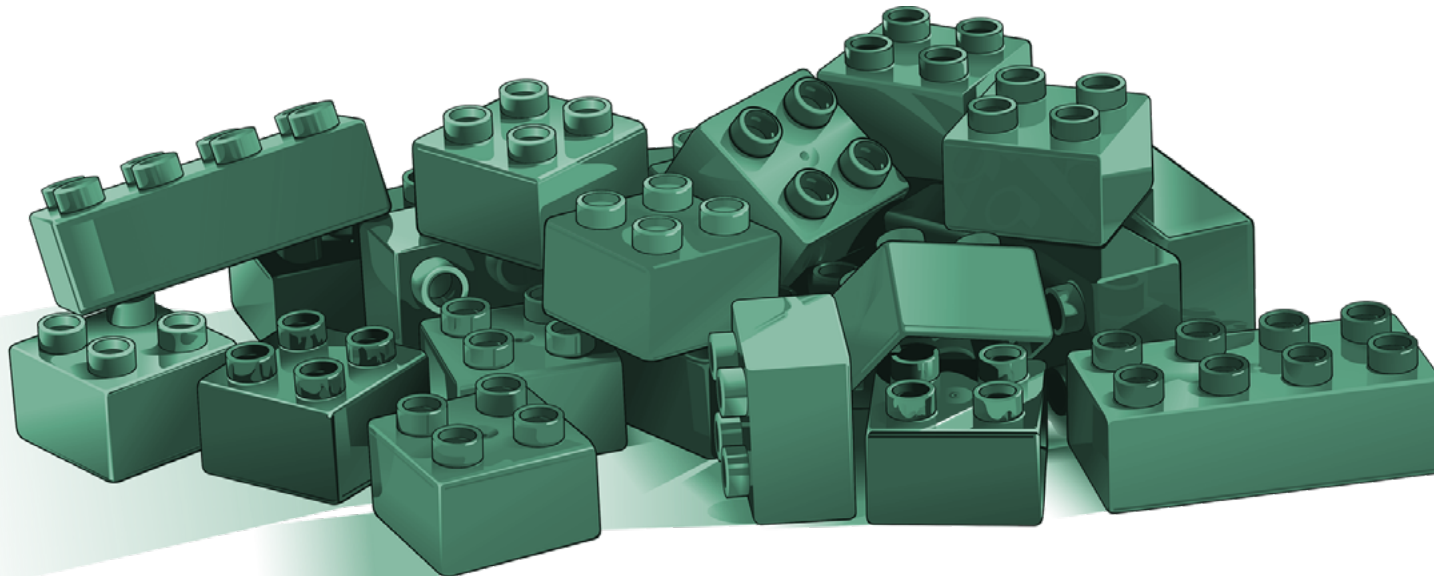


PROGRAMME BUILDERS FOR PSHE EDUCATION

KEY STAGES 3-4

4. THEMATIC MODEL



PSHE
Association

The national body for Personal,
Social, Health and Economic
(PSHE) education

INTRODUCTION

Welcome to our PSHE education Programme Builders for key stage 1 to 4, designed to accompany the 2020 edition of the [Programme of Study for PSHE education](#).

The Programme of Study sets out learning opportunities for each key stage, in three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. The Programme Builders are designed to support the next step in planning your school's curriculum. The Programme Builders provide five different model programmes (two for the primary phase, two for secondary and one for middle/prep schools), each one comprising:

- **a long term plan** for the year across all year groups
- **separate grids** for each year group, setting out learning objectives for each half-term
- **links to resources** (both PSHE Association resources and resources carrying the Association's Quality Mark*) that support each module. We will add new quality assured resources to the Programme Builders as they are published.

We have provided this range of models, in recognition that no two schools organise PSHE education in exactly the same way and no two PSHE leads will face exactly the same opportunities or challenges in designing their schemes of work. Schools should also tailor their PSHE education curriculum to the needs of their students, so are free to use and adapt the Programme Builder that best suits their school's needs.

Whilst each Programme Builder illustrates a different way of organising a PSHE curriculum, they all follow the same best practice principles. They build in developmental progression by revisiting themes year on year, building on and extending prior learning.

COVERING THE STATUTORY CONTENT

Although the Programme Builders organise content under different headings from those used in the content grids of the Department for Education's statutory guidance on [Relationships Education, RSE and Health education](#), each Programme Builder covers all of the statutory requirements for their phase, within a comprehensive PSHE education programme. And although each takes a slightly different approach, they each cover all of the Programme of Study learning opportunities for their phase as well.

