



WESTONBIRT  
— SCHOOL —

# **Senior School PSHE POLICY (including Relationships Education, Relationships and RSE and Health Education)**

## **Policy Content and Rationale**

This policy covers our school's approach to teaching PSHE education and has been written to sit alongside our school ethos. It has been reviewed and updated with some consultation with pupils, teachers and parents to reflect the rapidly changing world in which our pupils live and learn.

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

‘PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attributes and explore the complex and sometimes conflicting range of values and attributes they encounter now and in the future.’ (PSHE Association 2017)

‘PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives’ . (PSHE Association 2017)

**Section 2.5 of the national curriculum framework** states that all schools should make provision for PSHE education, drawing on good practice Westonbirt School is a member of the PSHE Association and uses the Programme of Study Key Stages 1-5 and Scheme of Work Planning Toolkits (Key Stages 1-5) to identify the key concepts, skills and attributes that are developed through PSHE education to ensure that it fulfils its responsibility to support pupils' spiritual, moral, cultural, mental and physical development to prepare all pupils for the opportunities, responsibilities and experiences of life, as set out in **Section 78 of the Education Act 2002**, and its statutory safeguarding responsibilities, in line with the statutory guidance that schools *'should ensure that children are taught about safeguarding, including online, through teaching and learning and learning opportunities, as part of a broad and balanced curriculum'*.

Our planning has been reviewed and developed accordingly to effectively meet the new Statutory Guidance for RSE, Relationships Education and Health Education requirements. It is based on three core themes within which there is broad overlap and flexibility:

- Core theme 1. Health and Wellbeing
- Core theme 2. Relationships
- Core theme 3. Living in the Wider World

The core themes are also enriched and enhanced during assemblies, tutorial day, whole school services, events, as well as through a cross-curricular approach.

### **Policy Availability**

Parents and Carers can access the PSHE policy on our school portal and on the School website. A printed format is also available on request.

### **Relationships Education and Relationships and Sex Education (RSE)**

The Relationships Education, RSE, and Health Education regulations 2019 have made Relationships and Sex Education compulsory in all secondary schools. RSE will focus on exploring the emotional, social and physical aspects of growing up, having relationships, engaging in sexual activity, and learning about human sexuality and sexual health. The RSE Programme is a partnership between home and school, with Westonbirt teaching aspects across the curriculum including in Science, RPE, and as part of Personal, Social, Health Education (PSHE).

Under the Equalities Act 2010 the School has a wider responsibility to strive to do the best for all pupils. Westonbirt school recognises that pupils will have different abilities and needs based upon their emotional and physical development, sex, sexual orientation, gender identity, ethnic or natural origin, life experiences, faith or culture as well as literacy levels and learning difficulties. RSE is a key part of ensuring we meet our safeguarding obligations to our pupils and the RSE programme at Westonbirt is based on: the Relationship and Sex Education and Health Education 2020 (by DfE), advice from Brook ([www.brook.org.uk](http://www.brook.org.uk)), the PSHE Association ([www.pshe-association.org.uk](http://www.pshe-association.org.uk)) and the Sex Education Forum ([www.sexeducationforum.org.uk](http://www.sexeducationforum.org.uk)), to ensure it is taught to meet current relevant legislation and pupils needs.

Westonbirt school provides an age-appropriate programme which offers pupils information about the body, reproduction, sex, and sexual health as well providing essential skills for building positive, enjoyable, respectful and nonexploitative relationships and staying safe both on and offline. Effective RSE teaching contributes to the spiritual, moral, cultural, mental and physical development of pupils at Westonbirt and prepares them for the opportunities, responsibilities and experiences of adult life. In the Senior School the Head of PSHE is responsible for developing

the RSE curriculum and delivering subject content to pupils in Years 7-13. They are supported by a trained members of staff who teaches RSE within PSHE to pupils in Years 7-8.

The RSE content delivered in Key Stages 3-5 builds on that content covered in the Junior School. Key Stage 3/4/5 content fits within the guidelines for the Key Stage 3-4 Science Curriculum and PSHE Association Guidelines. KS5 builds on content covered in Key Stage 3 and 4 and prepares pupils for life after Westonbirt.

Specific issues covered in the Senior School RSE curriculum:

Families	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● that there are different types of committed, stable relationships.</li> <li>● how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>● what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>● why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>● the characteristics and legal status of other types of long-term relationships.</li> <li>● the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>● how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
Respectful relationships including friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.</li> <li>● practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>● how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>● that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> </ul>

	<ul style="list-style-type: none"> <li>● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>● that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>● what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>● the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>
Online and Media	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>● about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>● not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>● what to do and where to get support to report material or manage issues online.</li> <li>● the impact of viewing harmful content.</li> <li>● that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>● that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>● how information and data is generated, collected, shared and used online.</li> </ul>
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>● how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>
Intimate and sexual	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● how to recognise the characteristics and positive aspects of</li> </ul>

relationships, including sexual health	<p>healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p> <ul style="list-style-type: none"> <li>● that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>● the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>● that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>● that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>● the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>● the facts around pregnancy including miscarriage.</li> <li>● that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>● how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>● about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>● how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>● how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
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Parents have the right to withdraw their children from some or all of sex education delivered as part of the RSE programme. Parents wishing to withdraw their child should contact the Headmistress and Head of RSE who will meet with them to discuss their request. The aim of this discussion is to ensure that parental wishes are understood and to clarify the nature and purpose of the curriculum. Following the meeting, if parents still wish to withdraw their child, they will be asked to put their request in writing stating which part of the programme they wish their child to be exempt from. Pupils that are withdrawn from the curriculum will receive a purposeful education during the period from which they are withdrawn from PSHE/RSE lessons.

## **Policy Aims, Objectives and Learning Outcomes**

We aim to ensure lessons with clear learning objectives and learning outcomes and note that knowledge is necessary but when the 'crunch moment' comes it is the skills that are essential. Our PSHE programme gives opportunities for numerous activities to appeal to a variety of learning styles (inclusivity) such as group discussion, debate, role play, real-life scenarios, reflection, presentation and effective teamwork.

*We use the PSHE Association 10 key principles for effective practice in PSHE education and also effective prevention education.*

Our aim is to provide pupils with:

- Accurate, balanced and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self esteem, and empathy

The PSHE programme is underpinned by our responsibility to make a difference and to enable the next generation to grow up bright, balanced, articulate, resilient and prepared for the challenges that the 21st century will bring. We aim to develop children who are well-rounded individuals, thoughtful, sensitive, flexible, creative, and proactive - children who can solve problems, make decisions, think critically, communicate ideas effectively and work efficiently within teams and groups. If our children are to succeed in the increasingly complex, fluid and rapidly evolving world, they need to have opportunities to develop personal capabilities and effective thinking skills as part of their well-rounded education. Active, transferable skills-based learning, which engages and challenges children's thinking using real-life and imaginary situations and 'being alive' to what is going on through discovery, application and communication is crucial and we believe will serve them much better in life.

## **Planning**

Through our PSHE education, pupils are given the opportunity to explore their attitudes, values and beliefs as well as developing the skills, language and strategies necessary to manage these issues should they encounter them in their lives.

To support our pupils thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging, the following overarching concepts are developed through our planning:

**Overarching concepts developed through the Programme of Study - Source PSHE**  
**Programme of Study Key Stages 1-5**

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. Relationships (including different types and in different settings, including online)
3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. Career (including enterprise, employability and economic understanding)

**Essential Skills and Attributes developed through the Programme of Study- Source PSHE**

Personal effectiveness	Interpersonal and social effectiveness
<p>1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)</p> <p>2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)</p> <p>3. Resilience (including self-motivation, perseverance and adaptability)</p> <p>4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)</p> <p>5. Recognising and managing peer influence</p>	<p>1. Empathy and compassion (including impact on decision-making and behaviour)</p> <p>2. Respect for others' right to their own beliefs, values and opinions</p> <p>3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')</p> <p>4. Skills for employability, including Active listening and communication (including assertiveness skills)</p> <p>Team working</p> <p>Negotiation (including flexibility, self-advocacy and compromise within an</p>



and the need for peer approval, including evaluating perceived social norms

6. Self-organisation (including time management)
7. Strategies for identifying and accessing appropriate help and support
8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
9. Recalling and applying knowledge creatively and in new situations
10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

awareness of personal boundaries)  
 Leadership skills Presentation skills

5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
6. Recognising, evaluating and utilising strategies for managing influence
7. Valuing and respecting diversity
8. Using these skills and attributes to build and maintain healthy relationships of all kinds

**Managing risk and decision-making (integral to all of the above) - Source PSHE Programme of Study Key Stages 1-5**

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
4. Assessing the validity and reliability of information
5. Identify links between values and beliefs, decisions and actions
6. Making decisions

**Timetabling**

At Westonbirt School PSHE is delivered as both a discrete subject, with its own allocated curriculum time along with other mapped and opportunistic opportunities as provided via assemblies, contributions to SMSC from other curriculum areas and discrete topic/issue interventions. We provide a spiral programme where prior learning is revisited, reinforced and extended in age-and -stage-appropriate contexts.

### **Creating a Safe and Supportive Learning Environment.**

We aim to create a safe and supportive learning environment with clear 'ground rules' and a confidentiality policy. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support.

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential.

### **Entitlement and Equality of Opportunity**

Our PSHE programme develops subject knowledge as well as the overarching concepts, essential skills and attributes. The learning opportunities are used flexibly and teaching takes into account pupils' development, readiness, cultural backgrounds and needs as well as prior learning, experiences and understanding. We promote the needs of all pupils, irrespective of gender, culture, ability or personal circumstance. We recognise the right for all pupils to have access to RSE education which meets their needs. As far as is appropriate, pupils with special educational needs follow the same programme as all other pupils. Consideration is given concerning the level of differentiation needed, and in some cases the content or delivery is adapted. We promote diversity and inclusion and expect our pupils to consider others' needs. We use PSHE education as a way to address diversity issues. All our teaching is sensitive and age-appropriate in approach and we have ensured that when pupils are taught about LGBT this content is fully integrated into the curriculum rather than this existing as a standalone unit or lessons.

Knowledge and understanding are interlinked and learning from one area may be pertinent to others. Our pupils are already global citizens in an increasingly 'connected' world. They do not separate the 'offline world' from the 'online world' and therefore all topics are explored in the context of both.

### **Teaching and Learning**

The awareness of our pupils' PSHE needs permeates every aspect of school life and the skills learnt are fully transferable across the subjects. Their teaching and learning in this area cannot be left to chance and is co-ordinated as an explicit part of our school's whole curriculum. We ensure that our children are encouraged to develop their spiritual, moral, cultural, social, mental and physical development. We strive to prepare our children for the opportunities, responsibilities and experiences of later life. Key areas that challenge children are considered such as physical and mental health, emotional well-being, social and economic well-being and

protection from harm and neglect. We also concentrate on promoting community cohesion at both local, national and international level in charity work and through topics. Above all, we endeavour to provide a thorough 'life skills' programme that allows children to enjoy their lives and make positive contributions to our society.

### **Principles and Methodology**

Where possible, new topics start by determining pupils' prior knowledge. It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is at the heart of assessment for learning. The programme is taught through a range of teaching methods. The curriculum content is delivered in a non-judgemental, factual way that allows pupils to ask questions, whether this be publicly or anonymously.

