

PSHE

Teachers: Vicki Harker

Personal, Social, Health and Economic (PSHE) education is an important part of our curriculum. Through it, pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps pupils to stay healthy and safe, while preparing them to make the most of life and work. It also helps pupils to achieve their academic potential.

Our Programmes of Study (Jigsaw) takes a thematic approach to PSHE education and is designed so that all year groups are working on the same core theme at the same time. This approach ensures that pupils make developmental progress by revisiting themes year on year, building on and extending prior learning. After Year 7, Jigsaw is then complimented by Barnardo's "Real Love Rocks" scheme of work. This builds upon the themes already being taught and expands the knowledge of the subject to Years 8 thru 11. Links can also be made across the school in Theme Days and SMSC Tutor activities assemblies.

Schemes of work:

Year 7

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Being me in my world 11-12 <ul style="list-style-type: none"> To recognise that identity is affected by a range of factors To understand that identity is affected by a range of factors To understand how peer pressure operates within groups To can recognise how I present myself online To understand what can influence my behaviour online To can maintain positive on and offline relationships 	Celebrating difference 11-12 <ul style="list-style-type: none"> To describe what prejudice and discrimination are, to know what bystanders are and their impact on bullying, to explain some ways the Equality Act protects against prejudice and discrimination To challenge my own and others' attitudes and values, and accept difference in others To understand the wide range of roles in society and the variety of individuals that operate within them, to understand what stereotyping means and its potential impact, to define stereotyping and explain why it is unhelpful To challenge prejudice and discrimination assertively, to understand that positive and negative discrimination can take different forms and how it can affect people's lives, to know what the Equality Act is and can give some examples of protected characteristics To understand what bullying is and what it is not and 	Dream and Goals 11-12 <ul style="list-style-type: none"> To identify my dreams and goals and recognise that these may change over time To identify some of the skills that may benefit my future, including employment To use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour To explain how responsible choices enable me to move towards my dreams and goals, to give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals To demonstrate how to respond to a situation requiring first aid I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals To understand that the choices I make affect my relationships, health and future 	Healthy me 11-12 <ul style="list-style-type: none"> To explain ways to help myself when I feel stressed To understand how health can be affected by emotions and know a range of ways to keep myself well and happy, to recognise when I feel stressed and the triggers associated with this, to understand how physical activity can help combat stress To know about different substances and the effects they have on the body and why some people use them To understand the positive impact of healthy lifestyle choices such as good nutrition, exercise and sleep on my body and mind To understand the role of vaccinations and can explain differing views on this To summarise some key things I can do to sustain my wellbeing 	Relationships 11-12 <ul style="list-style-type: none"> To identify characteristics and benefits of positive, strong, supportive, relationships, to understand what expectations might be of having a romantic/ attraction relationship, to understand what is meant by consent To identify the supportive relationships in my life, to know that relationships change and suggest how to manage this To identify why people sometimes fall out, to suggest ways to manage conflict within my friendship group To understand that discernment is an important skill when being a consumer of media To recognise when to use assertiveness in some of my relationships, to understand the personal and legal consequences of sexting, to understand what it meant by consent To summarise behaviours and attitudes that could 	Changing me 11-12 <ul style="list-style-type: none"> To understand the changes that happen during puberty, to understand that practices such as Female Genital Mutilation and breast ironing are forms of abuse, to know where to access help if I am worried or concerned about puberty or abuse To know how a baby is conceived naturally, to know that there are other ways a baby can be conceived e.g. IVF, to understand how a baby develops inside the uterus and is born To know there are different types of committed stable relationships and that some people may choose to have children or not, to make links between positive, healthy family relationships and effective parenting, to identify some of the roles and responsibilities of being a parent To know that the media can have a positive or negative impact on a person's self-esteem or body image, to

