



Policy No: 14c(11)

## OUR LADY'S ABINGDON (OLA) PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE) POLICY

*This policy, which applies to the whole school, is publicly available on OLA's website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the Designated Safeguarding Lead.*

### Document Details

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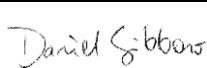


We comply with the Government guidance and regulations, currently in force, regarding COVID.

**Availability:** This policy applies to all activities undertaken by OLA, inclusive of those outside of the normal school hours and away from the OLA site and is inclusive of all staff (teaching, support and agency staff), pupils on placement, contractors, the Chief Executive Officer, the Governing Board and volunteers working at OLA. All who work, volunteer or supply services to OLA have an equal responsibility to understand and implement this policy being required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

### Monitoring and review:

- This document will be subject to continuous monitoring, refinement and audit by the Head
- This policy was last reviewed and agreed by the Governing Board in September 2022 and will next be reviewed no later than September 2023 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Head	DSL	Chair of Governors
Mr Daniel Gibbons	Chrissi Sharkey	Freddy El Turk
Signed: 	Signed: 	Signed: 

### Related Documents:

- The Teaching and Learning Policies; The Safeguarding Policies; Child Protection and Anti-Bullying
- Spiritual, Moral, Social and Cultural (SMSC) Development and Diagrams; Personal Social Health and Economic Education and Citizenship Progression Map; Sex and Relationship (SRE) Policy and \progression Map; Single Equalities Policy which subsumes Equality and Diversity; Inclusion Policy; Special Educational Needs and Disability (SEND) Policy; Prevent Duty; Preventing Extremism and tackling Radicalisation Policy.

### Legal Status:

- Complies with The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations
- The Equality Act (2010)
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE: June 2015)
- Prevent Duty Guidance: for England and Wales (HM Government: 2015)

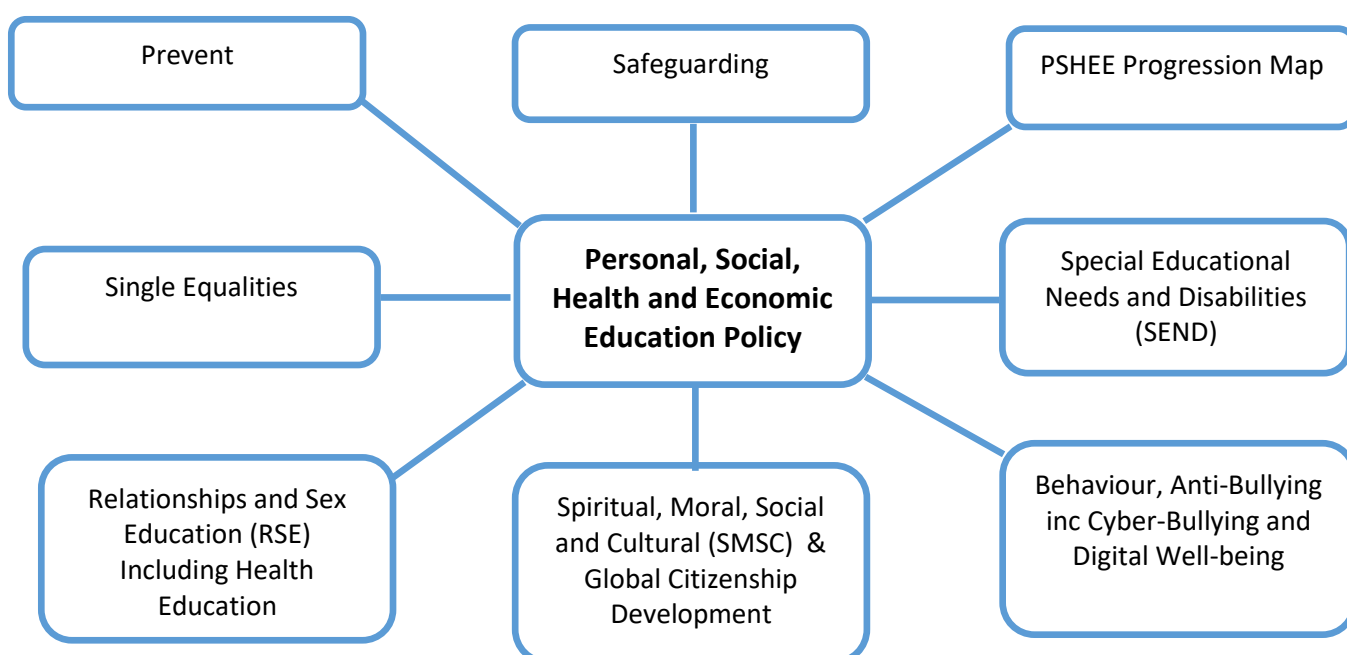
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*Personal, Social, Health and Economic (PSHEE) Policy: Reviewed September 2022*

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### 1. Introduction to how PSHEE encompasses other strands of our curriculum



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PSHEE education and citizenship in OLA encompasses all areas designed to promote pupils' personal, social and health development. It allows pupils to build the knowledge, skills and understanding they need to stay healthy and safe, develop worthwhile relationships, respect differences, improve independence and responsibility, make the most of their own abilities and those of others. Our PSHEE curriculum is designed to encourage respect for other people, with particular regard to the protected characteristics set out in the Equality Act 2010. It has strong links with Spiritual, Moral, Social, and Cultural values. We are a school for pupils aged between 7 and 18 (years 3 to U6 inclusive) who are intellectually inquisitive and will become the business innovators, entrepreneurs, academic researchers and political leaders of their generation. This policy addresses the risks and importance of acting on, identifying and referring the signs of radicalisation. OLA will refer pupils identified as being at risk of radicalisation to Channel or Oxfordshire Children's Social Care. We will normally consult parents, but consent is not required for a referral.

**Personal:** The personal aspects of PSHEE education look to develop the whole individual. It supports the progression of qualities and skills pupils already have. Through becoming aware of their own emotions and how to manage them, pupils can feel empowered to deal with the challenges that life can bring. This also supports their independence and the capacity to take responsibility for their actions.

**Social:** The social element focuses on cohesion in both the School and wider community. It aims for pupils to live alongside one another regardless of race, sex, disability or faith and to judge all people fairly and equally. Children learn to value each other's individuality and explore issues such as bullying including racist, homophobic and cyber-bullying. Relationships and Sex Education is also a crucial part of social and health education to ensure that children have the information and understanding to make informed choices, with parental consent.

**Health:** Health education aims to promote an understanding of a range of issues which impact upon lifelong health. It deals with promoting the importance of a balanced diet twinned with physical activity to ensure a high level of physical and mental wellbeing. It also covers issues such as hygiene, substance and alcohol abuse and the impacts this can have on the individual and others around them.

**Economic:** Economic education aims to teach pupils about the economy and how to manage their personal finance. It aims to provide pupils with knowledge and tools to improve their economic wellbeing and the ability to deal with the financial decisions they must make in the future.

## **2. Aims:**

OLA's Mission Statement reflects what we hope to achieve in PSHEE. Our ethos and teaching of this subject ensures that we meet the five strands of Every Child Matters which states that every child has the right to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being.

We believe that PSHEE should enable children to become healthier, more independent and responsible members of society. We encourage our children to play a positive role in contributing to the life of OLA and the wider community. We ensure that the children experience the process of democracy through participation in the School Council and taught PSHEE sessions. They learn to appreciate what it means to be a positive member of a diverse and multicultural society. We aim to promote good attitudes towards others and an understanding of the differences between pupils and their viewpoints.

OLA recognises that the personal and social development of pupils is increasingly a major aim of education. Far from being on the fringes, PSHEE education is at the heart of everything that takes place in a school. As the pupils grow up they will begin to encounter more people from all walks of life, and it pays to be furnished with a global view of a world which is ever breaking down the boundaries and distances between its different cultures and beliefs. We provide a balanced and broadly-based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of pupils
- prepares pupils at OLA for the opportunities, responsibilities and experiences of adult life.

OLA embraces this as the backbone of its PSHEE education philosophy. With all this in mind, the PSHEE education programme aims to instill an understanding in all the pupils that academic success is not sufficient on its own for success. PSHEE education is essentially concerned with the education of the whole person rather than with the knowledge that person needs. PSHEE

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education is also intended to complement classroom teaching in that it assists teachers, the SENDCo and the Assistant Head (Pastoral and Mental Health) in monitoring and assisting with the development of the emotional and social well-being of pupils. The aim of PSHEE education is to help pupils and young people understand and value themselves as individuals and as responsible and caring members of society. We want our pupils to like themselves and to feel confident. To this end we will:

- Promote a healthy lifestyle;
- provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.
- prepare pupils for the opportunities, responsibilities and experiences of adult life;
- offer our pupils the opportunities to achieve their physical, psychological and social potential;
- promote attitudes and behaviour which contribute to personal, family and community relationships;
- promote positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with varying values, cultures and religious beliefs;
- support pupils to be thoughtful, tolerant and compassionate, and mindful of the needs of others;
- help pupils to show respect for others who differ from themselves;
- develop a community which is harmonious and tolerant where all groups are welcoming of interaction with others;
- enable pupils to resolve their differences amicably, with adult support where necessary and allow pupils to debate and discuss potentially contentious issues with equanimity;
- enable pupils to acquire skills relating to personal safety, discussion and decision making, which are
- vital to their well-being and their interaction with others;
- encourage children to develop informed opinions and attitudes for themselves about a range of personal, social and moral issues;
- ensure pupils and/or groups of pupils feel valued and do not experience discrimination whilst understanding the importance of combatting discrimination;
- help pupils to articulate the importance and reasons for the positive values we share in the U.K. of democracy, the rule of law (the civil law of England and Wales), individual freedom, mutual respect and tolerance of those with different faith and beliefs; Supporting pupil's understanding of how citizens can influence decision-making through the democratic process;
- develop an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- ensure pupils feel safe at school to discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and are able to challenge these ideas;
- give the children the courage to challenge stereotypes based on race, sex, disability and faith and to judge all people fairly and equally explain accurately and confidently how pupils can keep themselves healthy;
- ensure pupils can make informed choices about healthy eating, fitness and their emotional and mental well-being alongside teaching pupils to have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation;
- ensure pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society;
- develop the skills for pupils to make a positive contribution in modern society in the U.K. and ensure pupils feel able to seek support from staff in relation to any concerns about their own or their friends' ideas or behaviour, including internet use.

