul style="list-style-type: none"><li>• stress management techniques for exams preparation</li><li>• financial help, for banks</li><li>• look at career choices</li></ul>	
<b>Summer 2</b> Living in the wider world			