**PSHE Programme of Study**

**Overview:**

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| 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 Statuary 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](http://www.success.com/article/rohn-better-is-something-you-become).” ―Ralph Waldo Emerson

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

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|  | **7** | **8** | **9** | **10** | **11** | **12** |  |
| 1 | Healthy relationships(friendships) | Healthy and unhealthy relationships | Changing families | Different types of relationships  | Conflict resolution in relationships  | Study skills  | UCAS and Personal statements  |
| 2 | Resilience | Empathy and relationships | Stable relationships (marriage) | Parenting skills and family life | Long term commitment  |  |  |
| 3 | Friendships and resolving conflict  | Marriage | Forced marriage | Relationships diversity  | Contraception  | Fertility and IVF | Money Matters- Credit Card and Pay day loans  |
| 4 | Resilience | Honour based violence | STIs | Tensions between teens and parents | Fertility and parenthood  |   |  |
| 5 | Gender stereotyping | Teenage pregnancy | Abortion and the law | Divorce- when relationships break down | Pregnancy outcomes  | Adoption and Fostering | Bank Loans and Student Loans  |
| 6 | Resilience | Contraception | Teenage Parents | Consent  | Pregnancy choices and abortion  |  |  |
| 7 | Peer pressure (Bullying and cyberbullying)  | Body image 1 | Signs of grooming | Grooming and sexual exploitation | The role of intimacy  | Drugs  | Living Away from Home  |
| 8 | Resilience | Body image 2 | Trolling, harassment and whistleblowing | Peer on peer sexual abuse | Pornography |  |  |
| 9 | Being safe online | Body image 3 | Sexting and the law | Sexual health (sexually transmitted infections) | Peer Pressure and coercion  | Relationships Diversity  | Consent, alcohol and rape  |
| 10 | Resilience | Sexting online footprint | Pornography and the law | Different types of contraception | Mental health challenges |  |  |
| 11 | Social media | Being safe online | Sex in the media (what do we see about sex in the media) | Domestic violence (when relationships go wrong) | Negative thinking patterns | Consent  | Safe driving  |
| 12 | Resilience | Applying rules | Options process | Unifrog (CV and Cover Letter Lorna lesson)  | Recognising mental health |  |  |
| 13 | School and community | Fairness  | Youth connexions/ unifrog | Apprenticeships and post 16 options | Loss and bereavement  | Being safe online –revenge porn | Exam stress and well being  |
| 14 | Resilience | Migration  | Apprenticeships | Writing a CV  | Promoting positive mental health |  |  |
| 15 | Why do we have rules? | Asylum seekers | Human rights and children’s rights | Employability | Types of Fraud  | FGM and Human Rights  | Revision skills  |
| 16 | Resilience | Causes of racism  | How can I contribute to my community?  | Voluntary work | Money mules  |  |  |
| 17 | Who is my community? | Brexit and the rise of the far right | Types of prejudice | Shared identity and experiences – Diversity in Britain | Managing risks  | Revision Skills  | Drugs- Party Drugs  |
| 18 | Resilience | Challenging racism  | HBT (Homo, Bi and Trans bullying) | Challenging discrimination | Being safe online  |  |  |
| 19 | Causes of racism | Homophobia  | Extremism and radicalisation | Gender and Language | Alcohol tobacco and other drugs | Unifrog  | Gender and Identity  |
| 20 | Resilience | Knife crime  | Racism in modern Britain | Gambling addition | County lines and cuckooing  |  |  |
| 21 | Billy’s wish – knife crime | Punishing those who commit knife crime  | Causes of crime | Work experience- Careers | Alcohol and the law  | Charity and voluntary work  | Animal Rights  |
| 22 | Resilience | Unifrog- Lesson follow up  | Knife crime and the law | Taking part in a debate | Addiction and dependency  |  |  |
| 23 | Peer pressure | Learning to learn 1  | Gambling and the law | Democracy | Being health aware- testicular and breast cancer  | Budgeting  | The Environment- extinction rebellion and other movements  |
| 24 | Resilience | Cyber wisdom 1 | Voting and elections | Houses of Lords- do they need to reform? | Prejudice and discrimination  |  |  |
| 25 | Gangs | Cyber wisdom 2  | Viruses*(CS – to cover terms and conditions)* | *Revision strategies* | Equality Act and Hate crime  | Mental health  | Revision and Time Management  |
| 26 | Resilience | Cyber wisdom 3 | Webcams | *Revision strategies* | Money stresses and pressures |  |  |
| 27 | What is mental health? | Cyber wisdom 4  | Copyright and ownership | *Revision strategies* | Planning my future  | Online Gambling and Addiction  | Budgeting 2  |
| 28 | Resilience | Security – apps, scams and phishing*(CS – to cover privacy and security; passwords)* | Plagiarism | *Revision strategies* |  |  |  |
| 29 | Understanding emotions | Body image and mental health | Eating disorders | Recognising and balancing emotions |  | Domestic Abuse  |  |
| 30 | Resilience | The importance of sleep | 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 |  | UCAS  |  |
| 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 |  | Understanding causes and prevention of cancer |  |
| 34 | Unifrog lesson  | Obesity | Cannabis and the law | Alcohol and young people |  |  |  |
| 35 | Puberty *(PE – to cover The importance of exercise)* |  unifrog follow up lesson | Basic first aid | What is addiction? |  | Overdrafts |  |
| 36 | Resilience  | Different types of bank and savings accounts | Enterprise project | How addiction affects families |  |  |  |
| 37 | Needs and wants | What influences our spending? | Debts and loans  | Consumerism |  | Coping with a credit card |  |
| 39 | Having a bank account | How do I save and how do I budget? | Enterprise project | Money stresses and pressures – credit cards |  | Loans and student loans |  |
| AW |  |  |  |  |  |  |  |