* Not all Quality Assured resources are free to access. A "£" symbol is used to symbolise those for which there is a charge.

USING THE PROGRAMME BUILDERS

Each Programme Builder begins with an overview of suggested content for each year group, for each half term. This is followed by more detailed grids for each year group, setting out broad learning objectives for each half term block and a list of regularly-updated links to relevant PSHE Association lessons and other resources that have gained our Quality Mark.

Before embarking on the development of your school's PSHE education provision, consider the needs of your students, the aims and ethos of the school, the local community and local environment in which the school is situated. This will help you to clarify your curriculum 'intent', and to ensure best practice curriculum design, tailored to your students' needs and your school's circumstances.

Local data (for example, from Public Health England's child and maternal health (CHIMAT) data sets and your local authority's joint strategic needs assessment (JSNA)), together with your knowledge of your students' needs, will help you to tailor your chosen Programme Builder to your specific needs if necessary. You might perhaps need to spend more time on a particular topic area, or bring content forward if your students need it sooner.

ABOUT THIS PROGRAMME BUILDER

4. THEMATIC MODEL KS3-4

This programme builder takes a thematic approach to secondary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over six half terms. The Programme Builder is designed in such a way that all year groups are working on the same core theme at the same time, however the colour-coded topic areas can be adapted to suit your planning requirements and there is no 'correct order'. Content should be selected that ensures opportunities to develop knowledge, skills and attributes, through a programme that is relevant and appropriate to the ethos of the school and the needs of its students.

SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

| | Autumn 1 Health & wellbeing | Autumn 2 Living in the wider world | Spring 1 Relationships | Spring 2 Health & wellbeing | Summer 1 Relationships | Summer 2 Living in the wider world |
|---------|---|--|---|---|--|--|
| Year 7 | 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 |
| Year 8 | 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 |
| Year 9 | 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 |
| Year 10 | Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change | Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices | Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography | Exploring influence The influence and impact of drugs, gangs, role models and the media | Addressing extremism and radicalisation Communities, belonging and challenging extremism | Work experience Preparation for and evaluation of work experience and readiness for work |
| Year 11 | 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 | |

YEAR 7 – MEDIUM-TERM OVERVIEW

| Half term | Topic | In this unit of work, students learn... | Quality Assured resources to support planning |
|--|--|--|--|
| Autumn 1 Health & wellbeing | Transition and safety Transition to secondary school and personal safety in and outside school, including first aid PoS refs: H1, H2, H30, H33, R13, L1, L2 | <ul style="list-style-type: none"> • how to identify, express and manage their emotions in a constructive way • how to manage the challenges of moving to a new school • how to establish and manage friendships • how to improve study skills • how to identify personal strengths and areas for development • personal safety strategies and travel safety, e.g. road, rail and water • how to respond in an emergency situation • basic first aid | Every Mind Matters – Dealing with change St John Ambulance: ‘First Aid Training in School’ lesson plans, KS3 British Heart Foundation – Call Push Rescue |
| Autumn 2 Living in the wider world | Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations PoS refs: R15, R39, L1, L4, L5, L9, L10, L12 | <ul style="list-style-type: none"> • how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about a broad range of careers and the abilities and qualities required for different careers • about equality of opportunity • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • about the link between values and career choices | Bank of England - EconoME Changing Faces - A World of Difference |
| Spring 1 Relationships | Diversity Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41 | <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 |