	<p>some of the motivations behind bullying behaviours</p> <ul style="list-style-type: none"> To understand how respect impacts on relationships 			<p>make a relationship healthy or unhealthy and can explain what discernment is</p>	<p>know where to go for help if I am worried about my body image or self-esteem</p> <ul style="list-style-type: none"> To know some of the changes in my brain during puberty, to understand some of the emotional changes during puberty, to know where to access support if I am worried about adolescence To summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes
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Year 8

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>Being me in my world 12-13</p> <ul style="list-style-type: none"> To appreciate that identities are complex and can change To understand about collective and individual identities and cultural diversity To define what stereotypes are To understand that first impressions can lead to judgements that may be misinformed To understand that there is a range of beliefs within any community and I can recognise the beliefs I hold as important to me To understand how to identify influences and differences and use these positively in my relationships 	<p>Celebrating difference 12-13</p> <ul style="list-style-type: none"> To recognise the challenges faced by individuals when trying to make positive change, to give examples of individuals who have made a positive contribution despite prejudice and discrimination To give examples of social injustice in the UK I can describe what inequality means in the UK To give examples of social injustice To define what is and what is not bullying, to give examples of LGBT bullying, to describe the steps that can be taken to challenge LGBT bullying To make a positive contribution to my community, to recognise that the choices I make will impact on my ability to develop my self-confidence and integrity To understand how respect and equality, or the lack of these, affects relationships I 	<p>Dream and Goals 12-13</p> <ul style="list-style-type: none"> To know what some of my long- term goals are, how I can achieve them, and how my shortand medium-term goals might help me do that, to identify the careers that interest me and the skills I need to develop and how these can be linked to short-term and long-term goals To understand some of the positive and negative roles that money can play in society To describe how my activity online can be both positive and negative To explain why it is important to keep track of spending To can explain why it is important to keep track of spending, to understand the variations in income across the world To understand that choices I make now can affect my future, to know that 	<p>Healthy me 12-13</p> <ul style="list-style-type: none"> To describe the actions that can be taken to support good physical health, to list some factors that help ensure good health in the longer term, to list the factors that can impact negatively on dental health, to describe the steps that can be taken to keep teeth and gums healthy To understand how health can be affected by emotions and know a range of ways to keep myself well and happy, to recognise when I feel stressed and the triggers associated with this To know about different substances and the effects they have on the body and why some people use them To understand what the law says about substance use and possession, to describe some of the links between 	<p>Relationships 12-13</p> <ul style="list-style-type: none"> To understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised, to understand that social media can both positively and negatively affect how I feel about myself To understand that relationships can cause strong feelings and emotions, to understand the features of positive and stable relationships, to understand that all relationships have positive and less positive aspects To define what is meant by personal space and how this varies across my relationships both online and offline, to discuss how personal space differs across different cultures To understand what is meant by control, power balance and coercion in a relationship 	<p>Changing me 12-13</p> <ul style="list-style-type: none"> To know different types of close, intimate relationships that people can have, to know what happens physically when individuals experience physical attraction, to know how to discuss the positive aspects of a range of different types of personal relationships that adults may have and the possible impact on children To understand the positive aspects of having a girlfriend or boyfriend, to describe some of the behaviours you would expect to find in a healthy romantic relationship To understand the range of feelings associated with attraction, to know where to get information to safely explore feelings about sexuality To know that pornographic images do not reflect reality, to know how pornography

	know I can make a difference (self-efficacy)	gambling can become addictive and tell you some of the warning signs	<p>substances and exploitation of young people</p> <ul style="list-style-type: none"> To understand the role of medicines and can explain differing views on this To summarise some key things I can do to sustain my health and happiness in the face of stress, to show I understand how and when the influence of others could be harmful to my health and happiness 	<ul style="list-style-type: none"> To understand how to use social media appropriately, safely and legally, to give examples of how personal safety can be compromised online To summarise the differences between a healthy, positive relationship and a coercive one 	<p>can impact on expectations and self-image</p> <ul style="list-style-type: none"> To list some risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex, to know what the law says in relation to sex and alcohol, to discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol To summarise behaviours and attitudes that could make a relationship healthy or unhealthy, to explain some risks associated with pornography or alcohol use in relation to relationships
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Year 9

