



LANDAU
FORTE
ACADEMY
AMINGTON

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Policy Detail

Landau Forte Academy Amington is committed to the principle that every member of the Academy community is entitled to the opportunity to be educated in such a way that they may develop fully their personal, social, health and economic well-being. It aims to inspire and encourage our students to become kinder, more confident, more thoughtful and more responsible citizens in the communities in which they live and work. The policy supports the Academy values of being 'Ambitious, Brave and Kind.' The aims of personal, social, health and economic (PSHE) education in our school are to:

- Set out an agreed approach to PSHE in the curriculum, guiding practice, offering a clear framework for teaching and a 'toolkit' for future decision-making
- Clarify the school's intended outcomes for its PSHE provision
- Informs and reflects practice by outlining the content covered and methodology used to enable learning in PSHE

Statutory requirements

- Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver: Relationships Education (Primary) and Relationships and Sex Education (Secondary)
- Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which: promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society and prepares students at the school for opportunities, responsibilities and experiences of later life
- The 2006 Education and Inspections Act placed a duty on Governing Bodies to promote the wellbeing of Students at the school
- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#).
- We must teach health education under the same statutory guidance
- This policy also complies with the terms of our funding agreement

Content and delivery

What we teach

The PSHE curriculum has been designed using PSHE Association's thematic framework, taking into account the three themes: Health and Wellbeing, Relationships and Sex Education and Living in the Wider World. Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. The curriculum map provides more details about what we teach for each year group, including the long term plan (Appendix 1) and medium term plan (Appendix 2).

As stated above, we are required to cover the content for Relationships and Sex Education, and health education, as set out in the statutory guidance. Parents have the right to withdraw their children from those parts of RSE not within the national curriculum – See SRE Policy for further guidance.

Parental right to withdraw from Sex Education (See RSE Policy for further information)

Parents will not be able to withdraw their child from relationships education in secondary school. At secondary school level parents will be able to withdraw their child from sex education (other than the sex education which sits in the curriculum as part of science). However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against his/her parents' wishes.

Before granting such a request, a meeting will take place with parents and, as appropriate, with the student to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The school will respect the parents' request to withdraw the student up to and until 3 terms before the student turns 16. After that point, rather than be withdrawn, if the student wishes to receive sex education, the school will make the provision. If a student is withdrawn from sex education, the school will ensure the student receives purposeful education during the period of withdrawal. The school will keep a record of all such decisions.

How we teach it

KS3 PSHE is taught once every two weeks and in KS4 during tutor time once per week. In addition there will be elements of PSHE delivered through assemblies, guest speakers, workshops, whole school events, drop down days and external visits. Due to the nature of PSHE elements of the statutory framework (September 2020) will be integrated into RE, Moral Studies, Business and ICT, Science and Technology lessons. It is recognised that, in the role of Personal Tutor, staff may be required to individually discuss with students matters relating to PSHE (including RSE).

New topics in PSHE will be introduced taking into account students' prior knowledge - research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire. Students will be reassured that the majority of young people make positive healthy lifestyle choices.

PSHE and RSE often draw on students' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the students, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy. Staff will receive CPD to support them in the delivery of the statutory framework including how to approach controversial topics, or difficult questions from students, ensuring that teachers don't let their personal beliefs and attitudes influence their teaching.

Staff do not have the right to opt out of teaching PSHE or RSE. However, staff who have concerns about teaching elements of PSHE or RSE are encouraged to discuss this with the Principal or PSHE Lead.

PSHE will be delivered using a range of sources accredited by the PSHE association to support the statutory framework (2020). Lessons are fully differentiated to ensure that the course meets the needs of all students.

British Values

British Values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) as well as through the School's broad and balanced curriculum. The five British values taught within the PSHE framework include; democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

Entitlement and equality of opportunity

Classroom practice and pedagogy will take into account students' age, ability, readiness and cultural background and students with SEND, and will be adjusted to enable all students to access the learning. We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the school to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

Confidentiality

Students will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

Counselling Services

Students are made aware of counselling and information services both in and out of school and offered appropriate support

4. Roles and responsibilities

The Governing Board

The governing board will approve the PSHE policy, and hold the Principal to account for its implementation.

The Principal

The Principal is responsible for ensuring that PSHE is taught consistently across the school.

Staff

- Staff are responsible for:
- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual students
- PSHE Lead – Claire Fox
- SRE Lead – Emma Stirzaker

Students

Students are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by Claire Fox (PSHE Lead) and supported by SLT through a combination of lesson observations, Student voice interviews and confidence checkers. Areas for assessment: students' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about students' progress. This may include: presentations, written evidence, group work, observations. Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships.

Student voice will be influential in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.

This policy was produced through consultation with staff, students and parents through (but not limited to) the following channels, departmental review and feedback, departmental training, parent focus group, student voice, wellbeing surveys and ongoing feedback from pastoral teams.