As part of our PSHEE Policy, OLA believes that all pupils and adults have the right to live in a supportive and caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

### **3. Equality Act**

In line with the Catholic ethos of our school and our SCARF scheme of work in Lower School and adapted TenTen resources in Senior School, the curriculum is designed to encourage respect for other people, with particular regard to the protected characteristics set out in the Equality Act 2010, as follows:

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- a) Age;
- b) Disability;
- c) Gender reassignment;
- d) Marriage and civil partnership;
- e) Pregnancy and maternity;
- f) Race;
- g) Religion or belief;
- h) Sex;
- i) Sexual orientation.

Although our Catholic faith has teachings relevant to the above characteristics we will always encourage respect for the dignity of all persons as creatures of the one God and Father of us all, as members of the community of the redeemed and as our fellow citizens.

#### **4. Building Children's Resilience to Radicalisation through the Promotion of British Values:**

Through the use of our PSHEE programme of study, we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. In the Lower School, **SCARF** provides a robust framework for promoting a positive ethos and values across the school community, contributing significantly to Fundamental British Values education, both explicitly and implicitly. Many SCARF lessons relate directly to one or all of the Fundamental British Values' themes of:

- Democracy
- The rule of law
- Individual liberty and
- Mutual respect and tolerance of those with different faiths and beliefs.

The focus across the three themes of Health and Wellbeing, Relationships and Living in the Wider World, foster and develop children's responsibility for their own actions; respect for the actions and beliefs of others; an understanding of how each individual is protected by the rule of law; and how everyone can make a positive contribution to society through the democratic process.

OLA builds resilience to radicalisation of its pupils by addressing it within lessons and promoting fundamental British values. We provide a safe space in which our pupils can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. We offer a general education about the nature of modern society and laws in England and positively promote respect for other people and their lifestyles which is upheld by English law. Through the study of PSHEE we hope to make our pupils aware of the importance of our values so that they can identify with and develop a proud Britain. This includes an understanding of democratic values and the electoral system in Britain as well as the promotion of democratic values, including the rule of law, both within and outside OLA. All staff are aware that the promotion of partisan political views or religious prejudice are prohibited at OLA and are accepting of pupils and staff of all faiths and none.

We promote tolerance and community cohesion in the widest sense, by helping young people to gain an understanding of different lifestyles and cultures which make up our wider community. Tolerance, respect and harmony between different cultural traditions and non-discrimination against protected characteristics are encouraged and pupils are enabled to acquire an appreciation of, and respect for, their own and other cultures. We also ensure that principles are actively promoted which enable pupils to develop their self-knowledge, self-esteem and self-confidence. Pupils are enabled to acquire a broad general knowledge of, and respect for, public institutions and services in England. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain and enable pupils to distinguish right from wrong and to respect the civil and criminal law of England. Pupils are also encouraged to understand and have respect for the value of democracy and support for participation and decision making in the democratic processes, including respect for the basis on which the law is made and applied in England.

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## 5. Spiritual, Moral, Social and Cultural Development (SMSC):

In OLA we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHEE education makes a strong contribution. Pupils are led towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In addition, OLA:

- Leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- Enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community;
- Takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism, and ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

Spiritual, moral, social, cultural (SMSC) education is integral to our PSHEE education programme. It pervades the whole of our teaching and learning; the ethos and life of our school. Within SMSC, our aims are to help pupils to:

- develop self-esteem and confidence;
- enable pupils to understand what is right and wrong in their school life and life outside school;
- accept responsibility for their behaviour, show initiative and contribute to OLA, as well as local and wider communities;
- take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable;
- acquire knowledge; reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;
- understand and appreciate the range of different cultures in British society and develop the skills and attitudes to enable them to take a full and active part in it;
- develop respect towards diversity in relation to, for example: gender, race, religion and belief, culture, sexual orientation, and disability;
- acquire a broad general knowledge of public institutions and services in England;
- respond positively to a range of artistic, sporting and other cultural opportunities, provided by OLA including, for example an appreciation of theatre, music and literature;
- overcome barriers to their learning.

Therefore, the understanding and knowledge expected of the pupils in OLA as an outcome of our positive approach to SMSC includes:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through parliament, others such as the courts maintain independence;
- an understanding that the freedom to hold other faiths and beliefs is protected in law;
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combatting discrimination.

Our objectives are to:

- teach pupils the facts concerning their growth and development as individuals; help children to understand concepts such as tolerance, respect and liberty and equality;
- enable pupils to acquire skills relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others;

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- encourage pupils to develop informed opinions and attitudes for themselves about a range of personal, social and moral issues;
- nurture in pupils a particular set of values and give the pupils the courage to challenge stereotypes based on race, sex, disability and faith and to judge all people fairly and equally.

We provide positive experiences through planned and coherent opportunities in the curriculum, co-curricular activities and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting and other cultural opportunities is available to pupils through the curricular and co-curricular OLA Sphere programme, and their participation in these opportunities. We plan our personal, social and health education and citizenship through a range of activities to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

#### **6. PSHEE and Citizenship and inclusion:**

We teach PSHEE and Citizenship to all pupils, regardless of their ability, gender, differences in culture or background. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHEE and Citizenship, teachers take into account the targets set for the pupils, some of which may be directly related to PSHEE and Citizenship targets. For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

The nature of the topic allows for a broad range of mediums for delivery. Those pupils for whom the normal academic subjects may be challenging often find they have strengths in discussion and argument about the wider world and some of the issues faced by young people today. The class teacher ensures that all pupils are as involved as possible in the discussions and activities taking place and provides resources so that access to the curriculum is possible. The Head and all teachers are aware from pupils' files and through good communication with parents of any home situation or social difficulty which could make some subjects more sensitive than others.

#### **7. Planning PSHEE Delivery**

##### **PSHEE Intent: What will OLA achieve through its PSHEE curriculum?**

- To provide an outstanding, multi-sensory and personalised curriculum.
- To help 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.
- To support and enable pupils to develop an understanding of themselves, their sense of self and to build confidence
- To promote the importance of leading a healthy lifestyle and physical and mental well-being.
- To support and develop skills in social communication in order to communicate effectively and build positive relationships.
- To understand governance, democracy their role in the wider community and to respect all faiths and diversity.
- To develop an understanding of the rights and responsibilities of citizens.
- To be able to assert themselves and know strategies to keep themselves safe in the wider world.
- To understand and be able to apply key principles of online safety.
- To understand and develop skills in financial capability.
- To prepare pupils for work experience and the world of work.
- To ensure all pupils leave well prepared for their transition to college and adulthood.

##### **PSHEE Implementation: How is the PSHEE curriculum delivered?**

- A PSHEE programme of study is used which is differentiated to meet pupils' learning needs and styles and prior experiences.
- OLA's Relationships and Sex Education Policy will inform content of lessons and are adapted to meet pupil needs
- The PSHEE curriculum is designed to be challenging, supportive and appropriate to each pupil's stage of development and offers opportunities for cross-curricula learning, to ensure pupils make significant personal development, including:
  - Educational and awareness visits within the immediate and wider communities
  - Police workshops on PREVENT, CSE, County Lines knife crime and general personal safety

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- MIND mental health workshops Small group as well as individual sessions through MHN
  - Travel training, Cycling Proficiency, and road safety sessions
  - Work experience placements for pupils in Year 10
  - One to one career advice
  - Healthy Relationships
  - Puberty
  - Looking after our bodies and importance of Consent
  - Pregnancy and contraception
  - Theme days and key skills day
  - First Aid Certification - Emergency life-saving skills based on
  - Christmas shop charitable enterprise project
  - Personal hygiene sessions
  - Personalised SaLT and OT strategies integrated into teaching through peer support and information sharing
  - Communication development through in-class discussion and drama.
- The PSHE curriculum is integrated across the school in each aspect of teaching and learning, therapeutic interventions, Tutor time, Assemblies and explicitly taught through one dedicated lesson per year group a week.
  - The PSHE curriculum is designed to revisit, build and expand on previous skills, knowledge and understanding over a 4-year period. It also plans for opportunities for repetition to embed knowledge, increasing the chance of information recall and to integrate new knowledge into larger ideas.

**PSHEE Impact: What difference is the PSHEE curriculum making on pupils at OLA?**

- The vast majority of pupils leave as independent, confident and motivated Individuals.
- All pupils will leave OLA having taken part in a Work Experience Placement Programme. Our aim would be for 100% of pupils report to feeling more confident following their work experience placements and feel it has been useful for them.
- Pupils are and report to be well-prepared for the next stage of their education and working life through their preparation for college, adulthood and the world of work.
- All pupils learn about consent in RSE sessions and how to keep themselves safe.
- All pupils have staff they can talk to in school if they feel sad, worried or confused.
- All pupils learn about puberty and the physical and emotional aspects of growing up.
- All pupils learn about healthy relationships and understand the value of leading a healthy lifestyle for wellbeing.
- All pupils develop their social and communication skills to enable them to have positive and healthy friendships and other relationships within their peer group and the wider community.
- All pupils develop an appreciation and respect of different cultures and diversity.
- Pupils develop skills in financial capability
- All pupils learn to appreciate British values and their importance.
- All pupils learn that they have rights and develop an understanding of governance and democracy.
- Pupils have a clear understanding of how to keep themselves safe through SRE sessions, Emergency Life Saving Skills sessions and police workshops.