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>Being me in my world 13-14</p> <ul style="list-style-type: none"> To understand that different people have different expectations of intimate relationships and know how to access support if worried about a relationship issue To explain peer approval and how it can cause problems To suggest links between risky behaviour choices and the influence of social groups To identify differences between myself and others in my social groups To explain the links between having a positive selfidentity and healthy intimate relationships To understand how the choices I make can be linked to my selfidentity and self-esteem, and how this can 	<p>Celebrating difference 13-14</p> <ul style="list-style-type: none"> To give examples of different types of prejudice and discrimination, to explain how the Equality Act has protected characteristics and why these are important, to distinguish between 'banter' and sexist, LGBT-phobic and racist language I know where to report bullying I understand the legal consequences of bullying and hate crime To explain why some people can display sexist and ageist behaviour I understand the complexities associated with gender identity, to challenge my own and others' attitudes towards difference in relation to sexism, ageism and gender identity 	<p>Dream and Goals 13-14</p> <ul style="list-style-type: none"> To identify my personal strengths, to identify some health goals I would like to achieve To produce a SMART plan and know how to apply it to support my life and learning To be able to accept helpful feedback and reject unhelpful criticism To know the difference between mental health and mental ill-health, to consider factors that can contribute to a person's mental ill health, to know how to access support if I am worried about a mental health issue To an understand how media manipulation can be involved in a person's mental ill-health, to understand how and why some media is 	<p>Healthy me 13-14</p> <ul style="list-style-type: none"> To know that the majority of people my age make healthy lifestyle choices, to understand that there are misperceptions about the health choices of people my age To understand the physical and emotional effects of alcohol and how it can affect decision-making, to know what the law says about alcohol To understand the physical and emotional effects of certain substances and how they can affect decision-making, to know some facts about drug classification and what the law says about possession and supply of drugs 	<p>Relationships 13-14</p> <ul style="list-style-type: none"> To recognise when others might try to use their power to control, coerce and manipulate in an intimate relationship, to understand the features of positive, stable, intimate relationships To understand that I have a choice in many situations, including when I want to say no, to know and can use some assertiveness skills to help me manage a range of circumstances, to understand that consent is a vital feature of a sexual relationship, to know about sex and the law To understand that pornography and some media images give a false impression of sex and sexual relationships, to challenge stereotypical ideas of 'ideal' 	<p>Changing me 13-14</p> <ul style="list-style-type: none"> To know that my mental health can be affected by different situations and experiences, to know about some common mental health issues, to challenge stigma about mental health issues, to know where to access support if I am worried about my mental health To know that change can trigger a range of emotional responses, to know that some changes can be more difficult to manage than others, to know that going through change can develop resilience To know that sleep is important for psychological and physical reasons, to know that sleep is important

<p>affect my health and relationships</p>	<ul style="list-style-type: none"> To identify positive and negative language and can recognise my own language style To understand that there are different types of bullying (verbal, physical, online) I know what to do if I encounter bullying, to give examples of workplace bullying To understand about protected characteristics and how everyone has the responsibility to challenge discrimination, to understand that there are some inequalities in the world To understand how prejudice, discrimination and bullying can arise and how these can affect mental health 	<p>manipulated, to consider how self-esteem can be affected by the media positively and negatively I know where to access help if worried about a mental health concern</p> <ul style="list-style-type: none"> To understand my own mental health and how to recognise signs of mental ill-health in myself and others 	<ul style="list-style-type: none"> To know about the recovery position and how to contact emergency services, to know what to do in an emergency situation involving substances To understand some of the physiological and psychological effects of substance misuse and the impact of illegal substances on society and individuals To summarise some of the risks associated with substance use and the laws relating to these, to express why some people choose to use different substances and my own thinking relating to such choices. 	<p>males and females, to know about sex and the law as applied to online and social media</p> <ul style="list-style-type: none"> To know about the different contraception methods available, to know that contraception is important for sexual health as well as preventing a pregnancy, to know that communication and negotiation about contraception use is important, to understand that information and facts are vital in making an informed choice about contraception if and when needed, to know how to access advice and information about sexual health, to know about sex and the law To understand that there are consequences if I choose to have unprotected sex, to know about different sexually transmitted infections, to know about sexual health clinics and how to access help and support if I have unprotected sex To consider the risks and consequences of becoming sexually active 	<p>for my mental health, to know that sleep is important for learning</p> <ul style="list-style-type: none"> To understand what resilience means, to understand how resilience can be developed To reflect on the changes that my body and brain have undergone since starting puberty, to consider the changes yet to come and how to manage these, to know where to access support if I am worried about an aspect of change in my life To summarise how different types of change can affect mental health and know some strategies to stay resilient
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Year 10