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| | <p>PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34</p> | <ul style="list-style-type: none"> • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact • about FGM and how to access help and support | <p>Every Mind Matters - Puberty; Sleep</p> <p>PSHE Association - Dental Health</p> <p>PSHE Association – Drug and Alcohol Education</p> <p>Medway Public Health Directorate – Relationships and Sex Education</p> <p>City to Sea - Rethink Periods</p> <p>PSHE Association – ‘Keeping safe’ FGM guidance & lesson plan (Year 7-8)</p> |
| <p>Summer 1 Relationships</p> | <p>Building relationships Self-worth, romance and friendships (including online) and relationship boundaries</p> <p>PoS refs: H1, R2, R9, R11, R13, R14, R16, R24</p> | <ul style="list-style-type: none"> • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent | <p>PSHE Association - Teaching about consent</p> <p>Medway Public Health Directorate – Relationships and Sex Education</p> <p>Every Mind Matters – Forming positive relationships</p> <p>BBFC- Making choices: sex, relationships and age ratings</p> <p>NCA-CEOP – Send me a pic?</p> <p>FASTN KS3 relationships resource – Commitment: what does it mean?</p> <p>Home Office - Something’s Not Right (abuse disclosure)</p> <p>Home Office - Preventing Involvement in Serious and Organised Crime</p> <p>Dove – Self-esteem project</p> |
| <p>Summer 2 Living in the wider world</p> | <p>Financial decision making Saving, borrowing, budgeting and making financial choices</p> <p>PoS refs: H32, L15, L16, L17, L18</p> | <ul style="list-style-type: none"> • how to make safe financial choices • about ethical and unethical business practices and consumerism • about saving, spending and budgeting • how to manage risk-taking behaviour | <p>Bank of England - EconoME</p> <p>Media Smart - Piracy: what’s the big deal?</p> |

YEAR 8 – MEDIUM-TERM OVERVIEW

| Half term | Topic | In this unit of work, students learn... | Quality Assured resources to support planning |
|--|--|--|---|
| Autumn 1 Health & wellbeing | Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44 | <ul style="list-style-type: none"> • about medicinal and reactional drugs • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes | PSHE Association – Drug and Alcohol Education Every Mind Matters - Smoking; Alcohol |
| Autumn 2 Living in the wider world | Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work PoS refs: R39, R41, L3, L8, L9, L10, L11, L12 | <ul style="list-style-type: none"> • about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relation to work and pay • about employment, self-employment and voluntary work • how to set aspirational goals for future careers and challenge expectations that limit choices | |
| Spring 1 Relationships | Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia PoS refs: R39, R40, R41, R3, R4, R42, R43 | <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 | Dimensions - #ImwithSam Dove – Self-esteem project Changing Faces - A World of Difference |

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

YEAR 9 – MEDIUM-TERM OVERVIEW

| Half term | Topic | In this unit of work, students learn... | Quality Assured resources to support planning |
|--|---|--|---|
| Autumn 1 Health & wellbeing | Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47 | <ul style="list-style-type: none"> • how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence | Medway Public Health – Gangs: Managing risks and staying safe Home Office - #knifefree Every Mind Matters – Alcohol NaCTSO – Run, hide, tell PSHE Association – Drug and Alcohol Education Home Office - Preventing Involvement in Serious and Organised Crime 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 | |
| Spring 1 Relationships | Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36 | <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 | Cumbria Council - Tackling homelessness Coram Life Education – Adoptables Schools Toolkit Home Office - Something's Not Right (abuse disclosure) CRESST: Curious about conflict University of Exeter – The Rights Idea? Medway Public Health Directorate – Relationships and sex education PSHE Association – Mental health and emotional wellbeing |

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| | <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> | <ul style="list-style-type: none"> • about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices • to take increased responsibility for physical health, including testicular self-examination | <p>PSHE Association - Health Education: food choices, physical activity & balanced lifestyles</p> <p>PSHE Association - The Sleep Factor</p> <p>Every Mind Matters- Sleep</p> <p>Every Mind Matters – Exam stress</p> <p>RSPH & the Health Foundation - Health from here to where</p> <p>Movember - Happier, healthier, longer</p> <p>Teenage Cancer Trust – What is cancer?</p> <p>Coppafeel! – Breast cancer awareness</p> |
| <p>Summer 1</p> <p>Relationships</p> | <p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21</p> | <ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online | <p>PSHE Association - Teaching about consent</p> <p>Medway Public Health Directorate – Relationships and Sex Education</p> <p>Home Office & GEO - Disrespect NoBody</p> <p>BBFC- Making choices: sex, relationships and age ratings</p> <p>NCA-CEOP – Send me a pic?</p> <p>Home Office - Something’s Not Right (abuse disclosure)</p> |
| <p>Summer 2</p> <p>Living in the wider world</p> | <p>Employability skills</p> <p>Employability and online presence</p> <p>PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27</p> | <ul style="list-style-type: none"> • about young people’s employment rights and responsibilities • skills for enterprise and employability • how to give and act upon constructive feedback • how to manage their ‘personal brand’ online • habits and strategies to support progress • how to identify and access support for concerns relating to life online | <p>Cifas -Anti-Fraud Education</p> <p>Bank of England - EconoME</p> <p>PSHE Association - Careers Education lesson plans</p> |

