

# PSHE Programme of Study

## Overview:

|        |                                 |                                  |
|--------|---------------------------------|----------------------------------|
| Unit 1 | Relationships and sex education | Families                         |
|        |                                 | Respectful relationships         |
|        |                                 | Intimate relationships and sex   |
|        |                                 | Internet safety and online media |
| Unit 2 | Careers                         | Careers and employment           |
| Unit 3 | Social awareness                | Human rights                     |
|        |                                 | Diversity                        |
|        |                                 | Prejudice                        |
|        |                                 | Managing risk                    |
|        |                                 | Government and politics          |
| Unit 4 | Character and learning          | Resilience                       |
|        |                                 | Behaviour for learning           |
|        |                                 | Being safe online                |
|        |                                 | Copyright laws                   |
|        |                                 | Revision strategies              |
| Unit 5 | Health education                | Mental health and well being     |
|        |                                 | Drugs and alcohol                |
|        |                                 | Healthy eating                   |
|        |                                 | Physical health                  |
| Unit 6 | Economic wellbeing              | Managing money                   |
|        |                                 | Banks and banking                |

## Rationale:

- We follow the PSHE Association: We've Got It Covered, Programme of Study. The programme is based on DfE Statutory Relationships and Sex Education (RSE) and Health Education. We have also included aspects of UKCCIS (UK Council for Child Internet Safety) Education for a Connected World, a framework that aims to equip children and young people for digital life. The PSHE programme would help KLS schools to fulfil its statutory responsibility to safeguard pupils, support their spiritual, moral, cultural, mental and physical development, prepare and equip them for the opportunities, responsibilities and experiences of life. The PSHE programme also supports the school's character development programme. Topics have been carefully selected to meet the needs of KLS students. The KLS PSHE education programme takes into account school policies and DfE guidance documents, including those relating to preventing and tackling bullying (including online bullying) and safeguarding.
- The PSHE Spiral and progressive curriculum allows students to revisit topics or themes several times throughout KS3, 4 and 5. The complexity or difficulty of the topic or theme increases with each revisit. Most of the learning has a relationship with old learning and is put in context with the old information. This would allow most of the information to be reinforced and solidified each time students revisit the subject matter or topic. It also allows us to remain up to date with current events. The content is tailored to meet the needs of KLS school such as our personalised approach, for example using an ex-parents trust to deliver on knife crime after his son was killed.
- Character education is integrated into all PSHE lessons. Most of the lessons will start with a character theme or virtue and the virtue will be directly linked to the lesson content. Students will be given opportunities in lessons to reflect on virtues. There would be dilemmas that promote or encourage critical thinking, reflection, problem solving and decision making (phronesis).

## **AIMS**

- Promote outstanding personal development so that students become well-educated and well-rounded young adults
- Promote SMSC development of students and prepare them for the opportunities, responsibilities and experiences of later life
- Promote good behaviour and positive character traits e.g. stickability; self-regulation and empathy

- Foster good mental wellbeing in students so that they can fulfil their full potential at school and are well prepared for life

“The only person you are destined to become is the person you decide to be.” —Ralph Waldo Emerson

**Long Term Plan; Week by week view:**

|    | 7                                          | 8                                   | 9                                  | 10                                 | 11                                   |
|----|--------------------------------------------|-------------------------------------|------------------------------------|------------------------------------|--------------------------------------|
| 1  | Healthy relationships (friendships)        | Healthy and unhealthy relationships | Changing families                  | Different types of relationships   | Conflict resolution in relationships |
| 2  | Resilience                                 | Consent                             | Recognising abuse in relationships | Parenting skills and family life   | Long term commitment                 |
| 3  | Friendships and resolving conflict         | Marriage                            | Forced marriage                    | Diverse relationships              | Contraception                        |
| 4  | Resilience                                 | Honour based violence and FGM       | STIs                               | Tensions between teens and parents | Fertility and parenthood             |
| 5  | Gender stereotyping                        | Teenage pregnancy                   | Abortion and the law               | Consent- whose responsibility      | Pregnancy outcomes                   |
| 6  | Resilience                                 | Contraception                       | Sexual consent                     | Consent - sexual behaviours        | Pregnancy choices and abortion       |
| 7  | Peer pressure (Bullying and cyberbullying) | Body image 1                        | Signs of grooming                  | Consent- Assumptions               | The role of intimacy                 |
| 8  | Resilience                                 | Body image 2                        | Teenage parents                    | Responsibilities in relationships  | Pornography                          |
| 9  | Being safe online                          | Body image 3                        | Trolling                           | Sexually transmitted infections    | Peer Pressure and coercion           |
| 10 | Resilience                                 | Sexting online footprint            | Sexting                            | Grooming.                          | Mental health challenges             |
| 11 | Social media                               | Making wise decisions online        | Pornography                        | Child to child sexual abuse        | Negative thinking patterns           |