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>Being me in my world 14-15</p> <ul style="list-style-type: none"> To list the freedoms I enjoy in society, to describe what personal freedom means to me, to describe my understanding of safety To describe the stages of grief and to know where to appropriately get help and 	<p>Celebrating difference 14-15</p> <ul style="list-style-type: none"> To define what equality is I can give examples of disabilities including hidden disabilities, to give some consequences of not adhering to the Equality Act To give examples of job roles that are exempt from the Equality Act, to give examples 	<p>Dream and Goals 14-15</p> <ul style="list-style-type: none"> To describe the relationships in my life that will support me in reaching my goals, to assess how I can respect and nurture the important relationships in my life, to define what resilience is and identify both my areas of 	<p>Healthy me 14-15</p> <ul style="list-style-type: none"> To understand the range of factors that affect my physical and mental health, to use new (health-related) information to inform my lifestyle choices To understand there is a wide range of actions that I 	<p>Relationships 14-15</p> <ul style="list-style-type: none"> To identify types of long-term relationships, including legal status, to identify the important elements in longterm relationships, to discuss what is required to sustain healthy long-term relationships, to know appropriate vocabulary 	<p>Changing me 14-15</p> <ul style="list-style-type: none"> To identify some of the changes in society that will affect me, to discuss the emotional impact societal change can have on young people, to assess the role of media, including social media on social change