AW = activities week

**Year 7 Medium Term Plan**

 In year 7, students receive one PSHE lesson and one resilience lesson per fortnight.

**PSHE programme:**

* *References linked to: PSHE Association: We’ve Got It Covered, Programme of Study. The reference*

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| **Weeks** | **Topic** | **Character virtue** | **References to the learning intentions**  | **Knowledge, Skills & Vocabulary** | **Cross curricular** | **Linked activities** |
| 1 | Healthy relationships | Respect,Friendliness, friendship  | KS3 &4 R1KS3 R13  | Recognising healthy relationships |  |  |
| 3 | Friendships and resolving conflict | Respect, tolerance | KS3 L3 | Importance of friendshipsResolving conflict in relationships  |  |  |
| 5 | Gender stereotyping | Respect, empathy  | KS3 &4 R27KS3 L3 | Recognising the differences between genders and the stereotypes |  |  |
| 7 | Peer pressure | Self-discipline  | KS3 R28KS3 H27 | Managing peer pressure  |  |  |
| 9 | Being safe online | Self-regulation  | KS3 R35 | Managing risks onlineRegulating one’s behaviour online  |  |  |
| 11 | Social media | Self regulation  | KS3 R36 | Recognise the benefits and disadvantages of social media  |  |  |
| 13 | School and community | Democracy, citizenship  | KS3 L5  | The importance of rules  |  |  |
| 15 | Why do we have rules? | Democracy  | KS3 L5  | The importance of following school rules  |  |  |
| 17 | Who is my community? | Neighbourliness, community awareness  | KS3 L8 | Recognise different rights and responsibilities of members of the community |  |  |
| 19 | Causes of racism | Empathy, open-mindedness  | KS3 L4  | Discuss the main causes of racism  |  |  |
| 21 | Billy’s wish – knife crime | Community awareness  | KS3 R33 | How knife crime affect communities  |  | Billy’s Wish Assembly  |
| 23 | Peer pressure | Self-regulation  | KS3 R28 | How to manage peer pressure  |  |  |
| 25 | Gangs | Self-regulation  | KS3 R34 | Knowledge about how gangs work and managing the risks. |  |  |
| 27 | What is mental health? | Empathy  | KS3 H6 | Awareness of what constitutes mental health  |  |  |
| 29 | Understanding emotions | Empathy  | KS3 H2  | Know how to regulate emotions  |  |  |
| 31 | What are drugs? | Self regulation  | KS3 H28 | Define drugs  |  |  |
| 33 | Balanced diet | Self-regulation  | KS3 H16 | Describe different types of drugs  |  |  |
| 35 | Puberty *(PE – to cover The importance of exercise)* | Self awareness  | KS3 H7 | Describe puberty |  |  |
| 37 | Needs and wants | Self-regulation  | KS3 L20 | Explain the differences between needs and wants  |  |  |
| 38 | Having a bank account | Self-regulation  | KS3 L16 | Describe the importance of having a bank account  |  |  |
| 39 |  |  |  |  |  |  |
| AW |  |  |  |  |  |  |

**Resilience**

This follows Penn-Resilience programme The programme enables young people to develop skills that empower them to be more resilient in dealing with situations both in and out of school. Young people develop skills in emotion control and emotional awareness, emotional and mental resilience, confidence, problem solving, communication, assertiveness, peer relationships and decision making. The lessons are taught by Penn Resilience qualified teachers. The Penn Resilience Programme is taught once a fortnight over 38 weeks.

