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1. **Introduction and Rationale**

At Landau Forte Academy Amington, we champion a holistic educational approach, uniting Personal, Social, Health, and Economic (PSHE) education with the core tenets of Character Education. Our policy underscores our steadfast dedication to fostering empowered, morally conscious, and versatile individuals primed for success in today's ever-evolving society. Through a robust PSHE curriculum, we are committed to nurturing the holistic development of every member of our Academy community, ensuring their personal, social, health, and economic well-being flourishes. This policy serves as a beacon, inspiring and empowering our students to embody kindness, confidence, thoughtfulness, and responsibility, thereby enriching their roles as proactive citizens within their communities.

2. **Policy Aims**

This policy aims to:
- Harmonise statutory and non-statutory guidelines for PSHE, RSE, Citizenship, and KS4 RE with broader educational objectives essential to the Amington community, ensuring a cohesive approach to personal and character development.
- Provide a structured curriculum approach to PSHE, guiding practice, and offering a clear framework for teaching.
- Clarify the intended outcomes for PSHE provision within the school.
- Uphold and reinforce the academy's core values of ambition, bravery, and kindness.

Additionally, the aims of PSHE and Citizenship education in our academy are to:
- Ensure compliance with statutory requirements, including Relationships and Sex Education (RSE) and health education.
- Foster the development of critical life skills, emotional intelligence, and ethical reasoning.
- Empower students to actively participate in their communities and the global landscape.
- Equip students with knowledge and skills relevant to various aspects of life beyond the classroom.

3. **Definition of Character Education and Structure of PSHE:**

Character Education at Landau Forte Academy Amington integrates elements of PSHE, Citizenship, and statutory Key Stage 4 Religious Education, nurturing students' personal and social development alongside their academic journey. This comprehensive program empowers students to realize their full potential by embodying the values of ambition, bravery, and kindness.

The PSHE curriculum is structured around three core areas:

Health and Wellbeing:
- Mental health awareness
- First aid
- Puberty and physical health
- Diet and exercise
- Substance abuse and sexual health
- Stress management and personal responsibility

Relationships:
- Sexual and non-sexual relationships
- Indicators of positive and negative relationships
- Roles and responsibilities of parents
- Diversity and inclusion
- Coping with relationship breakdowns
- Consent and addressing abusive behaviours

The Wider World:
- Citizenship and governmental structures
- Legal systems and the judiciary
- Political engagement
- Employment rights and financial literacy
- Community engagement and human rights

Each lesson plan is aligned with one of these categories, ensuring a comprehensive and well-rounded educational experience for our students.

3. Curriculum Design and Delivery Overview:

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. This thematic approach fosters a profound understanding of diverse issues impacting both personal lives and communities. 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.

Character Education sessions, scheduled for one hour every two weeks at both KS3 and KS4, will concentrate on PSHE topics. This encompasses the breadth of PSHE, meeting all statutory RSHE requirements, including Relationships, Sex and Health Education, as well as economic wellbeing and careers. Learning opportunities are spread across three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. This draws from the national program of study for PSHE education that is endorsed by the Department for Education.

Furthermore, additional time during Personal Tutor sessions and designated drop-down days will be allocated to enrich students' comprehension of Personal Development and Citizenship issues.

4. Curriculum Integration:

Within our Character Education framework, interconnectedness plays a pivotal role, ensuring students receive a comprehensive education that spans various perspectives and disciplines. At Key Stage 3, students build upon the knowledge, understanding, skills, attributes, and values acquired during the primary phase. PSHE education acknowledges and addresses the changes young people undergo, starting with the transition to secondary school, navigating the challenges of adolescence, and embracing increasing independence. It imparts the knowledge and skills necessary to equip students for the opportunities and challenges life presents. Students learn to navigate diverse relationships, manage their online presence, and critically engage with the influence of peers and media.

Moving into Key Stage 4, students deepen their knowledge and understanding, refine their skills, and further explore attitudes, values, and attributes cultivated during Key Stage 3. PSHE education recognizes that students are transitioning towards an independent role in adult life, assuming greater responsibility for themselves and others.