<p>support with loss and bereavement issues</p> <ul style="list-style-type: none"> • To recognise the positive and negative role of social media e.g. challenge culture vs environmental campaigns and awareness-building, to understand the impact social media has on culture and identity, to recognise how online data is used both positively and negatively, to can compare social media usage across different societies • To identify potential threats to online safety, to understand “netiquette” and legislation relating to online safety, to state decision-making process regarding what you post online • To identify potential threats to safety in a range of situations on and offline, to describe actions to mitigate risk in a range of situations, to know how to get help if personal safety is threatened • To understand how to stay safe in my online and offline relationships 	<p>of how to promote equality, to know what is expected of me and what I can expect in the workplace</p> <ul style="list-style-type: none"> • To discuss a range of individuals that make up society, to explain the benefits of multi-cultural societies, to appreciate the differing views and opinions of individuals, explain some of the physical and mental consequences of unequal treatment of individuals • To identify the misuse of power in relationships, to give examples of the physical and mental consequences of misuse of power in relationships, to list sources of support for individuals experiencing ill-treatment by others • To identify individuals and groups that may experience inequality, list some organisations that campaign for greater equality, to describe how some groups and individuals’ campaign for equality • To how equality and inequality can affect relationships, to recognise some of the ways in which aspects of health can impact on life chances, particularly education, to know how to take responsibility for some aspects of my health and I understand that my health-related decisions will have consequences 	<p>strength and where I need to keep working</p> <ul style="list-style-type: none"> • To identify the connections between physical health and achieving my goals, to understand the impact that poor mental health can have on my goals, to consider some steps I could take to ensure my health supports me with my goals • To understand the issues that may impact on me and my future success, including social media, to understand the importance of balance in all aspects of my life (work, social life, family, etc.), to identify realistic and unrealistic goals • To describe how balance supports mental and physical health, to identify what I can do to create more balance in my life, to explain the importance of connections in relation to healthy relationships • To identify the wide range of goals individuals have, to understand a range of health goals that are priorities for some people, to explain how helping a stranger can impact positively on people • To understand how relationships and being part of a community can support me and others to achieve our goals 	<p>can use to enhance and protect my health</p> <ul style="list-style-type: none"> • To appreciate how complex my body is and that it needs to be looked after well, now and in the future, to be aware of the potential risks associated with a range of substances including prescribed and over-the-counter drugs • To know about some mental health disorders, to understand the positive impact that community action and volunteering can have on mental health • To discuss common threats to health, including cardiovascular disease and cancer and diabetes, to identify the steps that can be taken to help prevent lifestyle-related ill-health, to have knowledge of future health challenges to society including: epidemics, pandemics, antibiotic resistance, to understand the availability and limitations of advanced medical techniques including: stem cell therapy, organ donation • To describe how people who are sexually active can keep themselves safe from STIs 	<p>associated with long-term relationships, to differentiate the elements present in different types of long-term relationships</p> <ul style="list-style-type: none"> • To understand the relationship life-cycle I understand the choices I have in my relationships, including; ending a range of relationships, physical and non-physical relationship choices, to explain how a range of relationships can be ended including romantic relationships, to understand the consequences of ending relationships including: bullying, revenge pornography, depression, the grief process and how to manage this, to list sources of help and support for when relationships end including bereavement and divorce, family separation • To understand the benefits of healthy relationships, to discuss the physical and mental benefits of connectedness, to assess the impact healthy relationships can have on children, to evaluate my own role in a range of relationships, to critically evaluate the role of love in relationships, to list strategies to cope with difficult relationships • To critically evaluate the truth or otherwise of a relationship e.g. via social media, “fake news” etc., to explain why rumour mongering might give a false impression of a relationship, to discuss the media portrayal of relationships and potential harms this may cause e.g. sensationalisation, reality TV, pornography 	<ul style="list-style-type: none"> • To recognise the range of changes I have experienced in my life, to identify the feelings associated with change both positive and negative, to list changes I have made that I am proud of I understand the type of decision-maker I am, to discuss the impact of the range of changes families can experience and their impact on children and their parents/family • To identify the change that some people may experience in relation to sexual identity and gender, to understand the spectrum (or galaxy) of sexuality and gender including appropriate vocabulary, to discuss the reality and myths surrounding sexual identity and gender, to describe where to find help and support around sexual identity and gender • To discuss gender and stereotypes in relation to a range of romantic relationships, to identify and understand the legislation relating to a range of relationships, to understand the risks associated with exploring sexual identity • To reflect on physical changes experienced so far, to understand the relationship between physical change, self-esteem and emotional change, to understand the impact of family change and how it can affect future relationships, to list sources of help and support in relation to changes young people may have difficulty with • To understand how societies change and this affects
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Year 11

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Being me in my world 15-16 <ul style="list-style-type: none"> To state what "being an adult" means to me, to give examples of legislation that affects me at 16 To give examples of legislation that relates to sex and relationships, to know about the legal status of different relationships e.g marriage, civil partnership, cohabitation, to can explain why coercive control, sexual harassment and sexual violence in relationships is unacceptable, illegal and the consequences of this To give examples of legislation around the 	Dreams and Goals 15-16 <ul style="list-style-type: none"> To know of some ways to help me manage any anxiety I may feel now and in the future, to know of some ways to help me manage when I feel overwhelmed, to know where I can access further information and support, to know the links between sleep, physical and mental health and learning To identify my financial goals and whether these are realistic in the short or longer term, to tell you the skills and attributes I have or need to develop in order to aim for my financial goals, to be able 	Healthy Me 15-16 <ul style="list-style-type: none"> To know some ways to help me manage anxiety and stress, to know some ways to relax, to can explain the links between sleep and physical/ mental health To be aware of the steps I can take to keep healthy including self-examination, to understand the preventative steps that can be taken to reduce the chance of contracting STIs, to have knowledge of the treatment available for STIs To understand the influences that inform decision making with regard to sexual 	Relationships 15-16 <ul style="list-style-type: none"> To know that an intimate relationship can move through different stages and how behaviour may change according to the stage, to give examples of how the media can sometimes portray unrealistic expectations of sex and relationships, to tell you some of positive and negative connotations of sex and where these might come from, to tell you about my own sexual relationships checklist and what, to do to protect my sexual and 		