**How we will monitor and assess the intended impact for our pupils:** To monitor the effectiveness of our PSHEE Programme we will employ the following approaches:

- Pupil conferencing
- Pupil/Parent Questionnaires
- Learning Reviews / Lesson Observations

**a) Lower school PSHEE planning**

The Lower School programme for PSHEE is based around the SCARF (Safety, Caring, Achievement, Resilience and Friendship)

**SCARF** (Safety, Caring, Achievement, Resilience and Friendship)

SCARF is centred on 'Growth Mindset' and provides a whole-school approach to building essential foundations – crucial for children to achieve their best, academically and socially. Mapped to the PSHE Association programmes of study core themes and topics and the statutory DfE requirements, SCARF is a framework consisting of lesson plans, online planning and

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assessment tools. SCARF is used as a lesson-a-week resource but also has the flexibility to be tailored to particular needs and specific issues that may arise during the year.

For forms three to six, six themed units provide our PSHEE and wellbeing curriculum

- Me and My Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Being My Best
- Growing and Changing

Children meet Harold the Giraffe puppet ('Healthy Harold'), and friends, have discussions and watch short films about healthy eating, legal and illegal drugs and their effects, the body and how it works, friendships and their influence, and how choices and behaviours can affect children's health and education outcomes.

#### *Creating a safe learning environment*

When setting up any lesson that deals with potentially sensitive subjects, we believe it's essential to begin by creating a safe, secure learning environment. This will help children feel confident to share their ideas, values and attitudes without fear of negative feedback from their peers. A safe learning environment with clear boundaries also helps to manage discussions on sensitive issues with greater confidence.

In order to establish a safe learning environment, it's recommended good practice to:

- Link PSHEE and emotional health and wellbeing into the whole-school approach to supporting pupil welfare and safety.
- Work with pupils to establish ground rules about how they will behave towards each other in discussion, rather than imposing rules on them. This helps rules to be more meaningful and relevant.
- Ensure that ground rules/class agreements reflect the school's wider policies and practice in relation to managing sensitive issues.
- Provide opportunities for children to ask questions anonymously, by using a Question Box or 'Ask it Basket', for example. This enables children to ask questions that concern them without having to do so in front of their peers.
- Offer opportunities for pupils to discuss issues in small groups as well as sharing views with the class; this can help some children to feel more confident.
- Provide balanced information including a variety of views to help pupils clarify their own opinions (whilst being clear that behaviours such as discrimination and bullying are never acceptable in any form).
- Be aware of and sensitive to the needs and experiences of individual children that may have direct experience of some of the issues being discussed.
- Provide information to children about how they can get help and support both in school and outside, as appropriate.
- Always work within the school's policies on safeguarding and confidentiality.
- Depersonalise discussions by using distancing techniques – stories, role-play, scenarios of real situations but with fictional characters and storylines etc.

#### *Setting ground rules or a class working agreement*

Although ground rules are most meaningful and effective when developed as a class, there are basic elements that should be encouraged, including:

- Listen to and respect each other
- Use language that won't offend or upset other people.
- Use the correct terms, and if we don't know them, we'll ask for help.
- Comment on what was said, not the person who said it.
- Don't share our own, or our friends', personal experiences.
- Don't put anyone on the spot or ask personal questions
- We have the right to pass.
- Don't judge or make assumptions about anyone.

#### *What works best*

Research conducted by the PSHE Association has shown that the most effective ground rules work best when they are:

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- Written in children's own words
- Displayed in the classroom
- Monitored by children themselves
- Upheld consistently by the teacher as well as the children, without exception.

### **Relationship and Sex Education within PSHEE - A Journey In Love**

The RSE curriculum will focus on two main themes as highlighted by the 'Model Catholic RSE Curriculum' produced by the Catholic Education Service:

- I. Created and Loved by God
- II. Created to love others

RSE will be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue. Aspects of RSE will be taught in PSHEE lessons, science lessons and others will be explored within Religious Studies lessons and class worship. We have a planned two week focus on the A Journey In Love programme within our Come and See scheme of work.

The aims of the programme are:

- To encourage pupils' growth in self-respect, acknowledging we are all created in the image and likeness of God
- To help pupils develop an understanding that love is the central basis of relationships
- To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people.
- To develop pupils' confidence in talking, listening and thinking about feelings and relationships.
- To help pupils acquire the skills necessary to develop and sustain relationships
- To offer sex education in the wider context of relationships.
- To ensure that pupils protect themselves and ask for help and support when needed.
- To ensure that pupils are prepared for puberty.
- To help pupils to develop a healthier, safer lifestyle.
- To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God.

Throughout *A Journey In Love*, an aspect of the mystery of love is focussed upon in each group. Children and young people are encouraged to marvel at the wonder and beauty of God's creative love. This is reflected in each stage of a person's growth in the Primary Years through a series of suggested, progressive and developmental tasks, activities and reflections which focus on physical, social, emotional, intellectual and spiritual development.

The programme themes that are explored in each year group are:

- Year Three - How we live in love
- Year Four - God loves us in our differences
- Year Five - God loves me in my changing and development
- Year Six - The wonder of God's love in creating new life

### **Lesson Organisation:**

As in our SCARF scheme of work A Journey In Love sets out clear guidance on a good working classroom environment.

- before the programme begins ground rules are set with the children regarding the kind of positive behaviour expected of every child,
- all children and teachers treat each other with respect, all questions and answers are listened to in a sensitive and sensible manner,
- any child who is silly, or disruptive and who deliberately attempts to embarrass or hurt another member of the group will be asked to leave,
- children may be taught in small groups for some elements of the programme
- some lessons may be taught in single sex groups as appropriate,
- all children will cover the same topics,
- lessons may include; discussions, presentations, questions, written work, homework

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*A Journey In Love* highlights the importance of parental input and children will be told to discuss their lessons at home. As a parent, you have the right to withdraw your child from Sex Education at anytime if you wish to do so.

### 8. Teaching, PSHE Curriculum, Assessment, Recording and Reporting:

Within one lesson every week pupils will work together on a series of personal, social and health themes. Assessment takes place informally and is an ongoing process in PSHEE, usually on a one to one basis with the pupil. Assessment in PSHEE education is recognised as being different than in many other subjects. PSHEE education is not a statutory subject and does not involve summative assessment. Emphasis is placed on self-assessment, review of group work, class discussion and written work which can rarely be marked in a conventional context. Opportunities to assess the progress and achievements of the children exist through observation of role play, presentations and involvement in discussion. The pupils have many opportunities to reinforce work through the production of information leaflets, posters etc which can be evaluated. Where appropriate, parents will be informed of any follow up discussions they might like to have with their children. Marking, where necessary, should be with the pupil present so that their thoughts can be explained and explored with sensitive interchange as necessary to foster positive relationships. Various methods will be used to record pupils' work in PSHEE education e.g. written, oral, photographic, and artistic. The majority of PSHEE education lessons will involve discussion in various forms which may be recorded to aid assessment.

In the Lower School, the children will complete a pre and post assessment activity before the start of each unit of work. Children's understanding, knowledge and skills are also assessed through observation, discussion, questioning and participation in groups and recorded on an end of unit assessment sheet.

#### a) Circle Time/Class discussions:

This can be useful for finding out about the ideas and values each pupil possesses. Here staff would pose questions the children can discuss; looking at pictures or books can also aid the understanding of the chosen topic. Circle time can involve whole class or smaller table groups depending on the subject and the children's abilities. Pupils are taught to discuss and debate issues in a considered way, showing respect for others' ideas and points of view.

#### b) Assemblies

These are also effective when introducing themes which will later be used as a tool for discussion, enabling children to consider their arguments validity. Another link to Circle Time is **Silent Sitting** or **Reflection**. During reflection, the children consider the issue concerned, developing positive thinking skills and add another layer of depth to the discussion. The aim of reflection is to relax and focus the mind, create mental space and get in touch with the inner self. One way to assess learning during Circle Time and Assembly is by using observation. It is useful for the teacher to utilise the teaching assistant; they note down any comments or misconceptions that may affect their understanding. The discussion could be repeated at a later stage to check progression of ideas. Linked to circle time is the use of **Persona Dolls** or **Puppets**. These are useful for encouraging pupils to discuss difficult issues such as feelings or bullying. Pupils are able to listen to the dolls problems and then suggest a resolution. Using the dolls removes the focus from the individual. Assessing by documenting discussions or ideas using video, voice recordings or annotated drawings can capture pupils' comprehension.

#### c) Role-play/Drama

Drama offers a natural medium through which children can experience, explore and present ideas. Pupils can play out situations discussing possible outcomes and how the results may differ depending on the choices of others. Assessing Drama may involve the use of peer or self-evaluation. This allows pupils to know where they are in their learning, understand what they need to do to improve and how to achieve this. The table below shows the range of PSHEE topics explored within the drama curriculum for the different year groups.