Furthermore, PSHE and Citizenship themes are interwoven and throughout subjects such as English, Religious Education, Geography, History, Mathematics, Business, ICT, Science, and Technology. We establish a safe and supportive learning environment in each context by implementing ground rules. Continuous Professional Development (CPD) opportunities for our staff ensure that our instructional delivery remains effective and impactful.

5. Statutory Requirements

This policy ensures compliance with the following 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

6. Parental Engagement

Regular communication and consultation opportunities will inform parents about the curriculum, while students are encouraged to contribute their perspectives, fostering a sense of ownership and engagement.

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

Before granting a withdrawal request, a meeting will take place with the 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 three terms before the student turns 16. After that point, 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.

7. Implementation and Delivery (See Appendix 1 and 2)

Teaching Methods
In our steadfast commitment to fostering effective teaching and learning practices, we employ a diverse array of engaging methodologies tailored to meet the needs of all students. These methodologies include project-based learning, interactive workshops, and guest speaker sessions.

New topics in PSHE will be introduced with consideration of students' prior knowledge. Research indicates that attempts to scare or shock young people into making healthy choices are rarely effective and often counterproductive. 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. To create a safe and supportive learning environment, ground rules will be established in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure that students who may be at risk receive appropriate support by liaising with the pastoral team and adhering to the School's Child Protection and Safeguarding Policy. Staff will receive continuous professional development (CPD) to support them in delivering the statutory framework, including how to approach controversial topics or difficult questions from students. This will ensure that personal beliefs and attitudes do not influence teaching.

PSHE topics are seamlessly integrated into our curriculum through various mediums, including assemblies, guest speakers, workshops, whole-school events, and external visits.

Resources
Our policy emphasizes the use of accredited sources from the PSHE Association in lesson planning. Lessons are differentiated to cater to the diverse needs of all students.

To further enhance our instructional strategies, we have adopted resources from 'The Talk.' 'The Talk' provides an innovative approach to PSHE education, simplifying the learning process for students. Their resources are designed to equip students with essential life skills while comprehensively addressing all statutory PSHE topics. By incorporating expertise from various fields, 'The Talk' ensures that students receive a well-rounded PSHE education. This standardized approach guarantees consistent quality in PSHE instruction throughout our institution.

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 the curriculum meets the needs of all students.

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

British Values and Protected Characteristics

Our academy ensures we maintain British Values and safeguard the characteristics delineated in the Equality Act 2010 by:

- Equipping staff with training and resources to comprehensively grasp and advocate these principles.
- Throughout Character Education, we will overtly educate and advocate for the following principles:

British Values:

- **Democracy:** Encouraging active participation in decision-making processes and respect for the rule of law.
- **Rule of Law:** Promoting respect for laws and regulations that govern our society, ensuring fairness and justice for all.
- **Individual Liberty:** Fostering a culture where individuals are free to express themselves and pursue their interests within the bounds of mutual respect and consideration for others.
- **Mutual Respect**: Cultivating an environment where everyone is valued, regardless of differences in background, culture, or beliefs.
- **Tolerance of Different Faiths and Beliefs:** Embracing diversity and promoting understanding and acceptance of various religious and cultural perspectives.

Protected Characteristics:

- **Age:** Ensuring fair treatment and opportunities for individuals of all age groups, combating age-related discrimination.
- **Disability:** Providing reasonable accommodations and support to ensure equal access and opportunities for individuals with disabilities.
- **Gender Reassignment:** Respecting individuals' gender identity and ensuring their rights are upheld without discrimination.
- **Marriage or Civil Partnership (in employment only):** Promoting equality and fair treatment for individuals in all aspects of employment, regardless of marital status.
- **Pregnancy and Maternity:** Protecting the rights of pregnant individuals and new mothers in the workplace, including provisions for maternity leave and support.
- **Race:** Combating racial discrimination and promoting diversity and inclusion within our organization and broader community.
- **Religion or Belief:** Respecting individuals' freedom of religion or belief and fostering an environment where all faiths are treated with equal respect.
- **Sex:** Upholding gender equality and combating discrimination based on sex or gender identity.
- **Sexual Orientation:** Creating a culture of acceptance and inclusivity for individuals of all sexual orientations.