### **Reflection and Assessment**

We aim to make effective use of a range of assessment techniques to collect evidence of pupil learning and to demonstrate progress in PSHE. "It is important for pupils to have opportunities to reflect on their learning, assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning." (PSHE Association). This enables us to demonstrate the impact that our Life skills programme is having for pupils and for whole school outcomes in terms of personal development, behaviour and welfare, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values.

At the end of each lesson or activity there is a learning check plenary where children can reflect on how much progress they have made from the beginning of the lesson.

- how far the individual child thinks they have travelled
- what has helped them progress
- what else do they need to do to improve

This assessment can be achieved and evidenced through self-assessment, peer assessment or teacher assessment - or a combination of all three (e.g. questioning, blob tree, mind-mapping, debating, think-pair-share, know-think-they know, brainstorming, graffiti walls, sorting activities, games, quiz, draw,

## Appendices:

### Appendix 1 - The core themes and learning opportunities for Key Stages 3-5

CORE THEME 1: HEALTH AND WELLBEING
<p><i>This core theme focuses on:</i></p> <ol style="list-style-type: none"><li>1. self-concept</li><li>2. Mental health and emotional wellbeing</li><li>3. Healthy lifestyles</li><li>4. Health related decisions</li><li>5. Drugs, alcohol and tobacco</li><li>6. Managing risks and personal safety</li><li>7. Puberty and sexual health</li><li>8. Sexual health and fertility</li></ol>

Key Stage 3
Core Theme 1. Health and wellbeing
<p><b>Pupils should have the opportunity to learn:</b></p> <p>H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p> <p>H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p>H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health</p> <p>H4. simple strategies to help build resilience to negative opinions, judgements and comments</p> <p>H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing</p> <p>H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>H7. the characteristics of mental and emotional health and strategies for managing these</p> <p>H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns</p> <p>H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p> <p>H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</p> <p>H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of</p>

self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]

H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need

H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities

H14. the benefits of physical activity and exercise for physical and mental health and wellbeing

H15. the importance of sleep and strategies to maintain good quality sleep

H16. to recognise and manage what influences their choices about physical activity

H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices

H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.

H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection

H21. how to access health services when appropriate

H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM

H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics

H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use

H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers

H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use

H27. the personal and social risks and consequences of substance use and misuse including occasional use

H28. the law relating to the supply, use and misuse of legal and illegal substances

H29. about the concepts of dependence and addiction including awareness of help to overcome addictions

H30. how to identify risk and manage personal safety in increasingly independent situations, including online

H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety

H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling

H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators

H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing

## Key Stage 4

### CORE THEME 1: Health and wellbeing

#### **Building on Key Stage 3, pupils should have the opportunity to learn:**

- H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback
- H2. how self-confidence, self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this
- H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this
- H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing
- H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health
- H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences
- H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns
- H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available
- H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]
- H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help
- H11. to make informed lifestyle choices regarding sleep, diet and exercise
- H12. the benefits of having a balanced approach to spending time online
- H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health
- H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help
- H15. the purpose of blood, organ and stem cell donation for individuals and society
- H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination
- H17. to assess and manage risks associated with cosmetic and aesthetic procedures,

- including tattooing, piercings and the use of sunbeds
- H18. the ways in which industries and advertising can influence health and harmful behaviours
- H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities
- H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle
- H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation
- H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online
- H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)
- H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators
- H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms, and how to access support for themselves or others
- H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)
- H27. about specific STIs, their treatment and how to reduce the risk of transmission
- H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)
- H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services
- H30. about healthy pregnancy and how lifestyle choices affect a developing foetus
- H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors
- H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy
- H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice

## Key Stage 5

### CORE THEME 1: Health and wellbeing

#### **Building on Key Stage 4, pupils should have the opportunity to learn:**

- H1. skills and strategies to confidently manage transitional life phases
- H2. to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure
- H3. to understand the issues and considerations relating to body enhancement or alteration, including long-term consequences

H4. to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety

H5. to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for students who are more vulnerable (e.g. personal accounts of weight change).]

H6. to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing

H7. to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support

H8. to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening

H9. to consistently access reliable sources of information and evaluate media messages about health

H10. how to register with and access health services in new locations

H11. to recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'

H12. how to maintain a healthy diet, especially on a budget

H13. how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online

H14. to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it

H15. to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely

H16. to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements

H17. to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime

H18. to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships

H19. how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)

H20. how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment

H21. to manage alcohol and drug use in relation to immediate and long-term health

H22. to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking

H23. the impact of alcohol and drug use on road safety, work-place safety, reputation and career

H24. the risks of being a passenger with an intoxicated driver and ways to manage this



## CORE THEME 2: RELATIONSHIPS EDUCATION

*This core theme focuses on:*

1. Positive relationships
2. Relationship values
3. Forming and maintaining respectful relationships
4. Contraception and parenthood
5. Bullying, abuse and discrimination
6. Social influences

### Key Stage 3

#### Core Theme 2. Relationships Education

**Pupils should have the opportunity to learn:**

- R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
- R2. indicators of positive, healthy relationships and unhealthy relationships, including online
- R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
- R4. the difference between biological sex, gender identity and sexual orientation
- R5. to recognise that sexual attraction and sexuality are diverse
- R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion
- R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships
- R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex
- R9. to clarify and develop personal values in friendships, love and sexual relationships
- R10. the importance of trust in relationships and the behaviours that can undermine or build trust
- R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships
- R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex#
- R13. how to safely and responsibly form, maintain and manage positive relationships, including online
- R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)
- R15. to further develop and rehearse the skills of team working
- R16. to further develop the skills of active listening, clear communication, negotiation and compromise
- R17. strategies to identify and reduce risk from people online that they do not already know;

when and how to access help

R18. to manage the strong feelings that relationships can cause (including sexual attraction)

R19. to develop conflict management skills and strategies to reconcile after disagreements

R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations

R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships

R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support

R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them

R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances

R25. about the law relating to sexual consent

R26. how to seek, give, not give and withdraw consent (in all contexts, including online)

R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected

R28. to gauge readiness for sexual intimacy

R29. the impact of sharing sexual images of others without consent

R30. how to manage any request or pressure to share an image of themselves or others, and how to get help

R31. that intimate relationships should be pleasurable

R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')

R33. the risks related to unprotected sex

R34. the consequences of unintended pregnancy, sources of support and the options available

R35. the roles and responsibilities of parents, carers and children in families

R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children

R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others

R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied

R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships

R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

R42. to recognise peer influence and to develop strategies for managing it, including online

R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support

R44. that the need for peer approval can generate feelings of pressure and lead to increased

risk-taking; strategies to manage this

R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours

R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support

R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

## Key Stage 4

### CORE THEME 2: Relationships Education

#### **Building on Key Stage 3, pupils should have the opportunity to learn:**

R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality

R2. the role of pleasure in intimate relationships, including orgasms

R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary

R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships

R5. the legal rights, responsibilities and protections provided by the Equality Act 2010

R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them

R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed

R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours

R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours

R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values

R11. strategies to manage the strong emotions associated with the different stages of relationships

R12. to safely and responsibly manage changes in personal relationships including the ending of relationships

R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them

R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks

R15. the legal and ethical responsibilities people have in relation to online aspects of relationships

R16. to recognise unwanted attention (such as harassment and stalking including online),

ways to respond and how to seek help

R17. ways to access information and support for relationships including those experiencing difficulties

R18. about the concept of consent in maturing relationships

R19. about the impact of attitudes towards sexual assault and to challenge victimblaming, including when abuse occurs online

R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour

R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple

R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences

R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner

R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support

R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families

R26. the reasons why people choose to adopt/foster children

R27. about the current legal position on abortion and the range of beliefs and opinions about it

R28. to recognise when others are using manipulation, persuasion or coercion and how to respond

R29. the law relating to abuse in relationships, including coercive control and online harassment

R30. to recognise when a relationship is abusive and strategies to manage this

R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships

R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them

R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support

R34. strategies to challenge all forms of prejudice and discrimination

R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs

R36. skills to support younger peers when in positions of influence

R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help

R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime

## Key Stage 5

### CORE THEME 2: Relationships Education

#### **Building on Key Stage 4, pupils should have the opportunity to learn:**

- R1. how to articulate their relationship values and to apply them in different types of relationships
- R2. to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion
- R3. to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships
- R4. to manage mature friendships, including making friends in new places
- R5. to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online
- R6. to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy
- R7. to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust'
- R8. to use constructive dialogue to support relationships and negotiate difficulties
- R9. to manage the ending of relationships safely and respectfully, including online
- R10. to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships
- R11. to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)
- R12. to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent
- R13. how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities
- R14. to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age
- R15. to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner
- R16. how to effectively use different contraceptives, including how and where to access them
- R17. to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)
- R18. to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly
- R19. to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online
- R20. to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships
- R21. to recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk

- R22. to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support
- R23. strategies to recognise, de-escalate and exit aggressive social situations
- R24. to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon
- R25. ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination

**CORE THEME 3: LIVING IN THE WIDER WORLD - (ECONOMIC WELL BEING AND BEING A RESPONSIBLE CITIZEN)**

*This core theme focuses on:*

1. Learning skills
2. Choices and pathways
3. Work and career
4. Employment rights and responsibilities
5. Financial choices
6. Media literacy and digital resilience
7. the part that money plays in people's lives
8. a basic understanding of enterprise

**Key Stage 3**

**Core Theme 3. Living in the wider world**

**Pupils should have the opportunity to learn:**

- L1. study, organisational, research and presentation skills
- L2. to review their strengths, interests, skills, qualities and values and how to develop them
- L3. to set realistic yet ambitious targets and goals
- L4. the skills and attributes that employers value
- L5. the skills and qualities required to engage in enterprise
- L6. the importance and benefits of being a lifelong learner
- L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process
- L8. about routes into work, training and other vocational and academic opportunities, and progression routes
- L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life
- L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations
- L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work

- L12. about different work roles and career pathways, including clarifying their own early aspirations
- L13. about young people's employment rights and responsibilities
- L14. to manage emotions in relation to future employment
- L15. to assess and manage risk in relation to financial decisions that young people might make
- L16. about values and attitudes relating to finance, including debt
- L17. to manage emotions in relation to money
- L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions
- L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams
- L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity
- L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media
- L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues
- L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views
- L24. to understand how the way people present themselves online can have positive and negative impacts on them
- L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them
- L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours
- L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

#### Key Stage 4

#### CORE THEME 3: Living in the wider world

**Building on Key Stage 3, pupils should have the opportunity to learn:**

- L1. to evaluate and further develop their study and employability skills
- L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting
- L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability
- L4. about the range of opportunities available to them for career progression, including in education, training and employment
- L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities
- L6. about the information, advice and guidance available to them on next steps and careers;

how to access appropriate support and opportunities

L7. about the labour market, local, national and international employment opportunities

L8. about employment sectors and types, and changing patterns of employment

L9. to research, secure and take full advantage of any opportunities for work experience that are available

L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities

L11. the benefits and challenges of cultivating career opportunities online

L12. strategies to manage their online presence and its impact on career opportunities