YEAR 10 – MEDIUM-TERM OVERVIEW

| Half term | Topic | In this unit of work, students learn... | Quality Assured resources to support planning |
|--|--|---|--|
| Autumn 1 Health & wellbeing | Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change PoS refs: H2, H5, H6, H7, H8, H9, H10 | <ul style="list-style-type: none"> • how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • how to access support and treatment • about the portrayal of mental health in the media • how to challenge stigma, stereotypes and misinformation | PSHE Association - Mental Health and Emotional Wellbeing Movember - Happier, healthier, longer BBFC - Emotional Wellbeing and the Media |
| Autumn 2 Living in the wider world | Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices PoS refs: H25, R38, L16, L17, L18, L19, L20, L25 | <ul style="list-style-type: none"> • how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and pay day lending • how data is generated, collected and shared, and the influence of targeted advertising • how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling, including online • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities | Cifas - Anti Fraud Education Demos & GambleAware - Resilience to gambling National Crime Agency - Exploring Cybercrime |
| Spring 1 Relationships | Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography | <ul style="list-style-type: none"> • about relationship values and the role of pleasure in relationships • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours | PSHE Association - Teaching about consent Home Office & GEO - Disrespect NoBody Alice Ruggles Trust - Relationship safety University of Exeter - Working out relationships? Medway Public Health Directorate - Relationships and Sex Education |

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| | <p>PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31</p> | <ul style="list-style-type: none"> • about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about asexuality, abstinence and celibacy | <p>Home Office - Something's Not Right (abuse disclosure)</p> |
| <p>Spring 2</p> <p>Health & wellbeing</p> | <p>Exploring influence</p> <p>The influence and impact of drugs, gangs, role models and the media</p> <p>PoS refs: H19, H20, H21, R20, R35, R36, R37</p> | <ul style="list-style-type: none"> • about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction | <p>Home Office - #knifefree</p> <p>Medway Public Health - Gangs: Managing risks and staying safe</p> <p>PSHE Association – Drug and Alcohol Education</p> |
| <p>Summer 1</p> <p>Relationships</p> | <p>Addressing extremism and radicalisation</p> <p>Community cohesion and challenging extremism</p> <p>PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29</p> | <ul style="list-style-type: none"> • about communities, inclusion, respect and belonging • about the Equality Act, diversity and values • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalisation | <p>PSHE Association – Inclusion, belonging and addressing extremism</p> <p>Google and ISD: Be Internet Citizens</p> |
| <p>Summer 2</p> <p>Living in the wider world</p> | <p>Work experience</p> <p>Preparation for and evaluation of work experience and readiness for work</p> <p>PoS refs: H1, L1, L2, L3, L5, L7, L8, L9 L10, L11, L12, L13, L14, L15, L23</p> | <ul style="list-style-type: none"> • how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain a positive personal presence online • how to evaluate and build on the learning from work experience | <p>Environment Agency – Growing careers for positive change</p> <p>PSHE Association - Careers Education lesson plans</p> |

YEAR 11 – MEDIUM-TERM OVERVIEW

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

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|---|---|--|---|
| | PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32 | <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) |
| Spring 2 Health & wellbeing | Independence Responsible health choices, and safety in independent contexts PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24 | <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 | St John Ambulance: 'First Aid Training in School' lesson plans, KS4 British Heart Foundation - Call Push Rescue NaCTSO - Run, hide, tell Teenage Cancer Trust - What is cancer? Coppafeel! - Breat cancer awareness Orchid - What is testicular cancer? NHS Blood and Transplant - Exploring blood, organ and stem cell donation Movember - Happier, healthier, longer |
| Summer 1 Relationships | Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33 | <ul style="list-style-type: none"> • about different types of families and changing family structures • how to evaluate readiness for parenthood and positive parenting qualities • about fertility, including how it varies and changes • about pregnancy, birth and miscarriage • about unplanned pregnancy options, including abortion • about adoption and fostering • how to manage change, loss, grief and bereavement • about 'honour based' violence and forced marriage and how to safely access support | PSHE Association - Family Life: Exploring relationships, marriage and parenting PSHE Association - Fertility and pregnancy choices University of Exeter - Working out relationships? Winston's Wish - Lessons on loss and bereavement University of Exeter - The Rights Idea? |