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|  | **Topic** | **Character virtue** | **Reference** | **Cross curricular** |
| 2 | Self-Talk  | Resilience  | Penn Resilience Teacher handbook page 6 |  |
| 4 | Link between thoughts and feelings  | Empathy  | Penn Resilience Teacher handbook page 26 |  |
| 6 | Thinking styles  | Reflection  | Penn Resilience Teacher handbook page 39 |  |
| 8 | Alternatives and evidence  | Hope, Optimism  | Penn Resilience Teacher handbook page 61 |  |
| 10 | The file game; looking for evidence  | Empathy  | Penn Resilience Teacher handbook page 83 |  |
| 12 | Putting it into perspectives  | Empathy  | Penn Resilience Teacher handbook page 91 |  |
| 14 | Real time resilience; the Hot Seat  | Confidence  | Penn Resilience Teacher handbook page 107 |  |
| 16 | Review of Lessons 1-7  | Reflection  | Penn Resilience Teacher handbook page 119 |  |
| 18 | Assertiveness | Communication  | Penn Resilience Teacher handbook page 135 |  |
| 20 | Negotiation | Communication  | Penn Resilience Teacher handbook page 153 |  |
| 22 | Coping strategies  | Problem solving  | Penn Resilience Teacher handbook page 165 |  |
| 24 | Solving dilemmas and visualisation | Problem solving  | Penn Resilience Teacher handbook page 187 |  |
| 26 | Overcoming procrastination  | Self-regulation  | Penn Resilience Teacher handbook 193 |  |
| 28 | Review of lessons 9-13 | Reflection  | Penn Resilience Teacher handbook 199 |  |
| 30 | Decision making  | Critical thinking  | Penn Resilience Teacher handbook page 224 |  |
| 32 | Problem solving  | Problem solving  | Penn Resilience Teacher handbook page 233 |  |
| 34 | Problem solving and review  | Problem solving  | Penn Resilience Teacher handbook page 247 |  |
| 36 | Review of lessons  | Reflection  | Penn Resilience Teacher handbook page 261 |  |