L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures

L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken

L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it

L16. how to effectively budget, including the benefits of saving

L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks

L18. to recognise and manage the range of influences on their financial decisions

L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights

L20. the skills to challenge or seek support for financial exploitation in different contexts including online

L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts

L22. that there are positive and safe ways to create and share content online and the opportunities this offers

L23. strategies for protecting and enhancing their personal and professional reputation online

L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events

L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this

L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this

L27. strategies to critically assess bias, reliability and accuracy in digital content

L28. to assess the causes and personal consequences of extremism and intolerance in all their forms

L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern



## Key Stage 5

### CORE THEME 3: Living in the wider world

#### **Building on Key Stage 4, pupils should have the opportunity to learn:**

- L1. to be enterprising in life and work
- L2. to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills
- L3. to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities
- L4. the implications of the global market for their future choices in education and employment
- L5. how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities
- L6. how to produce a concise and compelling curriculum vitae and prepare effectively for interviews
- L7. how to recognise career possibilities in a global economy
- L8. their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy'
- L9. the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols
- L10. to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection
- L11. to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation
- L12. the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours
- L13. how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university)
- L14. to understand and manage salary deductions including taxation, national insurance and pensions
- L15. to evaluate savings options
- L16. to exercise consumer rights, including resolving disputes and accessing appropriate support
- L17. to manage financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice
- L18. to evaluate the potential gains and risks of different debt arrangements and repayment implications
- L19. to evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers
- L20. to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate
- L21. to effectively challenge online content that adversely affects their personal or professional reputation
- L22. to build and maintain a positive professional online presence, using a range of technologies
- L23. how social media can expand, limit or distort perspectives and recognise how content

they create and share may contribute to, or challenge this  
 L24. to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation  
 L25. when and how to report or access help for themselves or others in relation to extremism and radicalisation

## Appendix 2- Schemes of work for Key Stage 3-5

### YEAR 7 PSHE LESSON SCHEME OF WORK OVERVIEW 2023-2024

PSHE at Westonbirt includes a separate time tabled lesson on PSHE a week for Year 7. Other topics covered in activities such as, mindfulness, critical thinking, art history appreciation, project work and digital awareness all feed in to the enrichment of the curriculum. This is further enhanced by guest speakers delivering workshops and talks.

### Key Stage 3

	<p><b>TRANSITION TO SECONDARY SCHOOL</b>  <del>)during induction day.</del></p> <p><b><u>Contents</u></b>        Transition to Secondary School.        How to have a happy school life.</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- Why go to this school?</li> <li>- How can school help you?</li> <li>- School values &amp; rules</li> </ul>	<p><b>Key Stage 3</b>  <b><u>Health and wellbeing</u></b>        H1. H2. H4. H6. H7. H9. H10. H13. H18. H30. H33.H34.</p> <p><b><u>Relationships</u></b>        R1. R2. R10. R13. R14.R15. R16. R17. R21. R23. R38. R39. R40. R41. R42. R43.</p> <p><b><u>Living in the wider world</u></b>        L1. L2. L3. L6. L9. L21. L24.</p>
<b><u>Fundamental British values</u></b>	2 X lessons	
AUTUMN TERM 1	<p><b>SAFETY AND PERSONAL IDENTITY</b></p> <p><b><u>Contents</u></b>        Personal safety in and outside of school, First Aid. Being me -What makes you unique, who am I?</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to identify and express emotions in a positive way</li> <li>- How to establish and manage friendships</li> <li>- How to improve study skills</li> <li>- Basic First Aid and how to respond in an emergency situation</li> </ul>	<p><b>Key Stage 3</b>  <b><u>Health and wellbeing</u></b>        H1. H2. H3. H4. H5. H6. H7. H12. H13. H15. H30.</p> <p><b><u>Relationships</u></b>        R1. R2. R3. R4. R7. R9. R10. R13. R14. R19. R21. R23. R38. R39. R40. R41. R42. R43. R44.</p> <p><b><u>Living in the wider world</u></b>        L21. L22. L23. L24. L25. L26. L27.</p>

	<ul style="list-style-type: none"> <li>- Group identity, our influences, developing self-esteem</li> </ul>	
AUTUMN TERM 2	<p><b>DEVELOPING SKILLS &amp; ASPIRATIONS</b></p> <p><u>Contents</u> Careers, teamwork and enterprise skills, and raising aspirations</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</li> </ul>	<p><b>Key Stage 3</b> <b><u>Health and wellbeing</u></b> H1. H4. H9.</p> <p><b><u>Relationships</u></b> R.15. R39.</p> <p><b><u>Living in the wider world</u></b> L1. L4. L5. L9. L10. L12.</p>
SPRING TERM 1	<p><b>DIVERSITY</b></p> <p><u>Contents</u> <b>Diversity, prejudice, and bullying</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- About identity, rights and responsibilities</li> <li>- about living in a diverse society</li> <li>- How to challenge prejudice, stereotypes and discrimination</li> <li>- The signs and effects of all types of bullying including online</li> <li>- How to respond to bullying of any kind, including online</li> <li>- How to support others</li> </ul>	<p><b>Key Stage 3</b></p> <p><b>Key Stage 3</b> <b><u>Health and wellbeing</u></b> H1. H6. H7. H10. H30. H31.</p> <p><b><u>Relationships</u></b> R3. R38. R39. R40. R41.</p> <p><b><u>Living in the wider world</u></b> L27.</p>
SPRING TERM 2	<p><b>HEALTH &amp; WELLBEING</b></p> <p><u>Contents</u> <b>Healthy routines, influences on health, puberty, unwanted contact, and FGM</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to make healthy lifestyle choices including diet, dental health, physical activity and sleep</li> <li>- How to manage influences relating to caffeine, smoking and alcohol</li> <li>- How to manage physical and emotional changes during</li> </ul>	<p><b>Key Stage 3</b> <b><u>Health and wellbeing</u></b> H5. H13. H14. H15. H16. H17.</p> <p><b><u>Relationships</u></b> R3. R11. R12.</p> <p><b><u>Living in the wider world</u></b> L25. L26. L27.</p>

	puberty about personal hygiene	
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SUMMER TERM 1	<p><b>BUILDING RELATIONSHIPS</b></p> <p><u>Contents</u> Self-worth, romance and friendships (including online) and relationship boundaries</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to develop self-worth and self-efficacy</li> <li>- About qualities and behaviours relating to different types of Positive relationships</li> <li>- How to recognise unhealthy relationships</li> <li>- How to recognise and challenge media stereotypes</li> <li>- How to evaluate expectations for romantic relationships</li> <li>- About consent, and how to seek and assertively communicate</li> </ul>	<p><b>Key Stage 3</b> <u>Health and wellbeing</u> H1. H3. H5. H21.</p> <p><u>Relationships</u> R2. R9. R11. R13. R14. R16. R24.</p> <p><u>Living in the wider world</u> L24. L25. L26. L27.</p>
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SUMMER TERM 2	<p><b>Financial decision making</b></p> <p><u>Contents</u> Saving, borrowing, budgeting and making financial choices</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to make safe financial choices</li> <li>- About ethical and unethical business practices and consumerism</li> <li>- About saving, spending and budgeting</li> <li>- How to manage risk-taking behaviour</li> </ul>	<p><b>Key Stage 3</b> <u>Health and wellbeing</u> H30. H31. H32.</p> <p><u>Relationships</u> R10. R16. R17. R44.</p> <p><u>Living in the wider world</u> L15. L16. L17. L18.</p>
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**WORKSHOPS/OUTSIDE SPEAKERS**

<p>AUTUMN TERM 1</p> <p>October 2023</p>	<p><b>MENTAL HEALTH WORKSHOP X 1 HOUR SESSION CHARLIE WHALER TRUST</b></p> <p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>- What do we mean by mental health?</li> <li>- What can affect our wellbeing/mental health?</li> <li>- Understanding the stress response (fight, flight, freeze, flop, flock, friend)</li> <li>- Developing positive coping strategies</li> <li>- Recognising the warning signs</li> <li>- Being a supportive friend</li> </ul>	<p><b>Key Stage 3</b> <b><u>Health and wellbeing</u></b> H1.H2. H3. H4. H5. H6. H7. H8. H9. H10. H11. H12. H13. H14. H15. H16. H17. H18. H19. H20. H21. H22. H23. H24. H25. H26. H27. H28. H29. H30. H31. H32. H33.</p>
<p>AUTUMN TERM 2</p> <p>November 2023</p>	<p><b>Grooming – The School BEAT Officer (CP Leah Davies)</b></p> <p><b>Topics Covered:</b></p> <ul style="list-style-type: none"> <li>- Discuss relationships online</li> <li>- Grooming</li> <li>- PREVENT</li> <li>- Where to find further info</li> <li>- Where to get help.</li> </ul>	<p>Key Stage 3 <b><u>Health and wellbeing</u></b> H1. H3. H4. H10. H12. H13. H30. H31. H32.</p> <p><b><u>Relationships</u></b> R1. R2. R3. R5. R7. R8. R9. R10. R13. R14. R17. R19. R22. R23. R24. R25. R26. R27. R29. R37. R38. R39. R40. R41. R42. R43.</p> <p><b><u>Living in the wider world</u></b> L19. L20. L21. L22. L23. L24. L25. L26. L27.</p>
<p>SUMMER TERM 2</p>	<p><b>Drugs and Alcohol – The School BEAT Office (CP Leah Davis)</b></p> <p><b>Topics Covered:</b></p> <ul style="list-style-type: none"> <li>- Peer pressure</li> <li>- Legal consequences</li> <li>- Effects of addiction</li> <li>- Effects of excess</li> </ul>	<p>Key Stage 3 <b><u>Health and Wellbeing</u></b> H1. H2. H3. H4. H11. H21. H23. H24. H25. H26. H27. H28. H29. H30. H31.</p> <p><b><u>Relationships</u></b> R20. R22. R35. R42.R44.</p> <p><b><u>Living in the wider world</u></b> L24. L25. L26. L27.</p>