Year Group	PSHEE Topics
3	Multiculturalism; Making effort to achieve what we want
4	Bullying/Empathy/Friendship; Honesty
5	Bullying/Empathy/Friendship; Emotional awareness
6	Children in need; Multiculturalism; Poverty

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The structure of the drama lessons is such that a range of different dramatic forms and conventions are employed to explore the themes under study. All these forms represent role-playing in that through them the children are required to take on the roles of characters within the scenario under exploration and through this gain an affective (ie emotional and sympathetic) awareness of the situation they are considering . In addition these dramatic forms and conventions, by their very nature, also promote the children’s good practice of PSHEE themes such as friendship, cooperation, empathy, and the communication skills of listening and speaking.

#### **9. Teaching PSHEE to pupils with special educational needs:**

At OLA, we teach PSHEE to all pupils, whatever their ability and individual needs. PSHEE is part of providing a broad and balanced education for all pupils. Through our PSHEE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each pupil’s different needs.

We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language. We assess the needs of each pupil taking action to enable the pupil to learn as effectively as possible thus enabling them to have access to the full range of activities involved in learning PSHEE. Where pupils are to participate in activities outside the classroom we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

#### **10. Relationships and Sex Education (RSE):**

Sex education is delivered by teachers of both sexes who can move between groups to provide different perspectives from male and female points of view. Prior to sex education lessons commencing, a letter will be sent to parents asking for their consent and inviting them to view resources which accompany various units of work if they so wish. Our programme for Relationship and Sex Education includes content such as:

- “sexting”, “banter”, sexual assault between young people and gender based issues
- healthy and respectful relationships;
- what respectful behaviour looks like;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online;
- factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships and
- that sexual violence and sexual harassment is always wrong; and addressing cultures of sexual harassment.

We ensure that our pupils are aware of the dangers of these safeguarding issues and promote positive relationships based on mutual respect. Please see our *Relationships and Sex Education Policy* for more details.

**9. Continuity and Progression:** Continuity and progression is ensured throughout OLA by following detailed plans which have a clear progression. The plans build on previously learnt skills, knowledge and values.

#### **10. Cross Curricular Links:**

PSHEE education permeates the whole curriculum and allows many opportunities for developing links throughout OLA. There are particularly strong links with the science curriculum as well as literacy, physical education and art. Regular communication should take place between the teachers who deliver these areas of the curriculum to ensure a balanced approach and to enhance and identify the development of existing links. Subjects such as English, History, Geography and Religious Studies (RS) provide opportunities for children to:

- use role play and drama activities to ensure equality of access to a diverse range of language and literature.
- see the diversity of human experience and understand more about themselves as individuals and members of society.

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- understand that people involved in the same historical event had different experiences and views and develop a variety of different stories versions and interpretations.
- challenge stereotypical views and understand that all economic development takes place within a global context.
- focus on common elements, concerns and values in human experience and religious traditions, while appreciating the distinctiveness and integrity of individual faiths.

Other subject areas provide a context for children to work cooperatively in a variety of different groups, to value and respect the views of others. All subjects can ensure that resources provide a balance of examples of role models from diverse cultural backgrounds that the past and present are reflected accurately, and that global links through electronic and other forms of communication are made.

In the Lower School, alongside our schemes of work we also develop PSHEE through various activities and whole-school events; for example, the School Council representatives from each class meet regularly to discuss school matters. We offer a residential visit in Key Stage 2 where there is a particular focus on developing pupils’ self esteem and positive group work and in Year 4 have an overnight residential stay. We offer children the opportunity to hear visiting speakers whom we invite to the school to talk about their role in creating a positive and supportive local community. The elected School Council are actively involved in promoting PSHEE issues as does the school Buddy system. We encourage children to take part in a range of tasks that promote active citizenship, for example; Year 6 Charity Week.

**11. Monitoring the standards of pupil’s work:**

It is the responsibility of the PSHEE coordinator to monitor the standards of pupil’s work and of the quality of teaching in PSHEE. The co-ordinator provides the strategic lead and direction for the subject at OLA, evaluating the strengths and weaknesses in the subject, and indicating areas for further improvement.

In the Lower School, teachers are encouraged to keep examples and photographs of children’s work. PSHEE provision will have clearly defined learning outcomes, shown on the planning sheets which will be shared with the children as part of assessment. Every child has a special book which they will take with them throughout the school which focuses on the Relationships, Sex and Education aspect of PSHEE. The PSHEE co-ordinator will pass on to staff any further information as it becomes available and will attend any future training courses, passing on information as appropriate.

**12. Time allocation and staffing:**

Throughout OLA, PSHEE education is delivered, overtly, by the PSHEE Coordinator but also covered in assemblies and with visiting speakers. The curriculum that is delivered during these slots is only a small part of the physical, spiritual and moral teaching which the pupils receive. This is influenced by a range of factors, some of which are impossible to quantify, and, in a minority of cases, impossible to control.

Generally	Specifically
School’s values, atmosphere/ethos, School’s appearance and rules, Influence of home, Influence of media, Role model of staff, Recreational activities, Co-curricular activities, Field trips, Organisation and curriculum.	Input across the curriculum e.g. PSHEE / SMSC Lessons, Pastoral care system, Discipline system, Reward systems, Assemblies and Activities programme.

**13. Parental and Community Involvement:**

Parents have the right to receive information from OLA regarding PSHEE education. We believe that sharing our pupils learning with parents enables pupils to continue their development from school into their home life. Parents are invited to join in events in school, including class assemblies, acts of worship and workshops on relevant themes. Parents are regularly informed of events and developments through our weekly newsletter. Working with parents is a vital part of the whole school approach to

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PSHEE and Citizenship. Outside agencies are invited into school to help with the delivery of PSHEE and Citizenship, e.g. emergency services, ministers of religion, charitable trusts, community groups, etc.

#### **14. The School Council:**

At the start of each academic year, the School Council representatives will be drawn from each form group. School council meetings are run by Sixth form prefects with the presence of the Assistant Heads and Deputy Head. The Head and Deputy Head will discuss items raised by the School Council. This body provides a voice for the children about their experiences of OLA. It also shows children how new ideas or suggestions may be heard, developed or taken up, or not, in an organisation. OLA has a Lower School Council and a Senior School Council. Their views are heard and discussed at the termly School Council meetings attended by two representatives from each form (Years 3-6 in Lower School and Year 7-U6 in Senior School). The School Council makes a valued contribution to the OLA B.A.S.I.C.S pupil expectations, which everyone is expected to follow.

#### **15. Displays:**

We have a number of displays in school with a PSHEE focus which enhance the environment for pupils and adults alike. Members of staff are encouraged to produce displays in classrooms and public spaces showing evidence of pupil work throughout the wider curriculum to enhance the environment for pupils and adults alike.

#### **16. ICT:**

Opportunities to access ICT are readily available. Pupils take part in activities which alert them to the dangers of cyber bullying and how they should deal with it (see our *Online Safety Policy* for more details). In the Lower School, SCARF resources are all online with every member of staff having their own individual log on. A Journey In Love resources are available in the teachers shared area in the PSHEE file and each teacher has their own copy of the programme.

#### **17. Confidentiality:**

The PSHEE teacher is advised to establish ground rules for lessons where sensitive issues may arise. Some of the PSHEE topics can produce personal responses. However, OLA asks staff to make it clear to pupils that they cannot offer unconditional confidentiality. They are to be reassured however that staff will maintain an approach which is for the best long-term interest of the pupil. The pupils are told that:

- teachers cannot offer unconditional confidentiality;
- pupils' best interests will be maintained;
- if confidentiality has to be broken, pupils will be informed first and then supported as appropriate; and
- it is a good idea to talk to parents but failing that, pupils need to know that there are alternative sources of confidential help, for example, a counsellor, GP or local young person's advice centre.

Class teachers conduct PSHEE lessons in a sensitive manner and in confidence. Children's questions are answered as honestly and fully as appropriate. However, if a child makes reference to anything which gives cause for concern the matter will be referred to the designated safeguarding officer.

#### **18. Equal Opportunities (please refer further to our Single Equalities policy):**

Provision for PSHEE is in line with all of our policies and Every Child Matters guidance. All children have equal access to the curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes.

We believe that every pupil should have the opportunity to achieve the highest possible standards. We ensure that all pupils, irrespective of their ethnicity, attainment and ability, age, disability, gender or background, have equality of access to learning. The curriculum we offer at OLA encourages pupils to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages pupils to empathise with others and to begin to develop the skills of critical thinking. We recognise that pupils have different learning styles, making appropriate provision within the curriculum to ensure each pupil receives the widest possible opportunity to develop their skills and abilities. We ensure that pupils learning English as an additional language have full access to the curriculum and are supported in their learning.

#### **19. Concerns arising from PSHEE lessons – Safeguarding:**

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Teachers are also directed to OLA's Safeguarding (Child Protection) Policy. If there is any concern with regard to abuse, OLA's child protection procedure should be followed carefully.

**Online Safety:** All teachers and staff have undergone training in this area. Guidelines for safe use of the Internet and computers are clearly displayed in the ICT suite and discussed with children each year. Children will also have ICT lessons that have a clear focus on internet safety through the Purple Mash scheme of work.

## **20. Curriculum enrichment - Links with the Wider Community:**

**Outside visitors:** OLA uses several outside agencies to contribute to PSHEE for example;

- Local parish priest
- School nurse
- Fire-fighters
- Police liaison officer
- Animal zoo
- CAFOD
- Charity workers
- NSPCC

These visitors will have been carefully checked and risk assessed before they visit school. Materials and resources will be provided prior to the visit and checked by the appropriate member of staff. Visitors do not take sole responsibility for classes and class teachers are always present.

OLA works hard to further support and embed PSHEE into the curriculum. We undertake a variety of field trips and excursions, including residential trips. Visitors are welcomed into our school to speak to the pupils (e.g. religious leaders). Visits to places of cultural venues such as theatres and libraries are actively encouraged. Pupils are taught to appreciate and take responsibility for the environment. We liaise with local community and support groups on issues which affect our local area.