8. Assessment and Evaluation

Utilising a blend of formative and summative multiple-choice question assessments, we track students' progress, assessing their understanding and application of the curriculum. As necessary, adjustments are made to maintain relevance and effectiveness.

The PSHE Lead, in collaboration with the Senior Leadership Team (SLT), oversees the monitoring and evaluation of PSHE delivery. This comprehensive approach includes:

- Conducting thorough lesson observations
- Facilitating insightful student voice interviews
- Implementing varied formative assessment activities
- Assessing the application of knowledge in wider school participation

Regular reviews and updates of the curriculum are conducted to ensure its ongoing relevance and effectiveness. Student voice will be influential in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.

9. Roles and Responsibilities

The Governing Body approves the PSHE policy and holds the Principal accountable for its implementation.

The Principal ensures consistent PSHE teaching across the school.

Staff responsibilities include:

- Delivering PSHE sensitively and effectively.
- Modelling positive attitudes.
- Monitoring student progress and responding to individual needs.

Regarding student engagement:

- Students are expected to fully engage in Character Education lessons and treat peers with respect and sensitivity.

Administratively:

- The Associate Assistant Principal for Personal Development (Lindsay Amos) oversees delivery of PSHE.
- The Head of PSHE (David Hellyer) coordinates the policy, curriculum and teacher training.
- Teaching staff implement the curriculum sensitively and effectively, supported by ongoing professional development.

10. Confidentiality

Students are informed about confidentiality in the Safeguarding policy, including circumstances under which information may be disclosed to the Safeguarding team.

11. Links with Other Policies

This policy is intrinsically linked with other academy policies to ensure a nurturing and supportive learning environment for all students:
- Safeguarding Policy
- Anti-Bullying
- Careers education and guidance policy
- Equality and Diversity policy
- RSE Policy
- Spiritual, Moral, and Cultural Development policy

12. Consultation and Review

This policy has been developed through consultation with a diverse range of stakeholders and will undergo annual reviews to maintain its currency and alignment with best educational practices. The PSHE Lead will conduct an annual review, with final approval from the governing board and Principal.

13. Adaptability and Future Planning

Designed to be flexible, our curriculum allows for updates and adaptations to address emerging challenges and incorporate evolving trends in education and societal needs.

14. Policy Intended Audience:

Teachers: For lesson planning and understanding the boundaries of topics.
Parents: To see the curriculum content and values promoted.
Visiting Professionals: To align their contributions with the school's PSHE program.

Appendix 1: Long term overview of a thematic approach to PSHE

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 3 Relationships	Spring 4 Health & wellbeing	Summer 5 Relationships	Summer 6 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	

Appendix 2: - Middle Term Overview of PSHE Curriculum:
This Appendix references the PSHE Association Program of Study (PoS)
https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning

Year 7 – Medium Term Overview

Half term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources The Talk/
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**	• 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	**1. Transition to Secondary School (2 Lessons)** • **Lesson 1:** Introduction to secondary school – expectations, new routines, navigating new environments. • **Lesson 2:** Personal safety in and outside school – understanding school rules, safety on school grounds, and traveling to and from school. **2. Personal Safety: First Aid (1 Lesson)** • **Lesson 3:** Basic first aid skills – CPR, wounds management, emergency response.
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**	• 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	**3. Developing Skills and Aspirations (3 Lessons)** • **Lesson 4:** Introduction to careers – exploring different professions and their roles. • **Lesson 5:** Teamwork and enterprise skills – participating in group projects, understanding leadership and collaboration. • **Lesson 6:** Raising aspirations – goal setting, importance of education, inspirational stories.