**Activities**

<p>WEEKLY ACTIVITY</p>	<p><b>PSHE Team Members (Led by A Westmoreland)</b></p> <p><b>Weekly Drop-In Sessions To Discuss The Term’s PSHE Topic In Focus</b></p>	<p>Key Stage 3 <b><u>Health and wellbeing</u></b> H1. H2. H3. H5. H6. H7. H8. H9. H10. H11. H12. H13. H14. H15. H16. H17. H18. H19. H20. H21. H22. H23. H24. H25. H26. H27. H28. H34.</p> <p><b><u>Relationships</u></b></p>
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		<p>R1. R3. R4. R5. R6. R7. R8. R9. R10. R11. R12. R13. R14. R15. R16. R17. R18. R19. R20. R21. R22. R23. R24. R25. R26. R27. R28. R29. R30. R31. R32. R33. R34. R35. R36. R37. R38. R39. R40. R41. R42. R43. R44. R45. R46. R47.</p> <p><b><u>Living in the wider world</u></b>  L1. L2. L3. L4. L5. L6. L7. L8. L9. L10. L11. L12. L13. L14. L15. L16. L17. L18. L19. L20. L21. L22. L23. L24. L25. L26. L27.</p>
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WEEKLY ACTIVITY	<p><b>Mrs Gill</b></p> <p><b>Mindfulness</b></p>	<p><b>Key Stage 3</b>  <b><u>Health and wellbeing</u></b>  H1. H2. H3. H4. H5. H6. H7. H8. H9. H10. H11. H12. H13. H14. H15. H16. H17. H18. H19. H20. H21. H22. H23. H24. H25. H26. H27. H28. H29. H30. H31. H32. H33.</p>
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WEEKLY ACTIVITY	<p><b>Mrs Gill</b></p> <p><b>Eco Club</b></p> <p><b>A focus on the work of Green Group at Westonbirt</b></p>	<p><b>Key Stage 3</b>  <b><u>Health and wellbeing</u></b>  H1. H2. H4. H9. H10. H12. H13. H18.</p> <p><b><u>Relationships</u></b>  R1. R2. R3. R10. R13. R14. R16. R19. R38. R39. R40. R41. R42.</p> <p><b><u>Living in the wider world</u></b>  L1. L2. L3. L13. L18. L19. L20. L21. L22. L23. L24. L25. L26. L27.</p>
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MONTHLY ACTIVITY	<p><b>Ms A Westmoreland</b></p> <p><b>Diversi-Tea</b></p> <p><b>A space to discuss diversity with peers and mentors from the staff and student body</b></p>	<p><b>Key Stage 3</b>  <b><u>Health and wellbeing</u></b>  H1. H2. H3. H4. H6. H16. H18.</p> <p><b><u>Relationships</u></b>  R1. R2. R3. R4. R5. R6. R7. R10. R11. R13. R14. R15. R16.</p> <p><b><u>Living in the wider world</u></b>  L1. L2. L10. L11. L13. L16. L22. L24. L26</p>
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## YEAR 8 PSHE LESSON SCHEME OF WORK OVERVIEW 2023-2024

PSHE at Westonbirt includes a separate time tabled lesson on PSHE a week for Year 8. Other topics covered in activities such as, mindfulness, critical thinking, art history appreciation, project work and digital awareness all feed in to the enrichment of the curriculum. This is further enhanced by quest speakers delivering workshops and talks.

### Key Stage 3

	<p>Topics:</p> <p><b>Bold = PSHE ASSOCIATIONS AND GLOUCESTERSHIRE HEALTHY LIVING AND LEARNING RESOURCES.</b></p>	Aims and objectives (See key above)
AUTUMN TERM 1	<p><b>HEALTH &amp; WELLBEING</b></p> <p><u>Contents</u> Drugs &amp; Alcohol; Alcohol and drug misuse and pressures relating to drug use</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- About medicinal and recreational drugs</li> <li>- About the over-consumption of energy drinks</li> <li>- How to use over the counter and prescription medications safely</li> <li>- How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>- How to manage influences in relation to substance use</li> <li>- How to recognise and promote positive social norms and attitudes</li> </ul>	<p><b>Key Stage 3</b> <u>Health and wellbeing</u> H23. H24. H25. H26. H27.</p> <p><u>Relationships</u> R4. R7. R9. R35. R37.</p> <p><u>Living in the wider world</u> L2. L21. L22. L23. L24. L25. L26.</p>
AUTUMN TERM 2	<p><b>COMMUNITY &amp; CAREERS</b></p> <p><u>Contents</u> Equality of opportunity in careers and life choices, and different types and patterns of work</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- About equality of opportunity in life and work</li> <li>- How to challenge stereotypes and discrimination in relation to work and pay</li> </ul>	<p><b>Key Stage 3</b> <u>Health and wellbeing</u> H1. H3.</p> <p><u>Relationships</u> R39. R41.</p> <p><u>Living in the wider world</u> L3. L8. L9. L10. L11.</p>

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SPRING TERM 2	<p><b>EMOTIONAL WELLBEING</b></p> <p><b><u>Contents</u></b> Mental health and emotional wellbeing, including body image and coping strategies</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- About attitudes towards mental health</li> <li>- How to challenge myths and stigma</li> <li>- About daily wellbeing</li> <li>- How to manage emotions</li> <li>- How to develop digital resilience</li> <li>- About unhealthy coping strategies (e.g. self-harm and eating disorders)</li> <li>- About healthy coping strategies</li> </ul>	<p><b>Key Stage 3</b> <b><u>Health and wellbeing</u></b> H3. H4. H6. H7. H8. H9. H10. H11. H12.</p> <p><b><u>Relationships</u></b> R13. R14. R15. R16. R22.</p> <p><b><u>Living in the wider world</u></b> L1. L24.</p>
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SPRING TERM 1	<p><b>DISCRIMINATION:</b></p> <p><b><u>Contents</u></b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to manage influences on beliefs and decisions</li> <li>- About group-think and persuasion</li> <li>- How to develop self-worth and confidence</li> <li>- About gender identity, transphobia and gender-based discrimination</li> <li>- How to recognise and challenge homophobia and biphobia</li> <li>- How to recognise and challenge racism and religious discrimination</li> <li>- How to set aspirational goals for future careers and challenge expectations that limit choices</li> </ul>	<p><b>Key Stage 3</b> <b><u>Health and wellbeing</u></b> H1. H2. H4. H6.</p> <p><b><u>Relationships</u></b> R3. R4. R39. R40. R41. R42.</p> <p><b><u>Living in the wider world</u></b> L10. L21. L22. L23. L25. L26.</p>
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SUMMER TERM 1	<p><b>IDENTITY &amp; RELATIONSHIPS</b></p> <p><b><u>Contents</u></b></p>	<p><b>Key Stage 3</b> <b><u>Health and wellbeing</u></b> H35. H36</p>
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	<p>Gender identity, sexual orientation, consent, ‘sexting’, and an introduction to contraception</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- The qualities of positive, healthy relationships</li> <li>- How to demonstrate positive behaviours in healthy relationships</li> <li>- About gender identity and sexual orientation</li> <li>- About forming new partnerships and developing relationships</li> <li>- About the law in relation to consent</li> <li>- That the legal and moral duty is with the seeker of consent</li> <li>- How to effectively communicate about consent in relationships</li> <li>- About the risks of ‘sexting’ and how to manage requests or pressure to send an image</li> <li>- About basic forms of contraception, e.g. condom and pill</li> </ul>	<p><b><u>Relationships</u></b> R4. R5. R10. R16. R18. R24. R25. R26. R27. R29. R30. R32.</p> <p><b><u>Living in the wider world</u></b> L12. L14. L22. L25.</p>
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<p>SUMMER TERM 2</p>	<p><b>DIGITAL LITERACY</b></p> <p><b><u>Contents</u></b> Online safety, digital literacy, media reliability, and gambling hooks</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to make safe financial choices</li> <li>- About ethical and unethical business practices and consumerism</li> <li>- About saving, spending and budgeting</li> <li>- How to manage risk-taking behaviour</li> </ul>	<p><b>Key Stage 3</b></p> <p><b><u>Health and wellbeing</u></b> H3. H30. H32.</p> <p><b><u>Relationships</u></b> R17. R42. R43.</p> <p><b><u>Living in the wider world</u></b> L19. L20. L21. L22. L23. L24. L25. L26. L27.</p>
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**WORKSHOPS/OUTSIDE SPEAKERS**

<p>AUTUMN TERM 1</p> <p>October 2023</p>	<p><b>MENTAL HEALTH WORKSHOP X 1 HOUR SESSION CHARLIE WHALER TRUST</b></p> <p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>- What do we mean by mental health?</li> <li>- What can affect our wellbeing/mental health?</li> <li>- Understanding the stress response (fight, flight, freeze, flop, flock, friend)</li> <li>- Developing positive coping strategies</li> <li>- Recognising the warning signs</li> <li>- Being a supportive friend</li> </ul>	<p><b>Key Stage 3</b> <b><u>Health and wellbeing</u></b> H1.H2. H3. H4. H5. H6. H7. H8. H9. H10. H11. H12. H13. H14. H15. H16. H17. H18. H19. H20. H21. H22. H23. H24. H25. H26. H27. H28. H29. H30. H31. H32. H33.</p>
<p>AUTUMN TERM 2</p> <p>November 2023</p>	<p><b>SEXTING – The School BEAT Officer (CP Leah Davies)</b></p> <p><b><u>Topics Covered</u></b></p> <ul style="list-style-type: none"> <li>- Discuss relationships online</li> <li>- SEXTING</li> <li>- Consequences</li> <li>- PREVENT</li> <li>- And the law surrounding image sharing etc</li> <li>- Where to find further info</li> <li>- Where to get help.</li> </ul>	<p><b>Key Stage 3</b> <b><u>Health and wellbeing</u></b> H1. H3.H4. H10. H12. H13. H15. H30. H31. H32.</p> <p><b><u>Relationships</u></b> R1. R2. R3. R5. R7. R8. R9. R10. R13. R14. R17. R19. R22. R23. R24. R25. R26. R27. R29. R37. R38. R39. R40. R41. R42. R43.</p> <p><b><u>Living in the wider world</u></b> L19. L20. L21. L22. L23. L24. L25. L26. L27.</p>
<p>SUMMER TERM 2</p>	<p><b>Exploitation – The School BEAT Office (CP Leah Davis)</b></p> <p><b>Topics Covered:</b></p> <ul style="list-style-type: none"> <li>- Peer pressure</li> <li>- Legal consequences</li> <li>- How to report</li> <li>- Where to get help</li> </ul>	<p><b>Key Stage 3</b> <b><u>Health and Wellbeing</u></b> H1. H3. H5. H6. H11. H12. H30. H31.</p> <p><b><u>Relationships</u></b> <u>R10. R11. R13. R14. R17. R23. R24. R29. R30. R37. R38. R42.</u></p> <p><b><u>Living in the wider world</u></b> L22. L23. L24. L25. L26. L28</p>

**Activities**

<p>WEEKLY ACTIVITY</p>	<p><b>PSHE Team Members (Led by A Westmoreland)</b></p> <p><b>Weekly Drop In Sessions To Discuss The Term’s PSHE Topic In Focus</b></p>	<p><b>Key Stage 3</b> <b><u>Health and wellbeing</u></b> H1. H2. H3. H5. H6. H7. H8. H9. H10. H11. H12. H13. H14. H15. H16. H17. H18. H19. H20. H21. H22. H23. H24. H25. H26. H27. H28. H34.</p>
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		<p><b><u>Relationships</u></b> R1. R3. R4. R5. R6. R7. R8. R9. R10. R11. R12. R13. R14. R15. R16. R17. R18. R19. R20. R21. R22. R23. R24. R25. R26. R27. R28. R29. R30. R31. R32. R33. R34. R35. R36. R37. R38. R39. R40. R41. R42. R43. R44. R45. R46. R47.</p> <p><b><u>Living in the wider world</u></b> L1. L2. L3. L4. L5. L6. L7. L8. L9. L10. L11. L12. L13. L14. L15. L16. L17. L18. L19. L20. L21. L22. L23. L24. L25. L26. L27.</p>
WEEKLY ACTIVITY	<p><b>Mrs Gill</b></p> <p><b>Mindfulness</b></p>	<p><b>Key Stage 3</b> <b><u>Health and wellbeing</u></b> H1. H2. H3. H4. H5. H6. H7. H8. H9. H10. H11. H12. H13. H14. H15. H16. H17. H18. H19. H20. H21. H22. H23. H24. H25. H26. H27. H28. H29. H30. H31. H32. H33.</p>
WEEKLY ACTIVITY	<p><b>Mrs Gill</b></p> <p><b>Eco Club</b></p>	<p><b>Key Stage 3</b> <b><u>Health and wellbeing</u></b> H1. H2. H4. H9. H10. H12. H13. H18.</p> <p><b><u>Relationships</u></b> R1. R2. R3. R10. R13. R14 R16. R19. R38. R39. R40. R41. R42. R43. R44.</p> <p><b><u>Living in the wider world</u></b> L1. L2. L3. L13. L18. L19. L20. L21. L22. L23. L24. L25. L26. L27.</p>
MONTHLY ACTIVITY	<p><b>Ms A Westmoreland</b></p> <p><b>Diversi-Tea</b></p> <p><b>A space to discuss diversity with peers and mentors from the staff and student body</b></p>	<p><b>Key Stage 3</b> <b><u>Health and wellbeing</u></b> H1. H2. H3. H4. H6. H16. H18.</p> <p><b><u>Relationships</u></b> R1. R2. R3. R4. R5. R6. R7. R10. R11. R13. R14. R15. R16.</p> <p><b><u>Living in the wider world</u></b> L1. L2. L10. L11. L13. L16. L22. L24. L26</p>

**YEAR 9 SCHEME OF WORK**

PSHE at Westonbirt includes a separate time tabled lesson on PSHE a week for Year 9. Other topics covered in activities such as, mindfulness, critical thinking, project work and digital awareness all feed in to the enrichment of the curriculum. This is further enhanced by quest speakers delivering workshops and talks.