**Community involvement:** We aim to have links with local businesses and councillors. We also work closely with the local church. We involve outside agencies, for example School Health Advisors, School Police liaison officer, Fire Service etc as much as possible to deliver aspects of the curriculum. We also have strong links with Bridge House.

## **Development**

- To build up a strong programme of outside speakers.
- To involve more classes in charity and community projects
- To increase training opportunities for staff in the field of delivering PSHEE education activities.

Primary PSHEE: Long-Term – Thematic Model

	Autumn: Relationships			Spring: Living in the Wider World			Summer: Health and Wellbeing		
	Family and Friendships	Safe Relationships	Respecting ourselves and others	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work	Physical Health and Mental Wellbeing	Growing and Changing	Keeping Safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media



Secondary PSHEE: Long-Term – Thematic Model

	<b>Autumn 1</b> Health & wellbeing	<b>Autumn 2</b> Living in the wider world	<b>Spring 1</b> Relationships	<b>Spring 2</b> Health & wellbeing	<b>Summer 1</b> Relationships	<b>Summer 2</b> Living in the wider world
<b>Year 7</b>	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
<b>Year 8</b>	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks
<b>Year 9</b>	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence
<b>Year 10</b>	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work
<b>Year 11</b>	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

## KEY STAGE 3-4

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

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

## CORE THEME 1: HEALTH AND WELLBEING

KS3 Learning opportunities in Health and Wellbeing <i>Pupils learn...</i>	KS4 Learning opportunities in Health and Wellbeing <i>Pupils learn...</i>
<b>Self-Concept</b>	
<b>H1.</b> how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing.	<b>H1.</b> to accurately assess their areas of strength and development, and where appropriate, act upon feedback.
<b>H2.</b> to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment).	<b>H2.</b> how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this.
<b>H3.</b> the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health.	<b>H3.</b> how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this.
<b>H4.</b> simple strategies to help build resilience to negative opinions, judgements and comments.	<b>H4.</b> strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing.
<b>Mental Health and Emotional Wellbeing</b>	
<b>H6.</b> how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary.	<b>H5.</b> the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health.
<b>H7.</b> the characteristics of mental and emotional health and strategies for managing these.	<b>H6.</b> about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences.
<b>H8.</b> the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns.	<b>H7.</b> a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns.
<b>H9.</b> strategies to understand and build resilience, as well as how to respond to disappointments and setbacks.	<b>H8.</b> to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available.
<b>H10.</b> a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support.	<b>H9.</b> the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide

<b>KS3 Learning opportunities in Health and Wellbeing</b>  <i>Pupils learn...</i>	<b>KS4 Learning opportunities in Health and Wellbeing</b>  <i>Pupils learn...</i>
	inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]
<b>H11.</b> the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change)].	<b>H10.</b> how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help.
<b>H12.</b> how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need.	
<b>Healthy Lifestyles</b>	<b>Health-Related Decisions</b>
<b>H13.</b> the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities.	<b>H11.</b> to make informed lifestyle choices regarding sleep, diet and exercise
<b>H14.</b> the benefits of physical activity and exercise for physical and mental health and wellbeing.	<b>H12.</b> the benefits of having a balanced approach to spending time online.
<b>H15.</b> the importance of sleep and strategies to maintain good quality sleep.	<b>H13.</b> to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health.
<b>H16.</b> to recognise and manage what influences their choices about physical activity.	<b>H14.</b> about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help.
<b>H17.</b> the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices.	<b>H15.</b> the purpose of blood, organ and stem cell donation for individuals and society. Liaise with the science department regarding the teaching of the science of blood, organ and stem cell donation.
<b>H18.</b> what might influence decisions about eating a balanced diet and strategies to manage eating choices.	<b>H16.</b> how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination.
<b>H19.</b> the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.	<b>H17.</b> to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds.
<b>H20.</b> strategies for maintaining personal hygiene, including oral health, and prevention of infection.	<b>H18.</b> the ways in which industries and advertising can influence health and harmful behaviours.
<b>H21.</b> how to access health services when appropriate.	
<b>H22.</b> the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM.	
<b>Drugs, Alcohol and Tobacco</b>	
<b>H23.</b> the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics.	<b>H19.</b> the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities.

<b>KS3 Learning opportunities in Health and Wellbeing</b> <i>Pupils learn...</i>	<b>KS4 Learning opportunities in Health and Wellbeing</b> <i>Pupils learn...</i>
<b>H24.</b> to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use.	<b>H20.</b> wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle.
<b>H25.</b> strategies to manage a range of influences on drug, alcohol and tobacco use, including peers.	<b>H21.</b> to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation.
<b>H26.</b> information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use.	
<b>H27.</b> the personal and social risks and consequences of substance use and misuse including occasional use.	
<b>H28.</b> the law relating to the supply, use and misuse of legal and illegal substances.	
<b>H29.</b> about the concepts of dependence and addiction including awareness of help to overcome addictions.	
<b>Managing Risk and Personal Safety</b>	
<b>H30.</b> how to identify risk and manage personal safety in increasingly independent situations, including online.	<b>H22.</b> ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online.
<b>H31.</b> ways of assessing and reducing risk in relation to health, wellbeing and personal safety.	<b>H23.</b> strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs).
<b>H32.</b> the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling.	<b>H24.</b> to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.
<b>H33.</b> how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.	<b>H25.</b> to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms and how to access support for themselves or others.
<b>Puberty and Sexual Health</b>	
<b>Sexual Health and Fertility</b>	
<b>H34.</b> strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing.	<b>H26.</b> the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative).
<b>H35.</b> about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships).	<b>H27.</b> about specific STIs, their treatment and how to reduce the risk of transmission.
<b>H36.</b> that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs).	<b>H28.</b> how to respond if someone has, or may have, an STI (including ways to access sexual health services).
	<b>H29.</b> to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services.
	<b>H30.</b> about healthy pregnancy and how lifestyle choices affect a developing foetus.
	<b>H31.</b> that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors.
	<b>H32.</b> about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy.

<b>KS3</b> Learning opportunities in Health and Wellbeing <i>Pupils learn...</i>	<b>KS4</b> Learning opportunities in Health and Wellbeing <i>Pupils learn...</i>
	<b>H33.</b> about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice.

## CORE THEME 2: RELATIONSHIPS

<b>KS3</b> Learning opportunities in Relationships <i>Pupils learn...</i>	<b>KS4</b> Learning opportunities in Relationships <i>Pupils learn...</i>
<b>Positive Relationships</b>	
<b>R1.</b> about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them.	<b>R1.</b> the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality.
<b>R2.</b> indicators of positive, healthy relationships and unhealthy relationships, including online.	<b>R2.</b> the role of pleasure in intimate relationships, including orgasms.
<b>R3.</b> about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation.	<b>R3.</b> to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary.
<b>R4.</b> the difference between biological sex, gender identity and sexual orientation.	<b>R4.</b> the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships.
<b>R5.</b> to recognise that sexual attraction and sexuality are diverse.	<b>R5.</b> the legal rights, responsibilities and protections provided by the Equality Act 2010.
<b>R6.</b> that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion	<b>R6.</b> about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them.
<b>R7.</b> how the media portrays relationships and the potential impact of this on people's expectations of relationships	<b>R7.</b> strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed.
<b>R8.</b> that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex	<b>R8.</b> to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours.
<b>Relationship Values</b>	
<b>R9.</b> to clarify and develop personal values in friendships, love and sexual relationships.	<b>R9.</b> to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours.
<b>R10.</b> the importance of trust in relationships and the behaviours that can undermine or build trust.	<b>R10.</b> to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values.
<b>R11.</b> to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships.	
<b>R12.</b> that everyone has the choice to delay sex, or to enjoy intimacy without sex.	
<b>Forming and Maintaining Respectful Relationships</b>	
<b>R13.</b> how to safely and responsibly form, maintain and manage positive relationships, including online.	<b>R11.</b> strategies to manage the strong emotions associated with the different stages of relationships.

<b>KS3 Learning opportunities in Relationships</b> <i>Pupils learn...</i>	<b>KS4 Learning opportunities in Relationships</b> <i>Pupils learn...</i>
<b>R14.</b> the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online).	<b>R12.</b> to safely and responsibly manage changes in personal relationships including the ending of relationships.
<b>R15.</b> to further develop and rehearse the skills of team working.	<b>R13.</b> ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them.
<b>R16.</b> to further develop the skills of active listening, clear communication, negotiation and compromise.	<b>R14.</b> the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks.
<b>R17.</b> strategies to identify and reduce risk from people online that they do not already know; when and how to access help.	<b>R15.</b> the legal and ethical responsibilities people have in relation to online aspects of relationships.
<b>R18.</b> to manage the strong feelings that relationships can cause (including sexual attraction).	<b>R16.</b> to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help.
<b>R19.</b> to develop conflict management skills and strategies to reconcile after disagreements.	<b>R17.</b> ways to access information and support for relationships including those experiencing difficulties.
<b>R20.</b> to manage the influence of drugs and alcohol on decision-making within relationships and social situations.	
<b>R21.</b> how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships.	
<b>R22.</b> the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support.	
<b>R23.</b> the services available to support healthy relationships and manage unhealthy relationships, and how to access them.	
<b>Consent</b>	
<b>R24.</b> that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances.	<b>R18.</b> about the concept of consent in maturing relationships.
<b>R25.</b> about the law relating to sexual consent.	<b>R19.</b> about the impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse occurs online.
<b>R26.</b> how to seek, give, not give and withdraw consent (in all contexts, including online).	<b>R20.</b> to recognise the impact of drugs and alcohol on choices and sexual behaviour.
<b>R27.</b> that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected.	<b>R21.</b> the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple.
<b>R28.</b> to gauge readiness for sexual intimacy.	<b>R22.</b> to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences.
<b>R29.</b> the impact of sharing sexual images of others without consent.	
<b>R30.</b> how to manage any request or pressure to share an image of themselves or others, and how to get help.	
<b>R31.</b> that intimate relationships should be pleasurable.	
<b>Contraception and Parenthood</b>	