**Year 8 Medium Term plan**

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|  | **Topic** | **Character virtue** | **Reference to the learning intentions** | **Knowledge, Skills & Vocabulary** | **Cross curricular** | **Linked activities** |
| 1 | Healthy and unhealthy relationships | Respect, Empathy  | KS3 R29KS3 R27 | Describe healthy relationships  |  | Relationships, Sex Ed speaker  |
| 2 | Empathy and relationships | Respect, Empathy  | KS3 R1KS3 R8 | Explain the importance of empathy in relationships  |  |  |
| 3 | Marriage | Respect  | KS3 R8KS3 R9 | Marriage as a form of commitmentCohabitation- define  |  |  |
| 4 | Honour based violence | Respect  | KS4 R19 | Define honour-based violence  |  |  |
| 5 | Teenage pregnancy | Self-discipline  | KS3 R15 | Describe the challenges of being a teenage mum. |  |  |
| 6 | Contraception | Self-discipline  | KS3 R21 | Types of contraceptionNatural and artificial contraception  |  |  |
| 7 | Body image 1 | Confidence, self-awareness  | KS3 R23KS3 H29KS3 H18 | Appearance ideals-  |  |  |
| 8 | Body image 2 | Confidence, self-awareness  | KS3 R23KS3 H29KS3 H18 | How the media influence body image  |  |  |
| 9 | Body image 3 | Confidence, self-awareness | KS3 R23KS3 H29KS3 H18 | Confronting body image comparisons  |  |  |
| 10 | Sexting online footprint | Self-discipline ,  | KS3 R38 | The dangers of sexting  |  |  |
| 11 | Being safe online | Self-discipline  | KS3 R28 | Regulating one’s behaviour online  |  |  |
| 12 | Applying rules | Community awareness  | KS3 L9 | The importance of rules and how they apply to our daily lives  |  |  |
| 13 | Fairness | Community awareness  | KS3 L7 | Define fairness  |  |  |
| 14 | Migration | Tolerance  | KS3 L11 | Challenges faced by migrants  |  |  |
| 15 | Asylum seekers | Tolerance, empathy | KS3 L11 | Define asylum seekers  |  |  |
| 16 | Privilege  | Tolerance, empathy | KS3 L11 | Discuss different views about privilege based on race, gender, education, social status etc.  |  |  |
| 17 | Brexit and the rise of the far right | Tolerance, open-mindedness  | KS3 L12 | How Brexit has led to the increase in racism  |  |  |
| 18 | Challenging racism | Open-mindedness  | KS3 R27KS3 L4 | How to challenge racism  |  |  |
| 19 | Homophobia  | Respect, Tolerance  | KS3 R27KS R25 | Define homophobia Discuss the effects of homophobia  |  |  |
| 20 | How knife crime affects communities | Community awareness  | KS3 R 33 | Discuss the reasons why people carry knives Describe the effects of knife crime  |  |  |
| 21 | Punishing those who commit knife crime | Community awareness | KS3 R33 | How knife crime offenders are punished  |  |  |
| 22 | Unifrog | Reason and judgement, hope, optimism  | KS3 L12 | Careers and the requirements to enter into those careers  |  | Youth connexions for unifrog |
| 23 | Learning to learn 1 | Team work  | KS3 L8 | The importance of team work  |  |  |
| 24 | Learning to learn 2 | Curiosity  | KS3 L8 | Define curiosity  |  |  |
| 25 | Learning to learn 3 | Problem Solving  | KS3 L8  | Develop problem solving skills  |  |  |
| 26 | Learning to learn 4 | Effective listening  | KS3 L8 | The importance of effective listening  |  |  |
| 27 | Learning to learn 5 | Different learning styles  | KS3 L8 | What are different learning styles  |  |  |
| 28 | Security – apps, scams and phishing*(CS – to cover privacy and security; passwords)* | Self-regulation  | KS3 R35 | What are scams and phishing  |  |  |
| 29 | Body image and mental health | Self-awareness, confidence  | KS3 R23 | The links between body image and mental health  |  | Linked to the research from University of West England  |
| 30 | The importance of sleep | Self-awareness  | KS3 H10 | Describe the benefits of having enough sleep  |  |  |
| 31 | Why do people take drugs? | Social justice, empathy  | KS3 H24KS3 H27 | Discuss the reasons for taking drugs  |  |  |
| 32 | Alcohol – the effects  | Social justice  | KS3 H28 | Describe how alcohol affects people  |  |  |
| 33 | Drink driving | Citizenship  | KS3 H26 | The dangers of drink driving  |  |  |
| 34 | Obesity | Self discipline  | KS3 H16 | The dangers of obesity and how to reduce obesity  |  |  |
| 35 | Unifrog  | Reason and Judgement  | KS3 L9 | Factors to consider when making decisions about careers  |  |  |
| 36 | Different types of bank and savings accounts | Self-regulation  | KS3 L16KS3 L20 | Differences between savings and other bank accounts  |  |  |
| 37 | What influences our spending? | Self-discipline  | KS3 L16 | How the media influences spending  |  |  |
| 38 | How do I save and how do I budget? | Self regulation, gratitude  | KS3 L18 | The importance of budgets and saving money  |  |  |
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**Year 9 Medium Term Plan**