**Key Stage 3**

	<b>Topic</b>	
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	<b>Bold = PSHE ASSOCIATIONS AND GLOUCESTERSHIRE HEALTHY LIVING AND LEARNING RESOURCES.</b>	<b>Aims and objectives (see above)</b>
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AUTUMN TERM 1	<p><b>Peer Influence, substance use and gangs</b></p> <p><u>Contents</u> Healthy and unhealthy friendships, assertiveness, substance misuse and gang exploitation.</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to distinguish between healthy and unhealthy friendships</li> <li>- How to assess risk and manage influences, including online</li> <li>- About ‘group think’ and how it affects behaviour</li> <li>- How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>- To manage risk in relation to gangs</li> <li>- About the legal and physical risks of carrying a knife</li> <li>- About positive social norms in relation to drug and alcohol use</li> <li>- About legal and health risks in relation to drug and alcohol use, including addiction and dependence</li> </ul>	<p><b>Key Stage 3</b> <b><u>Health and wellbeing</u></b> H24, H25, H27, H28, H29</p> <p><b><u>Relationships</u></b> R1. R2. R23. R42. R43.</p> <p><b><u>Living in the wider world</u></b> L26. L29.</p>
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AUTUMN TERM 2	<p><b>SETTING GOALS</b></p> <p><u>Contents</u> Learning strengths, career options and goal setting as part of the GCSE options process</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- About transferable skills, abilities and interests</li> <li>- How to demonstrate strengths</li> <li>- About different types of employment and career pathways</li> <li>- How to manage feelings relating to future employment</li> </ul>	<p><b>Key Stage 3</b> <b><u>Health and wellbeing</u></b> H1. H4. H7.</p> <p><b><u>Relationships</u></b> R15. R16.</p> <p><b><u>Living in the wider world</u></b> L2, L3, L6, L7, L8, L9, L11, L12,</p>
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	<ul style="list-style-type: none"> <li>- How to work towards aspirations and set meaningful, realistic goals for the future</li> <li>- About GCSE and post-16 options</li> <li>- Skills for decision making</li> </ul>	
SPRING TERM 1	<p><b>RESPECTFUL RELATIONSHIPS</b></p> <p><b><u>Contents</u></b> Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- About different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>- About positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>- About conflict and its causes in different contexts, e.g. with family and friends conflict resolution strategies</li> <li>- How to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>- How to access support services</li> </ul>	<p><b>Key Stage 3</b> <b><u>Health and wellbeing</u></b> H2. H3. H5. H12.</p> <p><b><u>Relationships</u></b> R1. R3. R6. R7. R14. R15. R16. R18. R19. R21. R22. R23. R35. R36.</p> <p><b><u>Living in the wider world</u></b> L10. L15. L17.</p>
SPRING TERM 2	<p><b>HEALTH &amp; LIFESTYLE</b></p> <p><b><u>Contents</u></b> Diet, exercise, lifestyle balance and healthy choices, and first aid</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- About the relationship between physical and mental health</li> <li>- About balancing work, leisure, exercise and sleep</li> <li>- How to make informed healthy eating choices</li> <li>- How to manage influences on body image</li> <li>- To make independent health choices</li> <li>- To take increased responsibility for physical health, including testicular self-examination</li> </ul>	<p><b>Key Stage 3</b> <b><u>Health and wellbeing</u></b> H3. H14. H15. H16. H17. H18. H19. H21.</p> <p><b><u>Relationships</u></b> R16. R22. R35. R42. R43. R44.</p> <p><b><u>Living in the wider world</u></b> L3. L10. L20. L22. L24. L26.</p>

<p>SUMMER TERM 1</p>	<p><b>INTIMATE RELATIONSHIPS</b></p> <p><b><u>Contents</u></b>  Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>- About readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>- About myths and misconceptions relating to consent</li> <li>- About the continuous right to withdraw consent and capacity to consent</li> <li>- About STIs, effective use of condoms and negotiating safer sex</li> <li>- About the consequences of unprotected sex, including pregnancy</li> <li>- How the portrayal of relationships in the media and pornography might affect expectations</li> <li>- How to assess and manage risks of sending, sharing or passing on sexual images</li> </ul>	<p><b>Key Stage 3</b>  <b><u>Health and wellbeing</u></b>  H2. H3. H4. H5. H11. H12. H21. H30. H34.</p> <p><b><u>Relationships</u></b>  R7. R8. R11. R12. R18. R24. R26. R27. R28. R29 R30. R31. R32. R33. R34</p> <p><b><u>Living in the wider world</u></b>  L20. L21. L22. L23. L24. L25.</p>
<p>SUMMER TERM 2</p>	<p><b>EMPLOYABILITY SKILLS</b></p> <p><b><u>Contents</u></b>  Employability and online presence</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- About young people’s employment rights and responsibilities</li> <li>- Skills for enterprise and employability</li> <li>- How to give and act upon constructive feedback</li> <li>- How to manage their ‘personal brand’ online</li> <li>- Habits and strategies to support progress</li> <li>- How to identify and access support for concerns relating to life</li> </ul>	<p><b>Key Stage 3</b>  <b><u>Health and wellbeing</u></b>  H1. H3. H4. H5.</p> <p><b><u>Relationships</u></b>  R13. R14.</p> <p><b><u>Living in the wider world</u></b>  L2. L4. L5. L8. L9. L14. L21. L24. L27.</p>

Activities

**WORKSHOPS/OUTSIDE SPEAKERS**

<p>AUTUMN TERM 1</p> <p>October 2023</p>	<p><b>MENTAL HEALTH WORKSHOP X 1 HOUR SESSION CHARLIE WHALER TRUST</b></p> <p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>- What do we mean by mental health?</li> <li>- What can affect our wellbeing/mental health?</li> <li>- Understanding the stress response (fight, flight, freeze, flop, flock, friend)</li> <li>- Developing positive coping strategies</li> <li>- Recognising the warning signs</li> <li>- Being a supportive friend</li> </ul>	<p><b>Key Stage 3</b> <b><u>Health and wellbeing</u></b> H1.H2. H3. H4. H5. H6. H7. H8. H9. H10. H11. H12. H13. H14. H15. H16. H17. H18. H19. H20. H21. H22. H23. H24. H25. H26. H27. H28. H29. H30. H31. H32. H33.</p>
<p>AUTUMN TERM 2</p> <p>November 2023</p>	<p><b>County Line – The School BEAT Officer (CP Leah Davies)</b></p> <p><b><u>Contents</u></b></p> <ul style="list-style-type: none"> <li>- Discuss County Lines</li> <li>- Raising awareness of County Lines</li> <li>- Signs to look out for.</li> <li>- Gangs use of coercion, intimidation, violence</li> <li>- Grooming</li> </ul>	<p><b>Key Stage 3</b> <b><u>Health and wellbeing</u></b> H1. H2. H23. H24. H25. H27. H28. H30. H31.</p> <p><b><u>Relationships</u></b> R35. R36. R37. R38. R42. R43. R44. R45. R46. R47.</p> <p><b><u>Living in the wider world</u></b> L19. L20. L21. L22. L23. L24. L25. L26. L27.</p>
<p>SUMMER TERM 2</p>	<p><b>Domestic Abuse – The School BEAT Office (CP Leah Davis)</b></p> <p><b>Topics Covered:</b></p> <ul style="list-style-type: none"> <li>- What is domestic abuse</li> <li>- How to report it</li> <li>- How to get help</li> <li>- Legal consequences</li> </ul>	<p><b>Key Stage 3</b> <b><u>Health and Wellbeing</u></b> H2. H3. H12. H21.</p> <p><b><u>Relationships</u></b> R1. R2. R3. R11. R13. R14. R22. R23. R35. R37. R38.</p> <p><b><u>Living in the wider world</u></b> L21. L22. L26.</p>
<p>WEEKLY ACTIVITY</p>	<p><b>PSHE Team Members (Led by A Westmoreland)</b></p> <p><b>Weekly Drop In Sessions To Discuss</b></p>	<p><b>Key Stage 3</b> <b><u>Health and wellbeing</u></b> H1. H2. H3. H5. H6. H7. H8. H9. H10. H11. H12. H13. H14. H15. H16. H17. H18. H19. H20. H21. H22. H23.</p>

	<b>The Term's PSHE Topic In Focus</b>	H24. H25. H26. H27. H28. H34.  <b><u>Relationships</u></b> R1. R3. R4. R5. R6. R7. R8. R9. R10. R11. R12. R13. R14. R15. R16. R17. R18. R19. R20. R21. R22. R23. R24. R25. R26. R27. R28. R29. R30. R31. R32. R33. R34. R35. R36. R37. R38. R39. R40. R41. R42. R43. R44. R45. R46. R47.  <b><u>Living in the wider world</u></b> L1. L2. L3. L4. L5. L6. L7. L8. L9. L10. L11. L12. L13. L14. L15. L16. L17. L18. L19. L20. L21. L22. L23. L24. L25. L26. L27.
WEEKLY ACTIVITY	<b>Mrs Gill</b>  <b>Mindfulness</b>	<b>Key Stage 3</b> <b><u>Health and wellbeing</u></b> H1. H2. H3. H4. H5. H6. H7. H8. H9. H10. H11. H12. H13. H14. H15. H16. H17. H18. H19. H20. H21. H22. H23. H24. H25. H26. H27. H28. H29. H30. H31. H32. H33.
WEEKLY ACTIVITY	<b>Mrs Gill</b>  <b>Eco Club</b>	<b>Key Stage 3</b> <b><u>Health and wellbeing</u></b> H1. H2. H4. H9. H10. H12. H13. H18.  <b><u>Relationships</u></b> R1. R2. R3. R10. R13. R14 R16. R19. R38. R39. R40. R41. R42.  <b><u>Living in the wider world</u></b> L1. L2. L3. L13. L18. L19. L20. L21. L22. L23. L24. L25. L26. L27.
MONTHLY ACTIVITY	<b>Ms A Westmoreland</b> <b>Diversi-Tea</b>  <b>A space to discuss diversity with peers and mentors from the staff and student body</b>	<b>Key Stage 3</b> <b><u>Health and wellbeing</u></b> H1. H2. H3. H4. H5.  <b><u>Relationships</u></b> R3. R4. R5. R11. R15. R16.  <b><u>Living in the wider world</u></b> L3. L5. L15. L22. L26. L27. L28. L29