<b>KS3 Learning opportunities in Relationships</b> <i>Pupils learn...</i>	<b>KS4 Learning opportunities in Relationships</b> <i>Pupils learn...</i>
<b>R32.</b> the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health').	<b>R23.</b> how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner.
<b>R33.</b> the risks related to unprotected sex.	<b>R24.</b> the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support.
<b>R34.</b> the consequences of unintended pregnancy, sources of support and the options available.	<b>R25.</b> the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families.
<b>R35.</b> the roles and responsibilities of parents, carers and children in families.	<b>R26.</b> the reasons why people choose to adopt/foster children.
<b>R36.</b> the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children.	<b>R27.</b> about the current legal position on abortion and the range of beliefs and opinions about it.
<b>Bullying, Abuse and Discrimination</b>	
<b>R37.</b> the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others.	<b>R28.</b> to recognise when others are using manipulation, persuasion or coercion and how to respond.
<b>R38.</b> to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied.	<b>R29.</b> the law relating to abuse in relationships, including coercive control and online harassment.
<b>R39.</b> the impact of stereotyping, prejudice and discrimination on individuals and relationships.	<b>R30.</b> to recognise when a relationship is abusive and strategies to manage this.
<b>R40.</b> about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice.	<b>R31.</b> the skills and strategies to respond to exploitation, bullying, harassment and control in relationships.
<b>R41.</b> the need to promote inclusion and challenge discrimination, and how to do so safely, including online.	<b>R32.</b> about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them.
	<b>R33.</b> The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support.
	<b>R34.</b> strategies to challenge all forms of prejudice and discrimination.
<b>Social Influences</b>	
<b>R42.</b> to recognise peer influence and to develop strategies for managing it, including online.	<b>R35.</b> to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs.
<b>R43.</b> the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support.	<b>R36.</b> skills to support younger peers when in positions of influence.
<b>R44.</b> that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this.	<b>R37.</b> to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help.
<b>R45.</b> about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours.	<b>R38.</b> factors which contribute to young people becoming involved in serious organised crime, including cybercrime.

<b>KS3</b> Learning opportunities in Relationships <i>Pupils learn...</i>	<b>KS4</b> Learning opportunities in Relationships <i>Pupils learn...</i>
<b>R46.</b> strategies to manage pressure to join a gang, exit strategies and how to access appropriate support.	
<b>R47.</b> motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon.	

### CORE THEME 3: LIVING IN THE WIDER WORLD

<b>KS3</b> Learning opportunities in Living in the Wider World <i>Pupils learn...</i>	<b>KS4</b> Learning opportunities in Living in the Wider World <i>Pupils learn...</i>
<b>Learning Skills</b>	
<b>L1.</b> study, organisational, research and presentation skills.	<b>L1.</b> to evaluate and further develop their study and employability skills.
<b>L2.</b> to review their strengths, interests, skills, qualities and values and how to develop them.	<b>L2.</b> to evaluate their own personal strengths and areas for development and use this to inform goalsetting.
<b>L3.</b> to set realistic yet ambitious targets and goals.	<b>L3.</b> how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability.
<b>L4.</b> the skills and attributes that employers value	
<b>L5.</b> the skills and qualities required to engage in enterprise	
<b>L6.</b> the importance and benefits of being a lifelong learner	
<b>Choices and Pathways</b>	
<b>L7.</b> about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process.	<b>L4.</b> about the range of opportunities available to them for career progression, including in education, training and employment.
<b>L8.</b> about routes into work, training and other vocational and academic opportunities, and progression routes.	<b>L5.</b> about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities.
<b>L9.</b> the benefits of setting ambitious goals and being open to opportunities in all aspects of life.	<b>L6.</b> about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities.
<b>L10.</b> to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations.	
<b>Work and Career</b>	
<b>L11.</b> different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work.	<b>L7.</b> about the labour market, local, national and international employment opportunities.
<b>L12.</b> about different work roles and career pathways, including clarifying their own early aspirations.	<b>L8.</b> about employment sectors and types, and changing patterns of employment.
	<b>L9.</b> to research, secure and take full advantage of any opportunities for work experience that are available.



<b>KS3</b> Learning opportunities in Living in the Wider World <i>Pupils learn...</i>	<b>KS4</b> Learning opportunities in Living in the Wider World <i>Pupils learn...</i>
	<b>L10.</b> to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities.
	<b>L11.</b> the benefits and challenges of cultivating career opportunities online.
	<b>L12.</b> strategies to manage their online presence and its impact on career opportunities.
<b>Employment Rights and Responsibilities</b>	
<b>L13.</b> about young people's employment rights and responsibilities.	<b>L13.</b> the skills and attributes to manage rights and responsibilities at work including health and safety procedures.
<b>L14.</b> to manage emotions in relation to future employment.	<b>L14.</b> about confidentiality in the workplace, when it should be kept and when it might need to be broken.
	<b>L15.</b> about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it.
<b>Financial Challenges</b>	
<b>L15.</b> to assess and manage risk in relation to financial decisions that young people might make.	<b>L16.</b> how to effectively budget, including the benefits of saving.
<b>L16.</b> about values and attitudes relating to finance, including debt.	<b>L17.</b> how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks.
<b>L17.</b> to manage emotions in relation to money.	<b>L18.</b> to recognise and manage the range of influences on their financial decisions.
<b>L18.</b> to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions.	<b>L19.</b> to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights.
<b>L19.</b> to recognise financial exploitation in different contexts e.g. drug and money mules, online scams.	<b>L20.</b> the skills to challenge or seek support for financial exploitation in different contexts including online.
	<b>L21.</b> to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts.
<b>Media Literacy and Digital Resilience</b>	
<b>L20.</b> that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity.	<b>L22.</b> that there are positive and safe ways to create and share content online and the opportunities this offers.
<b>L21.</b> to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media.	<b>L23.</b> strategies for protecting and enhancing their personal and professional reputation online.
<b>L22.</b> the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues.	<b>L24.</b> that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events.
<b>L23.</b> to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views.	<b>L25.</b> how personal data is generated, collected and shared, including by individuals, and the consequences of this.
<b>L24.</b> to understand how the way people present themselves online can have positive and negative impacts on them.	<b>L26.</b> how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this.

<b>KS3 Learning opportunities in Living in the Wider World</b> <i>Pupils learn...</i>	<b>KS4 Learning opportunities in Living in the Wider World</b> <i>Pupils learn...</i>
<b>L25.</b> to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them.	<b>L27.</b> strategies to critically assess bias, reliability and accuracy in digital content.
<b>L26.</b> that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people’s attitudes and behaviours.	<b>L28.</b> to assess the causes and personal consequences of extremism and intolerance in all their forms.
<b>L27.</b> to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms.	<b>L29.</b> to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern.

## PSHEE Year 7 - Medium-Term Overview

### Autumn 1: Health and Wellbeing

#### Transition and safety

Transition to secondary school and personal safety in and outside school, including first aid.

#### Pupils learn:

- 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.

PoS refs: H1, H2, H30, H33, R13, L1, L2

### Autumn 2: Living in the Wider World

#### Developing skills and aspirations

Careers, teamwork and enterprise skills, and raising aspirations.

#### Pupils learn:

- 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.

PoS refs: R15, R39, L1, L4, L5, L9, L10, L12

### Spring 1: Relationships

#### Diversity

Diversity, prejudice, and bullying.

#### Pupils learn:

- 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.

PoS refs: R3, R38, R39, R40, R41

## **Spring 2: Health and Wellbeing**

### **Health and puberty**

Healthy routines, influences on health, puberty, unwanted contact, and FGM.

#### **Pupils learn:**

- how to make healthy lifestyle choices including diet, dental health, physical activity and sleep;
- how to manage influences relating to caffeine, smoking and alcohol;
- 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.

PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34

## **Summer 1: Relationships**

### **Building relationships**

Self-worth, romance and friendships (including online) and relationship boundaries.

#### **Pupils learn:**

- 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.

PoS refs: H1, R2, R9, R11, R13, R14, R16, R24

## **Summer 2: Living in the Wider World**

### **Financial decision making**

Saving, borrowing, budgeting and making financial choices

#### **Pupils learn:**

- 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.

PoS refs: H32, L15, L16, L17, L18

## PSHEE Year 8 - Medium-Term Overview

### Autumn 1: Health and Wellbeing

#### Drugs and alcohol

Alcohol and drug misuse and pressures relating to drug use.

#### Pupils learn:

- about medicinal and recreational drugs;
- about the over-consumption of energy drinks;
- about the relationship between habit and dependence;
- how to use over the counter and prescription medications safely;
- how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes;
- how to manage influences in relation to substance use;
- how to recognise and promote positive social norms and attitudes.

PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44

### 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.

#### Pupils learn:

- 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.

PoS refs: R39, R41, L3, L8, L9, L10, L11, L12

### Spring 1: Relationships

#### Discrimination

Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.

#### Pupils learn:

- 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.