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|  | **Topic** | **Character virtue** | **References to learning intentions**  | **Knowledge, Skills & Vocabulary** | **Cross curricular** | **Linked activities** |
| 1 | Changing families | Respect  | KS3 R8 | Different types of families; nuclear, reconstituted, blended, extended  |  |  |
| 2 | Stable relationships (marriage) | Respect  | KS3 R9 | The importance of marriageReasons why people marryRespect in marriage  |  |  |
| 3 | Forced marriage | Respect | KS3 R9 | What is the difference between forced and arranged marriage  |  |  |
| 4 | STIs | Self regulation  | KS3 R12KS3 H12 | Different types of STIs |  | Relationships, Sex Ed speaker |
| 5 | Abortion and the law | Empathy, compassion  | KS4 R25 | The conditions under which abortions are allowed in the UK |  |  |
| 6 | Teenage Parents | Empathy, compassion  | KS4 R26KS4 R23 | Challenges faced by teenage parents  |  |  |
| 7 | Signs of grooming | Respect  | KS3 R19 | What are the signs of sexual grooming  |  |  |
| 8 | Trolling, harassment and whistleblowing | Respect  | KS4 L9KS3 L17 | Define trolling, harassment and whistle blowing  |  |  |
| 9 | Sexting and the law | Honesty  | KS3 R38 | What does the law say about sexting  |  |  |
| 10 | Pornography and the law | Respect, self-discipline | KS3 R23 | The dangers of pornography Sex in the media (what do we see about sex in the media) |  |  |
| 11 | Options process | Reason and judgement  | KS3 L9 | What to consider when making GCSE choices  |  |  |
| 12 | Youth connexions/ unifrog | Reason and judgement  | KS3 L9 KS3 L14 | Key factors when making GCSE options  |  | Youth connexions for unifrog |
| 13 | Apprenticeships | Hope, optimism  | KS3 L10 | Describe the benefits and disadvantages of apprenticeships  |  |  |
| 14 | Human rights and children’s rights | Social Justice  | KS3 L6 | What are human rights? |  |  |
| 15 | How can I contribute to my community?  | Social Justice  | KS3 L1 | What constitutes active citizenship |  |  |
| 16 | Types of prejudice | Tolerance  | KS3 R28 | Define prejudice and give examples  |  |  |
| 17 | HBT (Homo, Bi and Trans bullying) | Tolerance, Open-mindedness  | KS3 R27 | Describe examples of homophobic and transphobic bullying  |  | Diversity Role Models workshops |
| 18 | Extremism and radicalisation | Open-mindedness,  | KS3 R20KS4 L4  | Dangers of radicalisation and extremism  |  |  |
| 19 | Racism in modern Britain | Open-mindedness  | KS3 R27 | Racism in modern Britain  |  |  |
| 20 | Causes of crime | Community awareness  | KS3 L6  | What causes crime  |  |  |
| 21 | Knife crime and the law | Community awareness  | KS3 R33 | What does the law say about knife crime |  |  |
| 22 | Gambling and the law | Citizenship  | KS3 L19KS3 H18 | Describe modern gambling laws  |  |  |
| 23 | Voting and elections | Citizenship  |  | The importance of taking part in lections  |  |  |
| 24 | Viruses*(CS – to cover terms and conditions)* | Reason and judgement  | KS3 L17 | Define viruses  |  |  |
| 25 | Webcams | Self-discipline  | KS3 L17 | Define webcams  |  |  |
| 26 | Copyright and ownership | Self-discipline  | KS3 L17 | What is copyright  |  |  |
| 27 | Plagiarism | Self-discipline  | KS3 L17 | Define plagiarism  |  |  |
| 28 | Eating disorders | Compassion, empathy | KS3 H6 | Describe examples of eating disorders  |  |  |
| 29 | Legal drugs – tobacco, history of smoking | Self regulation  | KS3 H25 | Know the history smoking  |  |  |
| 30 | Legal drugs – tobacco, dangers of smoking | Honesty  | KS3 H25 | Know the dangers of smoking |  |  |
| 31 | Legal drugs – alcohol | Honesty | KS3 H20 | Know the dangers of alcohol abuse  |  |  |
| 32 | Illegal drugs – Class A | Honesty | KS3 H25 | Describe the dangers of cocaine and other hard drugs  |  |  |
| 33 | Cannabis and the law | Honesty | KS3 H25 | Know about cannabis and the law and also The dangers of cannabis  |  |  |
| 34 | Basic first aid |  | KS3 H22 | Knowledge about key first aid skills  |  |  |
| 35 | Enterprise project | Resourcefulness, team work  | KS3 L16 | How businesses start and how they are managed  |  |  |
| 36 | Debts and loans  | Self-discipline  | KS3 L20 | What are debts? |  |  |
| 37 | Enterprise project | Team work, Resourcefulness  | KS3 L16 | How to market one’s business |  |  |
| AW |  |  |  |  |  |  |