**YEAR 10 SCHEME OF WORK PSHE**

Time allocation: 35 minutes every week

**Key Stage 4**

<b>Autumn Term 1</b>	<b>MENTAL HEALTH</b>  <b><u>Contents</u></b>	<b>Key Stage 4</b> <b><u>Health and wellbeing</u></b> H2, H5, H6, H7, H8, H9, H10.
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	<p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to manage challenges during adolescence</li> <li>- How to reframe negative thinking</li> <li>- Strategies to promote mental health and emotional wellbeing</li> <li>- About the signs of emotional or mental ill-health</li> <li>- How to access support and treatment</li> <li>- About the portrayal of mental health in the media</li> <li>- How to challenge stigma, stereotypes and misinformation</li> </ul>	<p><b><u>Relationships</u></b> R1. R9. R17. R34. R35. R36.</p> <p><b><u>Living in the wider world</u></b> L2. L24. L27.</p>
<p><b>Autumn Term 2</b></p>	<p><b>FINANCIAL DECISION MAKING</b></p> <p><b><u>Contents</u></b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to effectively budget and evaluate savings options</li> <li>- How to prevent and manage debt, including understanding credit rating and pay day lending</li> <li>- How data is generated, collected and shared, and the influence of targeted advertising</li> <li>- How thinking errors, e.g. gambler’s fallacy, can increase susceptibility to gambling</li> <li>- Strategies for managing influences related to gambling, including online</li> <li>- About the relationship between gambling and debt</li> <li>- About the law and illegal financial activities, including fraud and cybercrime</li> </ul>	<p><b>Key Stage 4</b> <b><u>Health and wellbeing</u></b> H18. H21. H23. H25</p> <p><b><u>Relationships</u></b> R35. R36. R37. R38</p> <p><b><u>Living in the wider world</u></b> L16, L17, L18, L19</p>

<p><b>Spring Term 1</b></p>	<p><b>HEALTHY RELATIONSHIPS</b></p> <p><b><u>Contents</u></b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- About relationship values and the</li> </ul>	<p><b>Key Stage 4</b> <b><u>Health and wellbeing</u></b> H4. H5. H12. H14. H18. H21. H26. H29.</p> <p><b><u>Relationships</u></b> R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31</p> <p><b><u>Living in the wider world</u></b></p>
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	<p>role of pleasure in relationships</p> <ul style="list-style-type: none"> <li>- About myths, assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>- About the opportunities and risks of forming and conducting relationships online</li> <li>- How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> <li>- About the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> <li>- How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> </ul>	<p>L14. L15. L24. L25. L26. L27. L28. L29.</p>
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<p><b>Spring Term 2</b></p>	<p><b>EXPLORING INFLUENCE</b></p> <p><b><u>Contents</u></b> The influence and impact of drugs, gangs, role models and the media</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- About positive and negative role models</li> <li>- How to evaluate the influence of role models and become a positive role model for peers</li> <li>- About the media's impact on perceptions of gang culture</li> <li>- About the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>- How drugs and alcohol affect decision making</li> <li>- How to keep self and others safe in situations that involve substance use</li> <li>- How to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</li> <li>- Exit strategies for pressurised or dangerous situations</li> <li>- How to seek help for</li> </ul>	<p><b>Key Stage 4</b></p> <p><b><u>Health and wellbeing</u></b> H19. H20. H21.</p> <p><b><u>Relationships</u></b> R20. R35. R36. R37.</p> <p><b><u>Living in the wider world</u></b> L14. L27.</p>
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	substance use and addiction	
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<b>Summer Term 1</b>	<p><b>Addressing extremism and radicalisation</b></p> <p><u>Contents</u> Community cohesion and challenging Extremism</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- about communities, inclusion, respect and belonging</li> <li>- about the Equality Act, diversity and values</li> <li>- about how social media may distort, mis-represent or target information in order to influence beliefs and opinions</li> <li>- how to manage conflicting views and misleading information</li> <li>- how to safely challenge discrimination, including online.</li> <li>- how to recognise and respond to extremism and radicalisation</li> </ul>	<p><b>Key Stage 4</b> <b><u>Health and wellbeing</u></b> H3. H4. H18. H22. H23.</p> <p><b><u>Relationships</u></b> R5, R6, R9, R10, R14, R28, R29, R30, R31, R34,</p> <p><b><u>Living in the wider world</u></b> L24, L26, L27, L28, L29</p>
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<b>Summer Term 2</b>	<p><b>WORK EXPERIENCE</b></p> <p><u>Contents</u> Preparation for and evaluation of work experience and readiness for work</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to evaluate strengths and interests in relation to career development</li> <li>- About opportunities in learning and work</li> <li>- Strategies for overcoming challenges or adversity</li> <li>- About responsibilities in the workplace</li> <li>- How to manage practical problems and health and safety</li> <li>- How to maintain a positive personal presence online</li> <li>- How to evaluate and build on the learning from work experience</li> </ul>	<p><b>Key Stage 4</b> <b><u>Health and wellbeing</u></b> H1. H2. H4. H5. H9. H22.</p> <p><b><u>Relationships</u></b> R5. R9. R34. R36.</p> <p><b><u>Living in the wider world</u></b> L1. L2. L3. L5. L7. L8. L9. L10. L11. L12. L13. L14. L15. L23.</p>
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**WORKSHOPS/OUTSIDE SPEAKERS**

<p>AUTUMN TERM 1</p> <p>October 2023</p>	<p><b>MENTAL HEALTH WORKSHOP X 1 HOUR SESSION CHARLIE WHALER TRUST</b></p> <p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>- What do we mean by mental health?</li> <li>- What can affect our wellbeing/mental health?</li> <li>- Understanding the stress response (fight, flight, freeze, flop, flock, friend)</li> <li>- Developing positive coping strategies</li> <li>- Recognising the warning signs</li> <li>- Being a supportive friend</li> </ul>	<p><b>Key Stage 4</b> <b><u>Health and wellbeing</u></b> H1. H2. H3. H4. H5. H6. H7. H8. H9. H10. H11. H12. H13. H14. H15. H16. H17. H18. H19. H20. H21. H22. H23. H24. H25. H26. H27. H28. H29. H30. H31. H32. H33.</p>
<p>AUTUMN TERM 2</p> <p>November 2023</p>	<p><b>HEALTHY RELATIONSHIPS – THE HOLLIE GAZZARD FOUNDATION</b></p> <p><b><u>TOPICS COVERED</u></b></p> <ul style="list-style-type: none"> <li>- Unhealthy and abusive relationships</li> <li>- The law relating to abusive with in a relationship</li> <li>- Where to find further info</li> <li>- How to get help</li> </ul>	<p><b>Key Stage 4</b> <b><u>Relationships</u></b> R1. R3. R5. R7. R9. R10. R13. R14. R17. R19. R24. R25. R26. R27. R29. R30.</p>
<p>SUMMER TERM 2</p>	<p><b>Active Upstander Workshop Everyone’ Invited</b></p> <p><b><u>Contents</u></b> Empathy exercises to help students understand how rape culture effects different people in society.</p>	<p><b>Key Stage 4</b> <b><u>Health and wellbeing</u></b> H2. H3. H4. H5. H6. H7. H8. H10. H13. H14. H18. H23. H26. H29.</p> <p><b><u>Relationships</u></b> R1. R3. R7. R8. R9. R11. R12. R16. R17. R18. R19. R20. R21. R22. R23. R28, R29. R30. R31. R32.</p> <p><b><u>Living in the wider world</u></b> L24. L25. L26. L27. L28. L29.</p>

WEEKLY	PSHE Team Members (Led by A	Key Stage	
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ACTIVITY	<p>Westmoreland)</p> <p><b>Weekly Drop In Sessions To Discuss The Term's PSHE Topic In Focus</b></p>	<p><b><u>Health and wellbeing</u></b>  H1. H2. H3. H5. H6. H7. H8. H9. H10. H11. H12. H13. H14. H15. H16. H17. H18. H19. H20. H21. H22. H23. H24. H25. H26. H27. H28. H.29. H30. H31. H32. H33.</p> <p><b><u>Relationships</u></b>  R1. R3. R4. R5. R6. R7. R8. R9. R10. R11. R12. R13. R14. R15. R16. R17. R18. R19. R20. R21. R22. R23. R24 R25. R26. R27. R28. R29. R30. R31. R32. R33. R34. R35. R36. R37. R38.</p> <p><b><u>Living in the wider world</u></b>  L1. L2. L3. L4. L5. L6. L7. L8. L9. L10. L11. L12. L13. L14. L15. L16. L17. L18. L19. L20. L21. L22. L23.L24. L25. L26. L27. L28. L29.</p>	
WEEKLY ACTIVITY	<p><b>Mrs Gill</b></p> <p><b>Mindfulness</b></p>	<p><b>Key Stage 4</b>  <b><u>Health and wellbeing</u></b>  H1. H2. H3. H4. H5. H6. H7. H8. H9. H10. H11. H12. H13. H14. H15. H16. H17. H18. H19. H20. H21. H22. H23. H24. H25. H26. H27. H28. H29. H30. H31. H32. H33.</p>	
WEEKLY ACTIVITY	<p><b>Mrs Gill</b></p> <p><b>Eco Club</b></p>	<p><b>Key Stage 4</b>  <b><u>Health and wellbeing</u></b>  H1. H2. H4. H9. H10. H12. H13. H18.</p> <p><b><u>Relationships</u></b>  R1. R2. R3. R10. R13. R14 R16. R19. R38.</p> <p><b><u>Living in the wider world</u></b>  L1. L2. L3. L13. L18. L19.L20. L21.L22. L23. L24. L25. L26. L27. L28. L29.</p>	
MONTHLY ACTIVITY	<p><b>Ms A Westmoreland</b></p> <p><b>Diversi-Tea</b></p> <p><b>A space to discuss diversity with peers and mentors from the staff and student body</b></p>	<p><b>Key Stage 4</b>  <b><u>Health and wellbeing</u></b>  H1. H2. H3. H4. H5.</p> <p><b><u>Relationships</u></b>  R3. R4. R5. R11. R15. R16.</p> <p><b><u>Living in the wider world</u></b>  L3. L5. L15. L22. L26. L27. L28. L29</p>	

WEEKLY ACTIVITY	<p><b>YOUNG ENTERPRISE</b></p> <p>Supporting a charity</p> <p><b><u>Contents</u></b>  Year group decide on the charity they will support this year.  Discussion of money raising activities and other ways to support the charity.</p>	<p><b>Key Stage 4</b>  <b><u>Health and wellbeing</u></b>  H1. H2. H4. H6. H8. H9.</p> <p><b><u>Relationships</u></b>  R1. R2. R3. R4. R5. R7. R9.</p> <p><b><u>Living in the wider world</u></b></p>
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	Where to get further information. Where to get help.	L2. L3. L4. L5. L6. L9. L10. L14. L17. L18. L19. L20. L21. L22. L23. L24. L25. L26. L27.
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**YEAR 11 SCHEME OF WORK PSHE**