Policy Intended Audience

The intended audience for this policy is as follows:

- Teachers, who will look to it to guide their lesson planning and to put boundaries around the issues they can explore with children and young people, and the range of ways in which these can be explored. This is important for both guiding teachers and protecting them
- Parents, who will look to see both the PSHE curriculum content and values that the school is promoting;
- Other professionals such as visiting speakers, who will want and need to know the aims, objectives and values that the school has in relation to its PSHE programme, agreed teaching methodologies and boundaries for their work in school

This policy will be reviewed annually by the PSHE Lead. At every review, the policy will be approved by the governing board and Principal

6. Links with other policies

This policy links to the following policies and procedures:

- Careers, education and guidance policy
- Citizenship policy
- Safeguarding policy
- Sex and Relationships policy
- Spiritual, Moral and Cultural Development policy

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

YEAR 7 – MEDIUM-TERM OVERVIEW			
Half term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn 1 Health & wellbeing	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid PoS refs: H1, H2, H30, H33, R13, L1, L2	<ul style="list-style-type: none"> how to identify, express and manage their emotions in a constructive way how to manage the challenges of moving to a new school how to establish and manage friendships how to improve study skills how to identify personal strengths and areas for development personal safety strategies and travel safety, e.g. road, rail and water how to respond in an emergency situation basic first aid 	RiseAbove – Dealing with change British Red Cross – First Aid British Heart Foundation – Call Push Rescue
Autumn 2 Living in the wider world	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	<ul style="list-style-type: none"> how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity about a broad range of careers and the abilities and qualities required for different careers about equality of opportunity how to challenge stereotypes, broaden their horizons and how to identify future career aspirations about the link between values and career choices 	Bank of England - EconoME Barclays - Life Skills
Spring 1 Relationships	Diversity Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41	<ul style="list-style-type: none"> about identity, rights and responsibilities about living in a diverse society how to challenge prejudice, stereotypes and discrimination the signs and effects of all types of bullying, including online how to respond to bullying of any kind, including online how to support others 	RiseAbove – Bullying and cyberbullying Childnet – Crossing the line
Spring 2 Health & wellbeing	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	<ul style="list-style-type: none"> how to make healthy lifestyle choices including diet, dental health, physical activity and sleep how to manage influences relating to caffeine, smoking and alcohol 	PSHE Association - The Sleep Factor Medway Public Health Directorate – Relationships and Sex Education

	<p>PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34</p>	<ul style="list-style-type: none"> • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact • about FGM and how to access help and support 	<p>Freedom Charity - FGM and Forced Marriage</p> <p>FORWARD - FGM Schools Resource Pack</p> <p>RiseAbove - Puberty</p> <p>RiseAbove- Sleep</p> <p>Betty - it's perfectly natural</p>
<p>Summer 1</p> <p>Relationships</p>	<p>Building relationships</p> <p>Self-worth, romance and friendships (including online) and relationship boundaries</p> <p>PoS refs: H1, R2, R9, R11, R13, R14, R16, R24</p>	<ul style="list-style-type: none"> • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent 	<p>PSHE Association - Teaching about consent</p> <p>Medway Public Health Directorate – Relationships and Sex Education</p> <p>NSPCC - Making sense of relationships</p> <p>RiseAbove – Forming positive relationships</p> <p>BBFC- Making choices: sex, relationships and age ratings</p> <p>Diana Award & ASOS - #MySenseOfSelf</p>
<p>Summer 2</p> <p>Living in the wider world</p>	<p>Financial decision making</p> <p>Saving, borrowing, budgeting and making financial choices</p> <p>PoS refs: H32, L15, L16, L17, L18</p>	<ul style="list-style-type: none"> • how to make safe financial choices • about ethical and unethical business practices and consumerism • about saving, spending and budgeting • how to manage risk-taking behaviour 	<p>Barclays - Life Skills</p> <p>Bank of England - EconoME</p>

YEAR 8 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn 1 Health & wellbeing	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	<ul style="list-style-type: none"> about medicinal and 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 	RiseAbove - Smoking RiseAbove - Alcohol *The PSHE Association will be releasing a drug and alcohol education programme in summer 2020
Autumn 2 Living in the wider world	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work PoS refs: R39, R41, L3, L8, L9, L10, L11, L12	<ul style="list-style-type: none"> about equality of opportunity in life and work how to challenge stereotypes and discrimination in relation to work and pay about employment, self-employment and voluntary work how to set aspirational goals for future careers and challenge expectations that limit choices 	Barclays - Life Skills
Spring 1 Relationships	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia PoS refs: R39, R40, R41, R3, R4, R42, R43	<ul style="list-style-type: none"> how to manage influences on beliefs and decisions about group-think and persuasion how to develop self-worth and confidence about gender identity, transphobia and gender-based discrimination how to recognise and challenge homophobia and biphobia how to recognise and challenge racism and religious discrimination 	GEO - Anti-homophobic, biphobic and transphobic bullying project Dimensions - #ImwithSam