**Year 10 Medium Term Plan**

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|  |  | **Character virtue** | **References to learning intentions**  | **Knowledge, Skills & Vocabulary** | **Cross curricular** | **Linked activities** |
| 1 |  | Respect | KS4 R20 | Different levels of relationships  |  |  |
| 2 | Parenting skills and family life | Respect | KS4 R4 | Describe examples key parenting skills  |  |  |
| 3 | Same sex relationships | Openminded-ness  | KS4 R3 | Describe same sex familiesChallenges faced by same sex families  |  |  |
| 4 | Tensions between teens and parents | Respect  | KS3 R11 | Managing conflict between parents and teens  |  |  |
| 5 | Divorce- when relationships break down | Respect, Empathy  | KS3 R29 | Causes of divorce and how divorce affect young people  |  |  |
| 6 | Consent | Respect | KS4 R5 | What is consent? |  |  |
| 7 | Grooming and sexual exploitation | Respect  | KS4 R7 | Define grooming and sexual exploitation  |  |  |
| 8 | Peer to peer sexual abuse | Self-discipline  | KS4 R14 | Define peer o peer sexual exploitation  |  |  |
| 9 | Sexual health (sexually transmitted infections) | Self-discipline | KS4 R22KS4 H12KS4 H9 | Know examples of sexually transmitted diseasesKnow how to prevent STIs |  | Relationships, Sex Ed speaker |
| 10 | Different types of contraception | Honesty  | KS3 R22 | Know different methods of contraception  |  |  |
| 11 | Domestic violence (when relationships go wrong) | Respect  | KS4 R10 | Define domestic violence Know where they can get support  |  |  |
| 12 | Unifrog | Reason and judgement  | KS4 L11 | Know the requirements of the careers or jobs that interest them  |  | Youth connexions for unifrog |
| 13 | Apprenticeships and post 16 options | Reason and judgement  | KS4 L12 | Describe advantages and disadvantages od apprenticeships  |  |  |
| 14 | Writing a CV | Hope, Optimism  | KS4 L13 | Know how to write a CV |  |  |
| 15 | Employability | Hope, Optimism  | KS3 L10 | Know the importance od ‘soft skills’ in employment  |  |  |
| 16 | Voluntary work | Community awareness, citizenship  | KS4 L12 | Discuss the importance of voluntary work  |  |  |
| 17 | Shared identity and experiences – Diversity in Britain | Citizenship  | KS4 L3 | Discuss the challenges of living in a multi-cultural country like Britain  |  |  |
| 18 | Challenging discrimination | Social Justice  | KS4 L4 | Know how to challenge racial discrimination  |  |  |
| 19 | Positive LGBTQ | Tolerance  | KS4 R13 | Describe the work of LGBT groups like StonewallDevelop knowledge and understanding of key LGBT terminology  |  |  |
| 20 | Gambling addition | Empathy  | KS4 L20 | Discuss how gambling addiction affect people  |  |  |
| 21 | Work Experience- Careers | Citizenship  | KS4 L6 | Know the importance of work experience  |  |  |
| 22 | Taking part in a debate | Confidence  | KS4 L6 | Practise debating and communication skills  |  |  |
| 23 | Democracy | Citizenship  | KS4 L6 | Discuss the importance of democracy  |  |  |
| 24 | Houses of Lords- do they need to reform? | Citizenship  | KS4 L6  | Evaluate whether the House of Lords needs reform  |  |  |
| 25 | Revision strategies | Stickability, determination  | KS3 L8KS4 L1 | Know how to manage time  |  |  |
| 26 | Revision strategies | Stickability, determination | KS3 L8KS4 L1 | Practise different revision skills |  |  |
| 27 | Revision strategies | Stickability, determination | KS3 L8KS4 L1 | Discuss the effectiveness of different revision strategies  |  |  |
| 28 | Revision strategies | Stickability, determination | KS3 L8KS4 L1 | Apply revision strategies to prepare for examinations  |  |  |
| 29 | Recognising and balancing emotions | Self-awareness  | KS4 H2KS4 R1 | Balancing emotions to maintain positive mental health  |  |  |
| 30 | Depression | Empathy  | KS4 H3 | Know the signs of depression and how they can access support  |  |  |
| 31 | Stress, pressures and exams | Self-awareness  | KS4 H3  | Know how they can manage exam stress and pressures  |  |  |
| 32 | Coping with mental health- taking responsibility for health | Empathy, compassion  | KS4 H7 | Know how they can cope with mental health challenges  |  |  |
| 33 | Drugs supply chain and country lines | Community awareness, citizenship  | KS4 H17 | Describe ‘country lines’ |  |  |
| 34 | Alcohol and young people | Self-regulation  | KS4 R18 | Know how alcohol affect young people  |  |  |
| 35 | What is addiction? | Self-discipline  | KS4 H15KS4 H16 | Discuss the effects of addiction  |  |  |
| 36 | How addiction affects families | Community awareness  | KS4 H17 | Discus how addiction affect families  |  |  |
| 37 | Consumerism | Community awareness  | KS4 L21 | Define consumerism  |  |  |
| 38 | Money stresses and pressures – credit cards | Self-discipline,  | KS4 L20  | Know what credit cards are  |  |  |
| AW | Work experience |  |  |  |  |  |