Time allocation:35 minutes every week

**Key Stage 4**

	<b>Topic</b>	<b>Aims and objectives (See key above)</b>
<b>Autumn Term 1</b>	<p><b>BUILDING FOR THE FUTURE</b></p> <p><b><u>Contents</u></b> Self-efficacy, stress management, and future opportunities</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to manage the judgement of others and challenge stereotyping</li> <li>- How to balance ambition and unrealistic expectations</li> <li>- How to develop self-efficacy, including motivation, perseverance and resilience</li> <li>- How to maintain a healthy self-concept about the nature, causes and effects of stress</li> <li>- Stress management strategies, including maintaining healthy sleep habits</li> <li>- About positive and safe ways to create content online and the opportunities this offers</li> <li>- How to balance time online</li> </ul>	<p><b>Key Stage 4</b> <b><u>Health and wellbeing</u></b> H2, H3, H4, H8, H12, L22</p> <p><b><u>Relationships</u></b> R1. R12.</p> <p><b><u>Living in the wider world</u></b> L2. L3. L6. L10. L12. L22. L23.</p>
<b>Autumn Term 2</b>	<p><b>NEXT STEPS</b></p> <p><b><u>Contents</u></b> Application processes, and skills for further education, employment and career progression</p> <p>Students will learn:</p>	<p><b>Key Stage 4</b> <b><u>Health and wellbeing</u></b> H1. H6. H21.</p> <p><b><u>Relationships</u></b> R1.</p> <p><b><u>Living in the wider world</u></b></p>

	<ul style="list-style-type: none"> <li>- How to use feedback constructively when planning for the future</li> <li>- How to set and achieve SMART targets</li> <li>- Effective revision techniques and strategies</li> <li>- About options post-16 and career pathways.</li> <li>- About application processes, including writing CVs, personal statements and interview technique</li> <li>- How to maximise employability, including managing online presence and taking opportunities to broaden experience</li> <li>- About rights, responsibilities and challenges in relation to working part time whilst studying</li> <li>- How to manage work/life balance</li> </ul>	L1, L2, L3, L4, L6, L7, L8, L11,
<p><b>Spring Term 1</b></p>	<p><b>COMMUNICATION IN RELATIONSHIPS</b></p> <p><b><u>Contents</u></b>  Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- About core values and emotions</li> <li>- About gender identity, gender expression and sexual orientation</li> <li>- How to communicate assertively</li> <li>- How to communicate wants and needs</li> <li>- How to handle unwanted attention, including online</li> <li>- How to challenge harassment and stalking, including online</li> <li>- About various forms of relationship abuse</li> <li>- About unhealthy, exploitative and abusive relationships</li> <li>- How to access support in abusive relationships and how to overcome challenges in seeking support</li> </ul>	<p><b>Key Stage 4</b>  <b><u>Health and wellbeing</u></b>  H26, H27, H28, H29</p> <p><b><u>Relationships</u></b>  R16, R17, R21, R23, R32</p> <p><b><u>Living in the wider world</u></b>  L14. L15. L22. L23.</p>

<p><b>Spring Term 2</b></p>	<p><b>INDEPENDENCE</b></p> <p><b><u>Contents</u></b> Responsible health choices, and safety in independent contexts</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)</li> <li>- Emergency first aid skills how to assess emergency and non-emergency situations and contact appropriate services</li> <li>- About the links between lifestyle and some cancers</li> <li>- About the importance of screening and how to perform self examination</li> <li>- About vaccinations and immunisations</li> <li>- About registering with and accessing doctors, sexual health clinics, opticians and other health services</li> <li>- How to manage influences and risks relating to cosmetic and aesthetic body alterations</li> <li>- About blood, organ and stem cell donation</li> </ul>	<p><b>Key Stage 4</b> <b><u>Health and wellbeing</u></b> H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24</p> <p><b><u>Relationships</u></b> R23. R24. R25. R27. R32.</p> <p><b><u>Living in the wider world</u></b> L25. L26. L27</p>
<p><b>Summer Term 1</b></p>	<p><b>FAMILIES</b></p> <p><b><u>Contents</u></b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- About different types of families and changing family structures</li> <li>- How to evaluate readiness for parenthood and positive parenting qualities</li> <li>- About fertility, including how it varies and changes</li> <li>- About pregnancy, birth and</li> </ul>	<p><b>Key Stage 4</b> <b><u>Health and wellbeing</u></b> H30. H31. H32. H33.</p> <p><b><u>Relationships</u></b> R4. R5. R6. R7. R8. R9. R10. R11. R12. R13. R14. R23. R24. R25. R26. R27. R28. R29. R30. R31. R32. R33</p> <p><b><u>Living in the wider world</u></b> L13. L14. L15. L24.</p>



	<p>miscarriage</p> <ul style="list-style-type: none"> <li>- About unplanned pregnancy options, including abortion</li> <li>- About adoption and fostering</li> <li>- How to manage change, loss, grief and bereavement</li> <li>- About ‘honour based’ violence and forced marriage and how to safely access support</li> </ul>	
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**WORKSHOPS/OUTSIDE SPEAKERS**

<p>AUTUMN TERM 1</p> <p>October 2023</p>	<p><b>MENTAL HEALTH WORKSHOP X 1 HOUR SESSION CHARLIE WHALER TRUST</b></p> <p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>- What do we mean by mental health?</li> <li>- What can affect our wellbeing/mental health?</li> <li>- Understanding the stress response (fight, flight, freeze, flop, flock, friend)</li> <li>- Developing positive coping strategies</li> <li>- Recognising the warning signs</li> <li>- Being a supportive friend</li> </ul>	<p><b>Key Stage 4</b> <b><u>Health and wellbeing</u></b> H1. H2. H3. H4. H5. H6. H7. H8. H9. H10. H11. H12. H13. H14. H15. H16. H17. H18. H19. H20. H21. H22. H23. H24. H25. H26. H27. H28. H29. H30. H31. H32. H33.</p>
<p>AUTUMN TERM 2</p> <p>November 2023</p>	<p><b>HEALTHY RELATIONSHIPS – THE HOLLIE GAZZARD FOUNDATION</b></p> <p><b><u>Contents</u></b> Discuss relationships Violent relations Where to find further info Where to get help</p>	<p><b>Key Stage 4</b> <b><u>Relationships</u></b> R1. R3. R5. R7. R9. R10. R13. R14. R17. R19. R24. R25. R26. R27. R29. R30.</p>
<p>SUMMER TERM 2</p>	<p><b>Active Upstander Workshop Everyone’ Invited</b></p> <p><b><u>Contents</u></b> Empathy exercises to help students understand how rape culture affects different people in society.</p>	<p><b>Key Stage 4</b> <b><u>Health and wellbeing</u></b> H2. H3. H4. H5. H6. H7. H8. H10. H13. H14. H18. H23. H26. H29.</p> <p><b><u>Relationships</u></b> R1. R3. R7. R8. R9. R11. R12. R16. R17. R18. R19.</p>

		R20. R21. R22. R23. R28, R29. R30. R31. R32.  <b><u>Living in the wider world</u></b> L24. L25. L26. L27. L28. L29.
WEEKLY ACTIVITY	<b>PSHE Team Members (Led by A Westmoreland)</b>  <b>Weekly Drop In Sessions To Discuss The Term's PSHE Topic In Focus</b>	<b>Key Stage 4</b> <b><u>Health and wellbeing</u></b> H1. H2. H3. H5. H6. H7. H8. H9. H10. H11. H12. H13. H14. H15. H16. H17. H18. H19. H20. H21. H22. H23. H24. H25. H26. H27. H28. H.29. H30. H31. H32. H33.  <b><u>Relationships</u></b> R1. R3. R4. R5. R6. R7. R8. R9. R10. R11. R12. R13. R14. R15. R16. R17. R18. R19. R20. R21. R22. R23. R24 R25. R26. R27. R28. R29. R30. R31. R32. R33. R34. R35. R36. R37. R38.  <b><u>Living in the wider world</u></b> L1. L2. L3. L4. L5. L6. L7. L8. L9. L10. L11. L12. L13. L14. L15. L16. L17. L18. L19. L20. L21. L22. L23.L24. L25. L26. L27. L28. L29.
WEEKLY ACTIVITY	<b>Mrs Gill</b>  <b>Mindfulness</b>	<b><u>Health and wellbeing</u></b> H1. H2. H3. H4. H5. H6. H7. H8. H9. H10. H11. H12. H13. H14. H15. H16. H17. H18. H19. H20. H21. H22. H23. H24. H25. H26. H27. H28. H29. H30. H31. H32. H33.
WEEKLY ACTIVITY	<b>Mrs Gill</b>  <b>Eco Club</b>	<b>Key Stage 4</b> <b><u>Health and wellbeing</u></b> H1. H2. H4. H9. H10. H12. H13. H18.  <b><u>Relationships</u></b> R1. R2. R3. R10. R13. R14 R16. R19. R38.  <b><u>Living in the wider world</u></b> L1. L2. L3. L13. L18. L19.L20. L21.L22. L23. L24. L25. L26. L27. L28. L29.
MONTHLY ACTIVITY	<b>Ms A Westmoreland</b> <b>Diversi-Tea</b>  <b>A space to discuss diversity with peers and mentors from the staff and student body</b>	<b>Key Stage 4</b> <b><u>Health and wellbeing</u></b> H1. H2. H3. H4. H5.  <b><u>Relationships</u></b> R3. R4. R5. R11. R15. R16.  <b><u>Living in the wider world</u></b> L3. L5. L15. L22. L26. L27. L28. L29
WEEKLY ACTIVITY	<b>YOUNG ENTERPRISE</b> Supporting a charity	<b>Key Stage 4</b> <b><u>Health and wellbeing</u></b> H1. H2. H4. H6. H8. H9.

	<p><b><u>Contents</u></b>  Year group decide on the charity they will support this year.  Discussion of money raising activities and other ways to support the charity.  Where to get further information.  Where to get help.</p>	<p><b><u>Relationships</u></b>  R1. R2. R3. R4. R5. R7. R9.</p> <p><b><u>Living in the wider world</u></b>  L2. L3. L4. L5. L6. L9. L10. L14. L17. L18. L19. L20. L21. L22. L23. L24. L25. L26. L27.</p>
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**YEAR 12 SCHEME OF WORK PSHE**

Curriculum will be delivered through assemblies, lectures, workshops, guests speakers, tutorials and small group meetings as per a weekly rotation.