Spring 1 Relationships	**Diversity** Diversity, prejudice, and bullying **PoS refs: R3, R38, R39, R40, R41**	• 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	**4. Diversity and Anti-Bullying (3 Lessons)** • **Lesson 7:** Understanding diversity – cultural, ethnic, and gender differences. • **Lesson 8:** Addressing prejudice – recognizing bias and stereotypes, promoting inclusivity. • **Lesson 9:** Bullying – identifying bullying, strategies for prevention and response, support systems.
Spring 2 Health & wellbeing	**Health and puberty** Healthy routines, influences on health, puberty, unwanted contact, and FGM **PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34**	• 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	**5. Health and Puberty (4 Lessons)** • **Lesson 10:** Healthy routines – nutrition, exercise, and sleep. • **Lesson 11:** Influences on health – media, peer pressure, and family. • **Lesson 12:** Puberty – physical and emotional changes, hygiene management. • **Lesson 13:** Unwanted contact and FGM – understanding consent, rights to personal safety, legal aspects.
Summer 1 Relationships	**Building relationships** Self-worth, romance and friendships (including online) and relationship boundaries **PoS refs: H1, R2, R9, R11, R13, R14, R16, R24**	• how to develop self-worth and self-efficacy • about qualities and behaviors 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	**6. Building Relationships (3 Lessons)** • **Lesson 14:** Self-worth and identity – self-esteem building, personal strengths and weaknesses. • **Lesson 15:** Romance and friendships – healthy relationships, the role of trust and respect. • **Lesson 16:** Relationship

Half term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources
		• about consent, and how to seek and assertively communicate consent	boundaries – setting and respecting boundaries, both offline and online.
Summer 2 Living in the wider world	**Financial decision making** Saving, borrowing, budgeting and making financial choices **PoS refs: H32, L15, L16, L17, L18**	• 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	**7. Financial Decision Making (3 Lessons)** • **Lesson 17:** Saving and borrowing – why save, understanding interest, dangers of debt. • **Lesson 18:** Budgeting – how to create and manage a budget, tracking expenses. • **Lesson 19:** Making financial choices – evaluating needs vs. wants, long-term financial planning.

Year 8 – Medium Term Overview

Half term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources The Talk/
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**	• about medicinal and reactional drugs • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes	**Drugs and Alcohol (3 Lessons)** • **Lesson 1:** Understanding Alcohol – Effects on the body and mind, social and legal implications. • **Lesson 2:** Drug Misuse – Types of drugs, their effects, and health risks. • **Lesson 3:** Pressures and Decisions – Peer pressure, making informed choices, and seeking help.
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	• about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relation to work and	**2. Community and Careers (3 Lessons)** • **Lesson 4:** Equality of Opportunity – Exploring how everyone can have access to the same

	PoS refs: R39, R41, L3, L8, L9, L10, L11, L12	pay • about employment, self-employment and voluntary work • how to set aspirational goals for future careers and challenge expectations that limit choices	opportunities. • **Lesson 5:** Career Paths – Different careers and what they entail, including non-traditional jobs. • **Lesson 6:** Work Patterns – Full-time, part-time, freelance, and remote working possibilities.
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**	• 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	**3. Discrimination (4 Lessons)** • **Lesson 7:** Racism and Religious Discrimination – Understanding prejudice, its effects, and how to combat it. • **Lesson 8:** Disability Discrimination – Awareness about disabilities and promoting inclusivity. • **Lesson 9:** Gender Discrimination and Sexism – Addressing stereotypes and promoting gender equality. • **Lesson 10:** Combating Homophobia, Biphobia, and Transphobia – Respect and rights for all, regardless of sexual orientation or gender identity.
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**	• 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	**4. Emotional Wellbeing (3 Lessons)** • **Lesson 11:** Introduction to Mental Health – Common mental health issues and their impacts. • **Lesson 12:** Coping Strategies – Techniques to manage stress, anxiety, and depression. • **Lesson 13:** Body Image – Media influences, self-esteem, and positive

			body perception.
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**	• 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	**5. Identity and Relationships (3 Lessons)** • **Lesson 14:** Exploring Gender Identity and Sexual Orientation – Understanding different identities. • **Lesson 15:** Relationships and Consent – What consent means and its importance. • **Lesson 16:** Risks and Responsibilities – 'Sexting', contraception, and safe practices.
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**	• 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	**6. Digital Literacy (3 Lessons)** • **Lesson 17:** Online Safety – Protecting oneself online, understanding privacy settings, and avoiding scams. • **Lesson 18:** Digital Literacy and Media Reliability – Evaluating sources, understanding bias, and misinformation. • **Lesson 19:** The Dangers of Gambling – Recognizing gambling hooks in games and online platforms, and understanding addiction risks.