**Year 11 Medium Term Plan**

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|  | **Topic** | **Character virtue** | **References to learning intentions**  | **Knowledge, Skills & Vocabulary** | **Cross curricular** | **Linked activities** |
| 1 | Conflict resolution  | Respect | KS4 R20 | Different ways to resolve conflict  |  |  |
| 2 | Long term commitments | Respect | KS4 R4 | Describe the laws around long term commitments such as marriage  |  |  |
| 3 | Contraception  | Openminded-ness  | KS4 R3 | Describe suitable contraception for people in different situations,  |  |  |
| 4 | Fertility and parenthood  | Respect  | KS3 R11 | Describes changes in fertility over the person’s adult life.  |  |  |
| 5 | Pregnancy outcomes  | Respect, Empathy  | KS3 R29 | Evaluate influences on decisions about pregnancy.  |  |  |
| 6 | Pregnancy choices and abortion  | Respect | KS4 R5 | What are the legal considerations when it comes to abortion?  |  |  |
| 7 | The role of intimacy  | Respect  | KS4 R7 | Explain the importance of consent in intimate relationships  |  |  |
| 8 | Pornography  | Self-discipline  | KS4 R14 | Evaluate the impact of pornography  |  |  |
| 9 | Coercive behaviour  | Self-discipline | KS4 R22KS4 H12KS4 H9 | Recognise coercive behaviours in relationships  |  | Relationships, Sex Ed speaker |
| 10 | Mental health challenges in adolescence  | Honesty  | KS3 R22 | Know different ways to manage mental health challenges.  |  |  |
| 11 | Negative thinking patterns  | Respect  | KS4 R10 | Recognise the impact of negative thinking/self-talk  |  |  |
| 12 | Recognising mental health conditions  | Reason and judgement  | KS4 L11 | Know signs of different mental health conditions.  |  |  |
| 13 | Loss and bereavement  | Reason and judgement  | KS4 L12 | Explain what grief is, and how people deal with grief.  |  |  |
| 14 | Promoting positive mental health.  | Hope, Optimism  | KS4 L13 | Describe different mental health coping strategies.  |  |  |
| 15 | Types of fraud  | Hope, Optimism  | KS3 L10 | Know different types of fraud.  |  |  |
| 16 | Money mules  | Community awareness, citizenship  | KS4 L12 | Why do criminals target young people?What are money mules?  |  |  |
| 17 | Managing risks  | Citizenship  | KS4 L3 | Discuss influences on young people’s attitudes toward alcohol and drugs.  |  |  |
| 18 | Being safe online  | Social Justice  | KS4 L4 | Know what scams are and ways to prevent them.  |  |  |
| 19 | Alcohol and other drugs  | Tolerance  | KS4 R13 | Explain the law about different types of drugs. |  |  |
| 20 | County lines  | Empathy  | KS4 L20 | Explain what county lines are . |  |  |
| 21 | Alcohol and the law  | Citizenship  | KS4 L6 | Know the laws wound alcohol including drink driving.  |  |  |
| 22 | Addiction and dependency  | Citizenship | KS4 L6 | Know the signs of addiction and how to seek help. |  |  |
| 23 | Being health aware- testicular and breast cancer  | Citizenship  | KS4 L6 | Identify the signs of prostate and breast cancer.  |  |  |
| 24 | Prejudice and discrimination  | Citizenship  | KS4 L6  | Evaluate ways of challenging discrimination. |  |  |
| 25 | Equality Act and hate Crime.  | Stickability, determination  | KS3 L8KS4 L1 | Understand what the Equality Act is, its purpose.  |  |  |
| 26 | Money stresses and pressures.  | Stickability, determination | KS3 L8KS4 L1 | Discuss some of the emotional and financial costs of misusing money.  |  |  |
| 27 | Planning for the future. | Stickability, determination | KS3 L8KS4 L1 | Make plans for future career choices  |  |  |
| 28 | Revision strategies | Stickability, determination | KS3 L8KS4 L1 | Apply revision strategies to prepare for examinations  |  |  |