Spring 2 Health & wellbeing	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	<ul style="list-style-type: none"> about attitudes towards mental health how to challenge myths and stigma about daily wellbeing how to manage emotions how to develop digital resilience about unhealthy coping strategies (e.g. self harm and eating disorders) about healthy coping strategies 	PSHE Association - Mental Health and Emotional Wellbeing Movember - Happier, healthier, longer RiseAbove – Dealing with change Rise Above – Online stress and FOMO Media Smart - Body Image and Advertising Diana Award & ASOS - #MySenseOfSelf
Summer 1 Relationships	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32	<ul style="list-style-type: none"> the qualities of positive, healthy relationships how to demonstrate positive behaviours in healthy relationships about gender identity and sexual orientation about forming new partnerships and developing relationships about the law in relation to consent that the legal and moral duty is with the seeker of consent how to effectively communicate about consent in relationships about the risks of 'sexting' and how to manage requests or pressure to send an image about basic forms of contraception, e.g. condom and pill 	PSHE Association - Teaching about consent Medway Public Health Directorate – Relationships and Sex Education NSPCC - Making sense of relationships BBFC- Making choices: sex, relationships and age ratings GEO - Anti-homophobic, biphobic and transphobic bullying project
Summer 2 Living in the wider world	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27	<ul style="list-style-type: none"> 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 	Cifas - Anti-Fraud Education Childnet – Crossing the line Childnet – Trust Me RiseAbove – Online stress and FOMO RiseAbove – Body image in a digital world National Crime Agency - Exploring Cybercrime BBFC - Making choices: sex, relationships and age ratings

YEAR 9 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn 1 Health & wellbeing	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	<ul style="list-style-type: none"> • how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence 	Medway Public Health – Gangs: Managing risks and staying safe Home Office - #knifefree RiseAbove – Alcohol NaCTSO – Run, hide, tell *The PSHE Association will be releasing a drug and alcohol education programme in summer 2020
Autumn 2 Living in the wider world	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	<ul style="list-style-type: none"> • about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making 	Barclays - Life Skills
Spring 1 Relationships	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36	<ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services 	Cumbria Council - Tackling homelessness Coram Life Education – Adoptables Schools Toolkit GEO - Anti-homophobic, biphobic and transphobic bullying project

	<p>Healthy lifestyle</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid</p> <p>PoS refs: H3, H14, H15, H16, H17, H18, H19, H21</p>	<ul style="list-style-type: none"> about the relationship between physical and mental health about balancing work, leisure, exercise and sleep how to make informed healthy eating choices how to manage influences on body image to make independent health choices to take increased responsibility for physical health, including testicular self-examination 	<p>PSHE Association - The Sleep Factor</p> <p>RiseAbove- Sleep</p> <p>RiseAbove – Exam stress</p> <p>RSPH & the Health Foundation - Health from here to where</p> <p>Samaritans - DEAL</p> <p>Movember - Happier, healthier, longer</p> <p>Teenage Cancer Trust – What is cancer?</p> <p>Coppafeel! – Breast cancer awareness</p>
<p>Summer 1</p> <p>Relationships</p>	<p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21</p>	<ul style="list-style-type: none"> about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex about myths and misconceptions relating to consent about the continuous right to withdraw consent and capacity to consent about STIs, effective use of condoms and negotiating safer sex about the consequences of unprotected sex, including pregnancy how the portrayal of relationships in the media and pornography might affect expectations how to assess and manage risks of sending, sharing or passing on sexual images how to secure personal information online 	<p>PSHE Association - Teaching about consent</p> <p>Medway Public Health Directorate – Relationships and Sex Education</p> <p>Home Office & GEO - Disrespect NoBody</p> <p>NSPCC -Making sense of relationships</p> <p>BBFC- Making choices: sex, relationships and age ratings</p>
<p>Summer 2</p> <p>Living in the wider world</p>	<p>Employability skills</p> <p>Employability and online presence</p> <p>PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27</p>	<ul style="list-style-type: none"> about young people's employment rights and responsibilities skills for enterprise and employability how to give and act upon constructive feedback how to manage their 'personal brand' online habits and strategies to support progress how to identify and access support for concerns relating to life online 	<p>Cifas -Anti-Fraud Education</p> <p>Bank of England - EconoME</p> <p>Barclays - Life Skills</p>