		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	

Year 9 – Medium Term Overview

Half term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources The Talk/
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**	• 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	**1. Peer Influence, Substance Use, and Gangs (4 Lessons)** • **Lesson 1:** Peer Influence – Identifying positive and negative influences and developing assertiveness. • **Lesson 2:** Substance Misuse – Understanding different substances, their effects, and legal consequences. • **Lesson 3:** Healthy vs. Unhealthy Friendships – Characteristics of both and how to manage toxic relationships. • **Lesson 4:** Gang Exploitation Awareness – Recognizing signs, prevention strategies, and seeking help.
Autumn 2 Living in the wider world	**Setting goals** Learning strengths, career options and goal setting as part of the GCSE options process	• about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and	**2. Setting Goals (3 Lessons)** • **Lesson 5:** Discovering Personal Strengths – Assessments and reflections to identify

	PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	• 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	individual talents and interests. • **Lesson 6:** Exploring Career Options – Introduction to various fields, professional demands, and educational requirements. • **Lesson 7:** Goal Setting for GCSEs – Strategic planning, importance of choices, and long-term impacts.
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**	• 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	**3. Respectful Relationships (4 Lessons)** • **Lesson 8:** Understanding Families and Parenting – Different family structures and parenting styles. • **Lesson 9:** Building Healthy Relationships – Key components of respect, trust, and support. • **Lesson 10:** Conflict Resolution – Techniques for resolving disagreements in healthy ways. • **Lesson 11:** Navigating Relationship Changes – Dealing with breakups, changes in family dynamics, and other transitions.
Spring 2 **Health and Wellbeing**	**Healthy lifestyle** Diet, exercise, lifestyle balance and healthy choices, and first aid **PoS refs: H3, H14, H15, H16, H17, H18, H19, H21**	• 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	**4. Healthy Lifestyle (3 Lessons)** • **Lesson 12:** Importance of Diet and Exercise – Nutritional basics, benefits of physical activity. • **Lesson 13:** Lifestyle Balance – Managing time between school, personal life, and health. • **Lesson 14:** First Aid Basics – Practical

Half term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources
		• to take increased responsibility for physical health, including testicular self-examination	skills in handling common emergencies.
Summer 1 Relationships	**Intimate relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography **PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21**	• 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	**5. Intimate Relationships (3 Lessons)** • **Lesson 15:** Foundations of Sex Education – Consent, contraception, and healthy sexual behaviour. • **Lesson 16:** Risks of STIs – Prevention, symptoms, and the importance of medical check-ups. • **Lesson 17:** Attitudes towards Pornography – Understanding impacts on perceptions and expectations in relationships.
Summer 2 Living in the wider world	**Employability skills** Employability and online presence **PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27**	• 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	6. Employability Skills (2 Lessons) • **Lesson 18:** Enhancing Employability – Soft skills, hard skills, and creating effective CVs. • **Lesson 19:** Managing Online Presence – Professionalism on social media, privacy settings, and personal branding.

Year 10 – Medium Term Overview

Half term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources The Talk/

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**	• 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	**1. Mental Health (4 Lessons)** • **Lesson 1:** Understanding Mental Health and Ill Health – Definitions, common conditions, symptoms, and treatments. • **Lesson 2:** Stigma and Mental Health – How stigma affects perception and treatment, ways to combat stigma. • **Lesson 3:** Safeguarding Mental Health – Strategies for maintaining mental health, including during transitions. • **Lesson 4:** Support Systems – Recognizing when help is needed and accessing mental health resources.
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**	• 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	**6. Financial Decision Making (3 Lessons)** • **Lesson 5:** Making Smart Financial Decisions – Understanding income, expenses, and budgeting. • **Lesson 6:** The Dangers of Debt and Gambling – Recognizing risks, managing credit, and avoiding pitfalls. • **Lesson 7:** Impact of Advertising on Financial Choices – Analyzing how advertising influences spending and financial decisions.