**Year 12 and 13**

Medium Term Plan

**Year 12 Medium Term Plan**

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|  | **12** |  |  |  |
|  | **Topic**  | **Knowledge, Skills and vocabulary** | **Character** | **Cross curricular link**  |
| 1 | Study skills  | Develop time management, note taking and revision skills  | Stickability  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| 2 | Fertility and IVF | Describe different types of fertility methods  | Determination Empathy  |  |
|  |   |  |  |  |
| 3 | Adoption and Fostering | Describe the reasons for fostering and adoption Understand the key issues raised by fostering and adoption  | Community awareness Compassion and empathy  |  |
|  |  |  |  |  |
| 4 | Drugs  | Understand how drugs affect young peopleUnderstand the dangers of party and sex drugs  | Self-regulation  | Shaun Attwood  |
|  |  |  |  |  |
| 5 | LGBQT sex relationships (including asexual and pansexual) | Understand the dynamic of LGBTQ+ relationships and some of the challenges faced by LGBTQ+ people  | Respect  | Jane Hill presentation  |
|  |  |  |  |  |
| 6 | Consent  | Describe examples of situations when consent might be impaired.  | Respect  | Emma Jeal  |
|  |  |  |  |  |
| 7 | Being safe online  | Discuss the importance of staying safe online. Discuss the dangers of revenge porn. | Respect  | Rap Project /Social Skills  |
|  |  |  |  |  |
| 8 | FGM and Human Rights  | Understand the main issues raised by FGM Discuss human rights and FGM  | Respect Social justice  |  |
|  |  |  |  |  |
| 9 | Revision Skills  | Apply revision techniques to prepare for their examinations  | Stickability  |  |
|  |  |  |  |  |
| 10 | Unifrog  | Research on careers of their choice  | Reason and judgement Self-awareness  | Youth Connections? |
|  |  |  |  |  |
| 11 | Charity and voluntary work  | Understand the importance of charity  | Citizenship  |  |
|  |  |  |  |  |
| 12 | Budgeting  | Understand the importance of budgeting  | Self-regulation  |  |
|  |  |  |  |  |
| 11 | Mental health and exam stress  | Understand the importance of managing and looking after one’s mental health and well being  | Stickability  | Verity  |
|  |  |  |  |  |
| 13 | Online Gambling and Addiction  | Know about the dangers of online gambling  | Self-regulation  |  |
|  |  |  |  |  |
| 14 | Domestic Abuse  | Know the signs of domestic abuse Develop skills in dealing with an abusive relationship  | Respect  | Herts Young Homeless  |
|  |  |  |  |  |
| 15 | UCAS  | Understand how to write UCAS personal statements  | Reason and judgment  |  |
|  |  |  |  |  |
| 19 | Cancer  | Understanding causes and prevention of cancer | Empathy  | Cancer Trust |
|  |  |  |  |  |
| 17 | Overdrafts | Develop money management skillsUnderstand how banks make money through over draft charges  | Self-discipline Reason and judgment  |  |
|  |  |  |  |  |
| 18 | Coping with a credit card | Understand how credit card work. | Self-regulation  |  |

**Year 13 Medium Term plan**

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|  | **13** |  |  |  |
|  | **Topic**  | **Knowledge, Skills and vocabulary**  | **Character**  | **Cross curricular links**  |
| 1 | UCAS and Personal statements  | Complete UCAS applications  | Stickability Reason and judgement  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| 2 | Money Matters- Credit Card and Pay day loans  | Know about the dangers of pay day loans  | Self-regulation  | Discover Fortunes  |
|  |  |  |  |  |
| 3 | Bank Loans and Student Loans  | Understand how student finance for higher education works.  | Reason and judgement Self regulation  | Student Finance- Uni of Herts  |
|  |  |  |  |  |
| 4 | Living Away from Home  | Understand the challenges of living away from home  | Reason and judgement Community awareness  |  |
|  |  |  |  |  |
| 5 | Consent, alcohol and rape  | Understand the issues around consent, rape and alcohol  | Reason and judgement  |  |
|  |  |  |  |  |
| 6 | Safe driving  | Know the dangers of driving under the influence  | Self-regulation Socialawareness  |  |
|  |  |  |  |  |
| 7 | Exam stress and well being  | Understand how to manage exam stress | Self-awareness  |  |
|  |  |  |  |  |
| 8 | Revision skills  | Apply revision techniques to prepare for exams  | Stickability  |  |
|  |  |  |  |  |
| 9 | Drugs- Party Drugs  | Understand how party and other social drugs affect young people  | Self-regulationReason and judgement  |  |
|  |  |  |  |  |
| 10 | LGBTQ Trans Relationships  | Understand the challenges faced by trans people  | Empathy |  |
|  |  |  |  |  |
| 11 | Animal Rights  | Evaluate the ethical arguments raised by using animals in research  |  Social awareness  |  |
|  |  |  |  |  |
| 12 | The Environment- extinction rebellion and other movements  | Discuss the effectiveness of climate change campaign groups | Citizenship  |  |
|  |  |  |  |  |
| 13 | Revision and Time Management  | Plan revision  | Stickability  |  |
|  |  |  |  |  |
| 14 | Budgeting 2  | Develop money management skills  | Self-regulation Reason and judgment  |  |