<p>possession and supply of drugs, tobacco and other substances, to explain the legal consequences of breaching the Equality Act, to assess the impact of substance supply and misuse on the range of people involved in a scenario including coercive control</p> <ul style="list-style-type: none"> • To give examples of legislation in reference to online activity, to assess the impact of illegal online activity and misuse of technology on a range of people, to explain why pornography is legislated against and the potential consequences of viewing pornography • To know the steps to take in an emergency situation including assessment of the situation, making the area safe, giving emergency aid, accessing help, to apply this knowledge to a range of scenarios where emergency aid may be needed • To know some of the rights, responsibilities and laws that affect me 	<p>to budget and understand the possible consequences of debt and sources of support for people in debt or have a gambling problem, to understand the risks associated with gambling as an answer to debt or financial pressures</p> <ul style="list-style-type: none"> • To identify what my dream job might be, to tell you if my dream job differs from the expectations of my family or friends and if so, how I can manage this to maintain positive relationships, to explain why I may need to change my skill-set as my career develops • To tell you what my dreams and goals are in relation to long-term intimate commitments including my choice to raise a family or not, to tell you about the choices available to me in terms of different legal arrangements in a relationship status e.g. marriage, civil partnership and the difference between them, to explain the challenges and opportunities of becoming a parent, to identify key skills of successful parenting, to reflect on an appropriate time to start a family and the positive conditions within my relationships and lifestyle that I believe are essential to raising children successfully e.g. financial stability, support networks etc. • To identify some possible barriers to some of my dreams and goals, to identify some contingency plans in relation to some of my dreams and goals if obstacles or barriers are met 	<p>relationships, to know some strategies to help manage sexual pressure, to understand what consent is in relation to sexual relationships</p> <ul style="list-style-type: none"> • To understand the choices available in relation to contraception and pregnancy, to know key facts about fertility and pregnancy • To understand the range of risks to physical and mental health associated with unhealthy sexual relationship, to know some things I can do to avoid high risk situations in relation to sex • To summarise ways people can stay healthy when they are sexually active, to explain choices relating to pregnancy and where to go for advice and support concerning sexual and reproductive health 	<p>reproductive health now, and in the future</p> <ul style="list-style-type: none"> • To explain there is a spectrum of gender and sexuality, to know that sexuality is different from gender diversity, to know that for some people, gender identity and sexuality is fluid and for others it is fixed, to know that LGBT+ people are protected by law • To understand that 'coming out' can be challenging for some LGBT+ people and it is up to them to choose the right time for this, to understand that the media often shows stereotypical LGBT+ people and relationships, and within this community there is diversity which may not always be represented, to know that being LGBT+ is different for each individual and there is no 'normal' way of being or expressing being LGBT+ • To recognise when there is an imbalance of power within an intimate relationship, to suggest strategies for managing relationships that are imbalanced, including ending them if appropriate, to know how to recognise illegal behaviour within an intimate relationship, how and where to report it • To explain why honour-based violence and forced marriage is unacceptable and illegal, to give examples of honour-based violence, to know what FGM and breast ironing is, and why it is illegal, to give examples of hate crimes against LGBT+ people and explain why this is unacceptable and illegal, to know how to report 		
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			<p>honour-based crimes or hate crime against LGBTQ+ people</p> <ul style="list-style-type: none">• To consider how power in relationships can affect people, to understand issues relating to inclusion, equality and violations of human rights		
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