			activities
Spring 1 Relationships	**Healthy relationships** Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography **PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31**	• 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	**3. Healthy Relationships (3 Lessons)** • **Lesson 8:** Foundations of Healthy Relationships – Communication, respect, and trust. • **Lesson 9:** Sex Expectations and Myths – Discussing myths, realities, and the role of mutual consent. • **Lesson 10:** Media Influence on Relationships – How media and pornography can shape and distort relationship expectations.
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**	• 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	**4. Exploring Influence (3 Lessons)** • **Lesson 11:** Influence of Drugs and Gangs – Recognizing and resisting pressures, understanding consequences. • **Lesson 12:** Role Models and Media Impact – Identifying positive influences and critical media consumption. • **Lesson 13:** Making Positive Choices – Empowering students to make informed decisions in

		• 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	life.
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**	• 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	**5. Addressing Extremism and Radicalisation (3 Lessons)** • **Lesson 14:** Understanding Extremism – What it is, how it manifests in society. • **Lesson 15:** Communities and Belonging – The importance of inclusive communities in combating extremism. • **Lesson 16:** Challenging Extremism – Strategies to recognize and respond to radicalization influences.
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**	• 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	**2. Work Experience (3 Lessons)** • **Lesson 17:** Preparation for Work Experience – Identifying interests, writing resumes, and interview skills. • **Lesson 18:** During Work Experience – Expectations, behavior, and learning objectives in the workplace. • **Lesson 19:** Evaluation of Work Experience and Readiness for Work

		positive personal presence online • how to evaluate and build on the learning from work experience	– Reflecting on experiences, skills gained, and areas for improvement.

Year 11 – Medium Term Overview

Half term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources The Talk/
Autumn 1 Health & wellbeing	**Building for the future** Self-efficacy, stress management, and future opportunities **PoS refs: H2, H3, H4, H8, H12, L22**	• 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	**1. Building for the Future (3 Lessons)** • **Lesson 1:** Self-Efficacy – Developing confidence in one's abilities and understanding the growth mindset. • **Lesson 2:** Stress Management – Techniques for managing stress and maintaining mental health. • **Lesson 3:** Future Opportunities – Exploring future educational and career opportunities, including vocational and academic paths.
Autumn 2 Living in the wider world	**Next steps** Application processes, and skills for fur- ther education, employment and career progression **PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21**	• 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	**2. Next Steps (3 Lessons)** • **Lesson 4:** Application Processes – Navigating applications for jobs and further education, including writing effective applications and CVs. • **Lesson 5:** Interview Skills – Preparing for interviews, practicing common questions, and presentation skills. • **Lesson 6:** Career

		• 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	Progression – Understanding career ladders, professional development, and lifelong learning.
Spring 1 Relationships	**Communication in relationships** Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse **PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32**	• 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	**3. Communication in Relationships (3 Lessons)** • **Lesson 7:** Personal Values and Assertiveness – Identifying personal values and learning assertive communication. • **Lesson 8:** Communication in Sexual Health – Discussing how to communicate about contraception and sexual health assertively. • **Lesson 9:** Relationship Challenges and Abuse – Recognizing signs of unhealthy relationships and learning about support mechanisms.
Spring 2 Health and wellbeing	**Independence** Responsible health choices, and safety in independent contexts **PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24**	• 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	**4. Independence (3 Lessons)** • **Lesson 10:** Responsible Health Choices – Making informed decisions about health and safety. • **Lesson 11:** Safety in Independent Contexts – Living independently,

		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	personal safety tips for everyday situations. Lesson 12: **Financial Independence – Managing finances, understanding budgeting, and financial planning**
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**	• 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 • about different types of families and changing family structures • how to evaluate	**5. Families (3 Lessons)** • **Lesson 13:** Different Families – Exploring the diversity of family structures and the dynamics within them. • **Lesson 14:** Parental Responsibilities and Pregnancy – Understanding the roles and responsibilities of parenting, the basics of pregnancy. • **Lesson 15:** Marriage and Forced Marriage – Discussing the concepts of marriage, the legal and emotional aspects, and addressing the issue of forced marriage.

		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	

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