PoS refs: R39, R40, R41, R3, R4, R42, R43

## **Spring 2: Health and Wellbeing**

### **Emotional wellbeing**

Mental health and emotional wellbeing, including body image and coping strategies.

#### **Pupils learn:**

- 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.

PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24

## **Summer 1: Relationships**

### **Identity and relationships**

Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception.

#### **Pupils learn:**

- 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.

PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32

## **Summer 2: Living in the Wider World**

### **Digital literacy**

Online safety, digital literacy, media reliability, and gambling hooks.

#### **Pupils learn:**

- 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.

PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27

## PSHEE Year 9 - Medium-Term Overview

### Autumn 1: Health and Wellbeing

#### Peer influence, substance use and gangs

Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.

#### Pupils learn:

- 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.

PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47

### Autumn 2: Living in the Wider World

#### Setting goals

Learning strengths, career options and goal setting as part of the GCSE options process.

#### Pupils learn:

- 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.

PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14

## **Spring 1: Relationships**

### **Respectful relationships**

Families and parenting, healthy relationships, conflict resolution, and relationship changes.

#### **Pupils learn:**

- 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.

PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36

## **Spring 2: Health and Wellbeing**

### **Healthy lifestyle**

Diet, exercise, lifestyle balance and healthy choices, and first aid.

#### **Pupils learn:**

- 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.

PoS refs: H3, H14, H15, H16, H17, H18, H19, H21

## **Summer 1: Relationships**

### **Intimate relationships.**

Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.

#### **Pupils learn:**

- 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.

PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21



## **Summer 2: Living in the Wider World**

### **Employability skills**

Employability and online presence.

#### **Pupils learn:**

- 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.

PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27

## **PSHEE Year 10 - Medium-Term Overview**

## **Autumn 1: Health and Wellbeing**

### **Mental health**

Mental health and ill health, stigma, safeguarding health, including during periods of transition or change

#### **Pupils learn:**

- 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.

PoS refs: H2, H5, H6, H7, H8, H9, H10

## **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

#### **Pupils learn:**

- 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.

PoS refs: H25, R38, L16, L17, L18, L19, L20, L25

## **Spring 1: Relationships**

### **Healthy relationships**

Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography.

#### **Pupils learn:**

- 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;
- 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.

PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31

## **Spring 2: Health and Wellbeing**

### **Exploring influence**

The influence and impact of drugs, gangs, role models and the media.

#### **Pupils learn:**

- 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.

PoS refs: H19, H20, H21, R20, R35, R36,R37

## **Summer 1: Relationships**

### **Addressing extremism and radicalisation**

Community cohesion and challenging extremism

#### **Pupils learn:**

- 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.

PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29

## **Summer 2: Living in the Wider World**

### **Work experience**

Preparation for and evaluation of work experience and readiness for work

#### **Pupils learn:**

- 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.

PoS refs: H1, L1, L2, L3, L5, L7, L8, L9, L10, L11, L12, L13, L14, L15, L23

## **PSHEE Year 11 - Medium-Term Overview**

### **Autumn 1: Health and Wellbeing**

#### **Building for the future**

Self-efficacy, stress management, and future opportunities.

#### **Pupils learn:**

- 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.

PoS refs: H2, H3, H4, H8, H12, L22

### **Autumn 2: Living in the Wider World**

#### **Next steps**

Application processes, and skills for further education, employment and career progression.

**Pupils learn:**

- 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.

PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21

**Spring 1: Relationships****Communication in relationships**

Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.

**Pupils learn:**

- 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;
- 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.

PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32

**Spring 2: Health and Wellbeing****Independence**

Responsible health choices, and safety in independent contexts.

**Pupils learn:**

- 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.

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PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24

### **Summer 1: Relationships**

#### **Families**

Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships.

#### **Pupils learn:**

- 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.

PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33

## OLA PSHE & RSE 2022-3: Schemes of Work and Recommendations

The following curriculum has been developed and adapted from the Schemes of Work as provided in the January PSHE outline and ethos, which can be found in the PSHE section of the staff sharepoint.

### Mission Statement

It is my opinion that, following the paedagogic thought of the Church Fathers and Thomas Aquinas, a Catholic school education should have one goal in mind above all others: the individual flourishing of the human person. PSHE and its provision is of central importance to the achievement of this goal: it provides a unique space for co-curricular development, and – equally important – for students to acquire the critical apparatus to aid them in the construction of their own developing identity and worldview.

There has, however, in the past, been an overreliance on faith-based sources and delivering *the facts*. Most of the greatest minds of the Catholic Church not only received some level of secular education, but also vocally praised its benefits to the personal development of the individual. This year's programme, therefore, has been constructed with the view that the students' experience should be centered in the delivery of PSHE.

This shall be achieved in five main ways:

1. The transition from set work and content delivery to class-based discussion
2. The fostering of critical thinking and the encouragement of critical engagement with important concepts
3. The independent production of resources that match the current and expected lived experience of our students
4. The inclusion of secular and mainstream positions in addition to Catholic ones, particularly within RSE
5. The centering of the concept of *personhood* and *moral agency* to ethically- and politically- relevant topics

Several changes have therefore been made or have been recommended to the RSE curriculum in particular: discussions are ongoing with both Sophie Beveridge, our resident nurse, and Mo Glackin at the CISC to assess the extent to which a more conventional RSE curriculum can be mixed with a Catholic one, emphasizing the personal growth and values of the individual.

In addition to our motto *age quod agis*, our school identifies itself as one *for all faiths and none*. For both of these to be correctly upheld, we must acknowledge – and indeed prioritise – the personal intellectual and moral development of our students *on their own terms*. This will not only benefit the students, but the recognition of their own existent and emerging views and values will lead to greater investment from students into the subject, in turn amplifying the value they extract from PSHE.

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## PSHEE Year 7 - Medium-Term Overview

### Autumn 1: Health and Wellbeing

#### Transition and safety

Transition to secondary school and personal safety in and outside school, including first aid.

#### Pupils learn:

- 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 (**removed until first aid provisions clarified**)

PoS refs: H1, H2, H30, H33, R13, L1, L2

### Autumn 2: Living in the Wider World

#### Developing skills and aspirations

Careers, teamwork and enterprise skills, and raising aspirations.

#### Pupils learn:

- (continuation of THINK road safety (weeks 1-2)
- how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity; (w3)
- about a broad range of careers and the abilities and qualities required for different careers; (w4 **CS**)
- about equality of opportunity; (w5)
- how to challenge stereotypes, broaden their horizons and how to identify future career aspirations; (w6 **CS**)
- about the link between values and career choices. (w7 **CS**)

PoS refs: R15, R39, L1, L4, L5, L9, L10, L12

### Spring 1: Relationships

#### Diversity

Diversity, prejudice, and bullying.

#### Pupils learn:

- about identity, rights and responsibilities;
- about living in a diverse society **PC**;
- how to challenge prejudice, stereotypes and discrimination **PC**;

- 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.

PoS refs: R3, R38, R39, R40, R41

## Spring 2: Health and Wellbeing

### Health and puberty

Healthy routines, influences on health, puberty, unwanted contact, and FGM.

#### Pupils learn:

- how to make healthy lifestyle choices including diet, dental health, physical activity and sleep;
- how to manage influences relating to caffeine, smoking and alcohol;
- 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 **PC**.

PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34

## Summer 1: Relationships

### Building relationships

Self-worth, romance and friendships (including online) and relationship boundaries.

#### Pupils learn:

- 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 (**PC adjacent**);
- how to evaluate expectations for romantic relationships;
- about consent, and how to seek and assertively communicate consent.

PoS refs: H1, R2, R9, R11, R13, R14, R16, R24

## Summer 2: Living in the Wider World

### Financial decision making

Saving, borrowing, budgeting and making financial choices

#### Pupils learn:

- how to make safe financial choices;
- about ethical and unethical business practices and consumerism (**PC adjacent**, reference to pink washing during pride month timely and topical);

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- about saving, spending and budgeting;
- how to manage risk-taking behaviour.

PoS refs: H32, L15, L16, L17, L18

## PSHEE Year 8 - Medium-Term Overview

### Autumn 1: Health and Wellbeing

#### Drugs and alcohol

Alcohol and drug misuse and pressures relating to drug use.

#### Pupils learn:

- about medicinal and recreational drugs;
- about the over-consumption of energy drinks;
- about the relationship between habit and dependence;
- how to use over the counter and prescription medications safely;
- how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes;
- how to manage influences in relation to substance use;
- how to recognise and promote positive social norms and attitudes.

PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44

### 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.

#### Pupils learn:

- about equality of opportunity in life and work; (w1)
- how to challenge stereotypes; **(PC)**
- and discrimination in relation to work and pay (w3)
- about employment, self-employment and voluntary work (weeks 4-5 **CS**);
- how to set aspirational goals for future careers and challenge expectations that limit choices (weeks 6-7 **CS**). - **potential here to book out ICT room for UNIFROG MBTI tests and questionnaires**

PoS refs: R39, R41, L3, L8, L9, L10, L11, L12

### Spring 1: Relationships

#### Discrimination

Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.

**Pupils learn:**

- 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 **(PC)**;
- how to recognise and challenge homophobia and biphobia **(PC)**;
- how to recognise and challenge racism and religious discrimination **(PC)**.

PoS refs: R39, R40, R41, R3, R4, R42, R43

## Spring 2: Health and Wellbeing

**Emotional wellbeing**

Mental health and emotional wellbeing, including body image and coping strategies.

**Pupils learn:**

- 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.

PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24

## Summer 1: Relationships

**Identity and relationships**

Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception.