|    |                            |                                              |                                    |                             |                                                  |
|----|----------------------------|----------------------------------------------|------------------------------------|-----------------------------|--------------------------------------------------|
| 12 | Resilience                 | Unifrog                                      | Careers                            | Unhealthy relationships     | Recognising mental health                        |
| 13 | School and community       | Bullying                                     | Employability                      | Fertility Treatments        | Loss and bereavement                             |
| 14 | Resilience                 | Fairness                                     | Apprenticesh                       | Apprenticeships             | Promoting positive mental health                 |
| 15 | Why do we have rules?      | Migration                                    | Human rights and children's rights | Employability- Writing a CV | Types of Fraud                                   |
| 16 | Resilience                 | Asylum seekers                               | Globalisation                      | Employability Skills        | Money mules                                      |
| 17 | Who is my community?       | Immigration and the rise of the far right    | Types of prejudice                 | Volunteering                | Managing risks                                   |
| 18 | Resilience                 | Challenging racism                           | HBT (Homo, Bi and Trans bullying)  | Shared identity             | Being safe online                                |
| 19 | Causes of racism           | Homophobia                                   | Extremism and radicalisation       | Challenging discrimination  | Alcohol tobacco and other drugs                  |
| 20 | Resilience                 | Gangs 1- healthy and unhealthy social groups | Multiculturalism                   | Gender and identity         | County lines and cuckooing                       |
| 21 | Billy's wish - knife crime | Gangs 2- Risks                               | Causes of crime                    | Work experience             | Alcohol and the law                              |
| 22 | Resilience                 | Gangs 3- exit strategies                     | Knife crime and the law            | Gambling                    | Addiction and dependency                         |
| 23 | Managing Peer pressure     | Knife crime                                  | Gambling and the law               | Taking Part in a debate     | Being health aware- testicular and breast cancer |
| 24 | Resilience                 | Punishment for knife                         | Voting and elections               | Democracy                   | Prejudice and discrimination                     |
| 25 | Gangs                      | Learning to learn - organisational skills    | Viruses                            | Houses of Parliament        | Equality Act and Hate crime                      |

|    |                                                       |                              |                                           |                                                            |                              |
|----|-------------------------------------------------------|------------------------------|-------------------------------------------|------------------------------------------------------------|------------------------------|
| 26 | Resilience                                            | Cyber wisdom                 | Webcams                                   | <i>Time management</i>                                     | Money stresses and pressures |
| 27 | What is mental health?                                | Security- phishing online    | Copyright and ownership                   | <i>Memory and study</i>                                    | Planning my future           |
| 28 | Resilience                                            | Body Image and Mental health | Plagiarism                                | <i>Revision strategies</i>                                 |                              |
| 29 | Understanding emotions                                | Importance of sleep          | Eating disorders                          | Recognising and balancing emotions                         |                              |
| 30 | Resilience                                            | Drugs                        | Legal drugs - tobacco, history of smoking | Depression                                                 |                              |
| 31 | What are drugs?                                       | Why do people take drugs?    | Legal drugs - tobacco, dangers of smoking | Stress, pressures and exams                                |                              |
| 32 | Resilience                                            | Alcohol - the effects        | Legal drugs - alcohol                     | Coping with mental health-taking responsibility for health |                              |
| 33 | Balanced diet                                         | Drink driving                | Illegal drugs - Class A                   | Drugs supply chain and country lines                       |                              |
| 34 | Unifrog lesson                                        | Obesity                      | Cannabis and the law                      | Alcohol and young people                                   |                              |
| 35 | Puberty<br>(PE - to cover The importance of exercise) | Exercise                     | Basic first aid                           | What is addiction?                                         |                              |
| 36 | Resilience                                            | Money management             | Debts and loans                           | How addiction affects families                             |                              |
| 37 | Consent                                               | Budgeting                    | Digital Footprints                        |                                                            |                              |
| 38 | Having a bank account                                 | Drugs                        | Digital financial risks                   | Consumerism                                                |                              |

|    |                 |  |  |                                             |  |
|----|-----------------|--|--|---------------------------------------------|--|
| 39 | Needs and wants |  |  | Money stresses and pressures - credit cards |  |
| AW |                 |  |  |                                             |  |

AW = activities week