YEAR 10 — MEDIUM-TERM OVERVIEW

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

	PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	<ul style="list-style-type: none"> about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support how to recognise and challenge victim blaming about asexuality, abstinence and celibacy 	
Spring 2 Health & wellbeing	Exploring influence The influence and impact of drugs, gangs, role models and the media PoS refs: H19, H20, H21, R20, R35, R36, R37	<ul style="list-style-type: none"> about positive and negative role models how to evaluate the influence of role models and become a positive role model for peers about the media's impact on perceptions of gang culture about the impact of drugs and alcohol on individuals, personal safety, families and wider communities how drugs and alcohol affect decision making how to keep self and others safe in situations that involve substance use how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime exit strategies for pressurised or dangerous situations how to seek help for substance use and addiction 	Home Office - #knifefree Medway Public Health - Gangs: Managing risks and staying safe "The PSHE Association will be releasing a drug and alcohol education programme in summer 2020"
Summer 1 Relationships	Addressing extremism and radicalisation Community cohesion and challenging extremism PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29	<ul style="list-style-type: none"> about communities, inclusion, respect and belonging about the Equality Act, diversity and values about how social media may distort, mis-represent or target information in order to influence beliefs and opinions how to manage conflicting views and misleading information how to safely challenge discrimination, including online how to recognise and respond to extremism and radicalisation 	PSHE Association – Inclusion, belonging and addressing extremism TrueTube - "Extremists' lesson plan"
Summer 2 Living in the wider world	Work experience Preparation for and evaluation of work experience and readiness for work PoS refs: H1, L1, L2, L3, L5, L7, L8, L9, L10, L11, L12, L13, L14, L15, L23	<ul style="list-style-type: none"> how to evaluate strengths and interests in relation to career development about opportunities in learning and work strategies for overcoming challenges or adversity about responsibilities in the workplace how to manage practical problems and health and safety how to maintain a positive personal presence online how to evaluate and build on the learning from work experience 	Environment Agency – Growing careers for positive change Barclays - Life Skills

YEAR 11 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn 1 Health & wellbeing	Building for the future Self-efficacy, stress management, and future opportunities PoS refs: H2, H3, H4, H8, H12, L22	<ul style="list-style-type: none"> how to manage the judgement of others and challenge stereotyping how to balance ambition and unrealistic expectations how to develop self-efficacy, including motivation, perseverance and resilience how to maintain a healthy self-concept about the nature, causes and effects of stress stress management strategies, including maintaining healthy sleep habits about positive and safe ways to create content online and the opportunities this offers how to balance time online 	PSHE Association - Mental Health and Emotional Wellbeing PSHE Association - The Sleep Factor RiseAbove – Dealing with change RiseAbove – Exam stress
Autumn 2 Living in the wider world	Next steps Application processes, and skills for further education, employment and career progression PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21	<ul style="list-style-type: none"> how to use feedback constructively when planning for the future how to set and achieve SMART targets effective revision techniques and strategies about options post-16 and career pathways about application processes, including writing CVs, personal statements and interview technique how to maximise employability, including managing online presence and taking opportunities to broaden experience about rights, responsibilities and challenges in relation to working part time whilst studying how to manage work/life balance 	Environment Agency – Growing careers for positive change Barclays - Life Skills
Spring 1 Relationships	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<ul style="list-style-type: none"> about core values and emotions about gender identity, gender expression and sexual orientation how to communicate assertively how to communicate wants and needs how to handle unwanted attention, including online how to challenge harassment and stalking, including online 	PSHE Association - Teaching about consent NSPCC - Making sense of relationships Alice Ruggles Trust – Relationship safety

	PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32	<ul style="list-style-type: none"> about various forms of relationship abuse about unhealthy, exploitative and abusive relationships how to access support in abusive relationships and how to overcome challenges in seeking support 	
Spring 2 Health & wellbeing	Independence Responsible health choices, and safety in independent contexts PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24	<ul style="list-style-type: none"> how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) emergency first aid skills how to assess emergency and non-emergency situations and contact appropriate services about the links between lifestyle and some cancers about the importance of screening and how to perform self examination about vaccinations and immunisations about registering with and accessing doctors, sexual health clinics, opticians and other health services how to manage influences and risks relating to cosmetic and aesthetic body alterations about blood, organ and stem cell donation 	Movember - Happier, healthier, longer British Red Cross – First Aid British Heart Foundation – Call Push Rescue NaCTSO - Run, hide, tell Teenage Cancer Trust – What is cancer? Coppafeel! – Breat cancer awareness
Summer 1 Relationships	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33	<ul style="list-style-type: none"> about different types of families and changing family structures how to evaluate readiness for parenthood and positive parenting qualities about fertility, including how it varies and changes about pregnancy, birth and miscarriage about unplanned pregnancy options, including abortion about adoption and fostering how to manage change, loss, grief and bereavement about 'honour based' violence and forced marriage and how to safely access support 	PSHE Association – Family Life: Exploring relationships, marriage and parenting Freedom Charity - FGM and Forced Marriage



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Date	September 2020
Change Made	
Made By	C. Fox