**Pupils learn:**

- the qualities of positive, healthy relationships;
- how to demonstrate positive behaviours in healthy relationships;
- about gender identity and sexual orientation **(PC)**;
- 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.

PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32

## Summer 2: Living in the Wider World

### Digital literacy

Online safety, digital literacy, media reliability, and gambling hooks.

#### Pupils learn:

- 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.

PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27

## PSHEE Year 9 - Medium-Term Overview

### Autumn 1: Health and Wellbeing

#### Peer influence, substance use and gangs

Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.

#### Pupils learn:

- 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.

PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47

### Autumn 2: Living in the Wider World

#### Setting goals

Learning strengths, career options and goal setting as part of the GCSE options process.

**Pupils learn:**

- about transferable skills, abilities and interests (w2);
- how to demonstrate strengths (w3);
- about different types of employment and career pathways (w4 **CS**);
- how to manage feelings relating to future employment (w5 **CS**);
- how to work towards aspirations and set meaningful, realistic goals for the future (w6 **CS**);
- about GCSE and post-16 options skills for decision making (w7 **CS**).

PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14

## Spring 1: Relationships

**Respectful relationships**

Families and parenting, healthy relationships, conflict resolution, and relationship changes.

**Pupils learn:**

- about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering (**PC**);
- 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.

PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36

## Spring 2: Health and Wellbeing

**Healthy lifestyle**

Diet, exercise, lifestyle balance and healthy choices, and first aid.

**Pupils learn:**

- 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.

PoS refs: H3, H14, H15, H16, H17, H18, H19, H21

## Summer 1: Relationships

**Intimate relationships.**

Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.

**Pupils learn:**

- 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 (**PC**);
- how to assess and manage risks of sending, sharing or passing on sexual images;
- how to secure personal information online.

PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21

## Summer 2: Living in the Wider World

### Employability skills

Employability and online presence.

**Pupils learn:**

- 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.

PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27

## PSHEE Year 10 - Medium-Term Overview

### Autumn 1: Health and Wellbeing

#### Mental health

Mental health and ill health, stigma, safeguarding health, including during periods of transition or change

**Pupils learn:**

- 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 (**PC**);
- how to challenge stigma, stereotypes and misinformation (**PC**).

PoS refs: H2, H5, H6, H7, H8, H9, H10

## Autumn 2: Living in the Wider World

### Study Skills

How to approach study, knowledge acquisition and revision in the most effective way for public exams.

#### Pupils learn:

- Self-knowledge and self-care and its impact upon study (w1-2)
- Notation and skills relating to note-taking (w3-4)
- Memory skills and techniques (w5-7)
- Organisation skills and effective reading (w5-7)

## Spring 1: Relationships

### Addressing extremism and radicalisation

Community cohesion and challenging extremism

#### Pupils learn:

- 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.

PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29

## Spring 2: Health and Wellbeing

### Exploring influence

The influence and impact of drugs, gangs, role models and the media.

#### Pupils learn:

- about positive and negative role models; especially the role of social media on mental health
- 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;
- Sleep, diet and exercise.
- Recreational drug use and its impact: particular focus on cannabis and other casual drugs.
- 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.



PoS refs: H19, H20, H21, R20, R35, R36,R37

## Summer 1: Relationships

### Healthy relationships

Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography.

#### Pupils learn:

- 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;
- 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.
- About different forms of and access to contraception including hormonal contraception, barrier contraception and access to sexual health screening and treatment.

## Summer 2: Living in the Wider World

### Work experience

Preparation for and evaluation of work experience and readiness for work

#### Pupils learn:

- 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.

PoS refs: H1, L1, L2, L3, L5, L7, L8, L9 L10, L11, L12, L13, L14, L15, L23

## PSHEE Year 11 - Medium-Term Overview

### Autumn 1: Health and Wellbeing

#### Study Skills

How to manage study, learning styles and advice on how to revise and make notes

**Pupils learn:**

- How self-knowledge and self-care underpins effective study
- How to effectively approach making notes and stimulating interest in subject materials
- Memory techniques and how to strengthen your memorisation of subject materials
- How diet, sleep and chemical use (alcohol, nicotine, caffeine) impact study and long-term intellectual development.

## Autumn 2: Living in the Wider World

**Next steps**

Application processes, and skills for further education, employment and career progression.

**Pupils learn:**

- how to use feedback constructively when planning for the future;
- how to set and achieve SMART targets (this and above w1-2);
- effective revision techniques and strategies (w3-4);
- about options post-16 and career pathways (w3-4);
- about application processes, including writing CVs, personal statements and interview technique (w5-7 **CS**);
- how to maximise employability, including managing online presence and taking opportunities to broaden experience (w5-7 **CS**);
- about rights, responsibilities and challenges in relation to working part time whilst studying (w5-7 **CS**);
- how to manage work/life balance, how this varies between careers and connection to financial and mental wellbeing (w5-7 **CS**).

PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21

## Spring 1: Relationships

**Communication in relationships**

Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.

**Pupils learn:**

- about core values and emotions;
- about gender identity, gender expression and sexual orientation (**PC**);
- 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;
- 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.

PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32

## Spring 2: Health and Wellbeing

### **Independence**

Responsible health choices, and safety in independent contexts.

#### **Pupils learn:**

- 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 (**PC** – chance to talk about historic discrimination against gay men re giving blood).

PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24

## Summer 1: Relationships

### **Families**

Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships.

#### **Pupils learn:**

- about different types of families and changing family structures (**PC**);
- 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 different forms of contraception including hormonal contraception, barrier contraception and access to sexual health screening and treatment.
- 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 (**PC**-adjacent re racial sensitivity around racialising honour-based violence. Potential additional conversation about racialisation of Islam).

## PSHE Year 12 Medium Term Overview

### Autumn 1: Personal Finance

#### **First-principles thinking about spending and economics**

#### **Pupils learn:**

*OLA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.  
Personal, Social, Health and Economic (PSHEE) Policy: Reviewed September 2022*

- How to think about finances and budgeting
- How economics and politics play into personal finance
- The connection between personal finance and tastes
- How to avoid living beyond your means in a cost of living crisis
- What lifestyle decisions most impact personal finance and how to account for those in budgeting.

## Autumn 2: Living in the Wider World: University

### Next steps

Consideration of University applications and potential career paths.

### Pupils learn:

- How to make a decision about University courses from the following perspectives:
  - Enjoyability of course and personal interest
  - Future career aspirations
  - Future financial aspirations
  - The nature of vocational qualifications and their positives/drawbacks.
- The workload and expectations of different degrees e.g. contact hours and self-driven study in the Humanities vs STEM
- Campus vs City Universities and their respective benefits
- The personal statement
- University open days and interviews
- Mental and Physical Health at University

## Spring 1: Living in the Wider World: Careers

### How to approach planning for future careers out of University

### Pupils learn:

- How to foster and maintain a good work ethic and work-life balance
- Writing a Cover Letter and cultivating your CV
- Part-time work at University
- Employment vs self-employment
- Vocational careers, graduate jobs and corporate jobs.
- Worker's rights, unions and equality in business.

## Spring 2: Health, Wellbeing and Citizenship

### Independence

Responsible health choices, personal safety in adult contexts and British values

### Pupils learn:

- How to navigate personal safety in places that serve alcohol
- Alcohol and drugs in bars, clubs and house parties
- Drink spiking and group safety
- Healthy and cheap eating choices:
  - Cooking for yourself
  - Cooking for a dinner party
  - Healthy consumption of alcohol
  - **Potential construction of a small recipe book: liaise with cooking**
- British values: the Philosophy of Democracy
- British values: the Philosophy of Tolerance (**PC**)
- British values: the police, the law and your rights (**PC**)

## Summer 1: Relationships

### Personal relationships and sexual health

#### Pupils learn:

- About sexual consent and coercion in relationships: your body, your choice.
- Safe sex and contraception
- Sexual health and STIs: how to access testing, contraception and access to prophylactic drugs incl. PREP (**PC**)
- Drugs, alcohol and sexual consent
- Dating at university incl. red flags, dating apps and safety on first dates

## PSHE Year 13 Medium Term Overview

### Autumn 1: Personal Finance

#### First-principles thinking about spending and economics

#### Pupils learn:

- How to think about finances and budgeting
- Spending and budgeting
- Tips and tricks for food and drink shopping

### Autumn 2: Living in the Wider World: Politics, Activism and Rights (In expectation of a general election)

#### Next steps

Consideration of University applications and potential career paths.

#### Pupils learn:

- British values: the Philosophy of Democracy and Tolerance **(PC)**
- British values: the police, the law and your rights
- Political responsibility: the importance of voting (content dependent upon general election)
- Political parties in the UK and parliamentary democracy
- *Cui Bono?* Propaganda, messaging and optics in British politics **(PC)**
- *Manufacturing Consent*: engaging critically with media coverage of politics **(PC)**

## Spring 1: Relationships

### Personal relationships and sexual health

#### Pupils learn:

- About sexual consent and coercion in relationships
- Safe sex and contraception
- Sexual health and STIs: how to access testing, contraception and access to prophylactic drugs incl. PREP **(PC)**
- Drugs, alcohol and sexual consent
- Dating at university incl. red flags, dating apps and safety on first dates
- Pride: the history of the LGBT rights movement **(PC)**

(redoubled from year 12 to ensure proper administration of RSE teaching before University)

## Spring 2: Study Skills and revision

### How to approach planning for Easter revision

#### Pupils learn:

- How to collate A Level material for revision
- How to revise A Level subjects
- Exam technique and using mark schemes
- Memory and Brain training exercises
- Producing an effective revision schedule for Easter
- Mental health, exercise and avoiding burnout

Summer : TBD based on date of study leave