**Key Stage 5**

<p><b>Autumn Term 1</b></p>	<p><b>MENTAL HEALTH &amp; EMOTIONAL WELLBEING</b></p> <p><b><u>Contents</u></b>  Mental health and emotional wellbeing, managing stress, body image, healthy coping strategies</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• how to manage work-life balance, including study, leisure, exercise, sleep and time online</li> <li>• strategies to promote mental health and emotional wellbeing and address difficulties</li> <li>• stress management strategies</li> <li>• about the signs of emotional or mental ill-health</li> <li>• how, when and why to access appropriate support and treatment</li> <li>• about the effects on body image and self-esteem, of idealised images of bodies and pressure to conform</li> <li>• strategies to manage influences on body image</li> <li>• how to manage influences and risks relating to cosmetic and aesthetic body alterations</li> </ul>	<p><b>Key Stage 5</b>  <b><u>Health and wellbeing</u></b>  H1. H2. H3. H4. H5. H6. H7. H8. H9. H10. H7. H13.</p>
<p>Autumn Term 2</p>	<p>Readiness for work</p> <p><b><u>Contents</u></b>  Career opportunities, preparing for the world of work</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• how to evaluate strengths, skills and interests in relation to future roles and opportunities</li> <li>• how to be enterprising in life and work</li> <li>• how to write an effective CV and prepare for</li> </ul>	<p><b>Key Stage 5</b>  <b><u>Living in the wider world</u></b>  L1. L5. L6. L7. L8. L9. L10. L11. L12.</p>

	<p>interviews for part-time work</p> <ul style="list-style-type: none"> <li>• about career opportunities in a global economy</li> <li>• about rights and responsibilities in different types of employment, including full-time, part-time, and jobs in the ‘gig economy’</li> <li>• how to demonstrate professional conduct, including following health and safety protocols</li> <li>• about workplace confidentiality and security, including cyber-security and data protection</li> <li>• when, why and how to seek or provide support in response to bullying and harassment in the workplace</li> <li>• strategies for overcoming challenges or adversity in the workplace</li> <li>• about the role of trade unions and professional organisations</li> </ul>	
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<p><b>Spring Term 1</b></p>	<p><b>DIVERSITY &amp; INCLUSION</b></p> <p><b><u>Contents</u></b> Living in a diverse society and challenging prejudice and discrimination</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to communicate personal values in different types of relationships</li> <li>- Strategies to challenge prejudice and discrimination in relation to inclusion and any of the protected characteristics of the Equality Act (2010)</li> <li>- About rights, roles and responsibilities in a diverse society and how to respect and advocate for them</li> <li>- To celebrate cultural diversity and promote inclusion</li> <li>- About the ways different faith or cultural views can influence relationships, and how to challenge these if appropriate</li> <li>- How to safely challenge prejudice and discrimination, including online</li> <li>- About extremism and radicalisation, how to reduce the risks and when, where and how to seek help</li> </ul>	<p><b>Key Stage 5</b> <b><u>Health and wellbeing</u></b> H25.</p> <p><b><u>Relationships</u></b> R1. R2. R3. R24. R25. L25.</p> <p><b><u>Living in the wider world</u></b> L16. L17. L18. L19.</p>
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<p><b>Spring Term 2</b></p>	<p><b>Planning for the future</b></p> <p><b><u>Contents</u></b> Exploring future opportunities, post-18 options, the</p>	<p><b>Key Stage 5</b> <b><u>Health and wellbeing</u></b> H1.</p> <p><b><u>Living in the wider world</u></b> L2. L3. L4. L5. L7. L13. L18. L25.</p>
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	<p>impact of financial decisions</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to assess strengths, interests, values, and skills to set realistic, aspirational goals</li> <li>- How to evaluate the options available in education, training and employment post-18, including higher education, further training or apprenticeships, and gap year opportunities</li> <li>- How to evidence strengths and skills and use this when applying and interviewing for future roles and opportunities</li> <li>- How to evaluate the changing patterns and trends in the labour market, locally, nationally and internationally, and benefit from potential opportunities</li> <li>- How to evaluate the financial advantages, disadvantages and risks relating to post-18 options</li> <li>- How to evaluate the potential gains and risks of different credit/debt arrangements and repayment implications, including student loans</li> </ul>	
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<p><b>Summer Term 1</b></p>	<p><b>FAMILIES</b></p> <p><b><u>Contents</u></b>  Consent, assertive communication, positive relationships and recognising abuse, strategies for managing dangerous situations or relationships</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to seek and assertively give, not give or withdraw consent, in all contexts</li> <li>- About the legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to consent</li> <li>- About the emotional, physical, social, and legal consequences of failing to respect others' right not to give or to withdraw consent</li> <li>- How to identify the signs of abuse, exploitation and assault or rape</li> <li>- Where and how to access support and report concerns, including online</li> <li>- To evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online</li> <li>- How to recognise manipulation and coercion and manage negative influence and persuasion</li> <li>- Exit strategies for unhealthy relationships</li> </ul>	<p><b>Key Stage 5 Relationships</b>  R11. R12. R13. R19. R20. R21. R22. R23. R24.</p>
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	<ul style="list-style-type: none"> <li>- About rights in relation to harassment, including online, stalking and violence, how to respond and where to seek help</li> <li>- About the unacceptability and illegality of forced marriage and ‘honour’-based violence and how to safely seek help</li> <li>- Exit strategies for pressurised or dangerous situations</li> </ul>	
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<b>Summer Term 2</b>	<p><b>HEALTH CHOICES &amp; SAFETY</b></p> <p><b><u>Contents</u></b> Health &amp; Wellbeing, independence and keeping safe, travel, first aid, the impact of substance use</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to assess and manage risk and personal safety in new independent situations, including online</li> <li>- How to manage personal safety in relation to travel, including cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely</li> <li>- About safety, rights and responsibilities when travelling in the UK and abroad, including passport, visa and insurance requirements</li> <li>- How to perform first aid</li> <li>- How to evaluate when to summon emergency services and about the importance of giving accurate information, even in cases where there may be legal consequences</li> <li>- To identify and manage the impact of substance use on health, personal safety, decision making and sexual behaviour</li> <li>- About the consequences of substance use, and how to manage use of alcohol and other drugs</li> <li>- About the risks of being a passenger with an intoxicated driver and how to manage this</li> <li>- About the impact of substance use on road safety, work-place safety, reputation and career</li> </ul>	<p><b>Key Stage 5</b> <b><u>Health and wellbeing</u></b> H14. H15. H16. H17. H21. H22. H23. H24.</p> <p><b><u>Relationships</u></b> R19. R20.</p>
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**WORKSHOPS/OUTSIDE SPEAKERS**

<b>AUTUMN TERM 1</b>	<p><b>MENTAL HEALTH WORKSHOP X 1 HOUR SESSION CHARLIE WHALER TRUST</b></p>	<p><b>Key Stage 5</b> <b><u>Health and wellbeing</u></b> H1. H2. H3. H4. H5. H6. H7. H8. H9. H10. H11. H12.</p>
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<p>October 2023</p>	<p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>- What do we mean by mental health?</li> <li>- What can affect our wellbeing/mental health?</li> <li>- Understanding the stress response (fight, flight, freeze, flop, flock, friend)</li> <li>- Developing positive coping strategies</li> <li>- Recognising the warning signs</li> <li>- Being a supportive friend</li> </ul>	<p>H13. H14. H15. H16. H17. H18. H19. H20. H21. H22. H23. H24.</p>
<p>AUTUMN TERM 2</p> <p>November 2023</p>	<p><b>HEALTHY RELATIONSHIPS – THE HOLLIE GAZZARD FOUNDATION</b></p> <p><b><u>Contents</u></b></p> <ul style="list-style-type: none"> <li>- Discuss relationships</li> <li>- Violent relations</li> <li>- Where to find further info</li> <li>- Where to get help</li> </ul>	<p><b>Key Stage 5</b> <b><u>Health and wellbeing</u></b> H5. H7. H14. H17.</p> <p><b><u>Relationships</u></b> R1. R2. R3. R5. R7. R8. R9. R10. R13. R14. R17. R19. R20. R22. R23. R24. R25.</p> <p><b><u>Living in the wider world</u></b> L20.</p>
<p>SPRING TERM 1</p> <p>March 2024</p>	<p><b>Active Upstander Workshop Everyone’ Invited</b></p> <p><b><u>Contents</u></b> Empathy exercises to help students understand how rape culture effects different people in society.</p>	<p><b>Key Stage 5</b> <b><u>Relationships</u></b> R1. R2. R3. R5. R8. R9. R11. R12. R13. R14. R17. R19. R20. R22. R23. R24. R25. R26. R27. R29. R37. R38. R39. R40. R41. R42. R43.</p>
<p>WEEKLY ACTIVITY</p>	<p><b>PSHE Team Members (Led by A Westmoreland)</b></p> <p><b>Weekly Drop In Sessions To Discuss The Term’s PSHE Topic In Focus</b></p>	<p><b>Key Stage 5</b> <b><u>Health and wellbeing</u></b> H1. H2. H3. H4. H5. H6. H7. H8. H9. H10. H11. H12. H13. H14. H15. H16. H17. H18. H19. H20. H21. H22. H23. H24.</p> <p><b><u>Relationships</u></b> R1. R2. R3. R4. R5. R6. R7. R8. R9. R10. R11. R12. R13. R14. R15. R16. R17. R18. R19. R20. R21. R22. R23. R24. R25.</p> <p><b><u>Living in the wider world</u></b> L1. L2. L3. L4. L5. L6. L7. L8. L9. L10. L11. L12. L13. L14. L15. L16. L17. L18. L19. L20. L21. L22. L23. L24. L25.</p>
<p>WEEKLY ACTIVITY</p>	<p><b>Mrs Gill</b></p> <p><b>Mindfulness</b></p>	<p><b><u>Health and wellbeing</u></b> H1. H2. H3. H4. H5. H6. H7. H8. H9. H10. H11. H12. H13. H14. H15. H16. H17. H18. H19. H20. H21. H22. H23. H24.</p>

WEEKLY ACTIVITY	<p><b>Mrs Gill</b></p> <p><b>Eco Club</b></p>	<p><b><u>Health and wellbeing</u></b> H1. H4. H9. H13.</p> <p><b><u>Relationships</u></b> R1. R2. R3. R4. R8. R10.</p> <p><b><u>Living in the wider world</u></b> L1. L2. L3. L5. L19. L20. L23. L24. L25.</p>
MONTHLY ACTIVITY	<p><b>Ms A Westmoreland</b></p> <p><b>Diversi-Tea</b></p> <p><b>A space to discuss diversity with peers and mentors from the staff and student body</b></p>	<p><b>Key Stage 5</b></p> <p><b><u>Health and wellbeing</u></b> H1. H2. H3. H4. H5. H6. H8. H9. H10.</p> <p><b><u>Relationships</u></b> R1. R2. R3. R4. R24. R25.</p> <p><b><u>Living in the wider world</u></b> L1. L2. L3. L4. L5. L7. L8. L10. L11. L12. L17. L20. L22. L23. L24. L25.</p>

### **YEAR 13 SCHEME OF WORK PSHE**

Curriculum will be delivered through assemblies, lectures, workshops, guests speakers, tutorials and small group meetings as per a weekly rotation.

#### **Key Stage 5**

<p><b>Autumn Term 1</b></p>	<p><b>INDEPENDENCE</b></p> <p><b><u>Contents</u></b> Responsible health choices, managing change, health and wellbeing, including sexual health, into adulthood, skills to improve adaptability and resilience during periods of change and strategies to manage change, about the importance of monitoring personal health and wellbeing</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to make informed, independent health choices and manage media messages about health (including about vaccination/immunisation)</li> <li>- How to maintain a healthier diet</li> <li>- About registering with and accessing doctors, opticians and other health services</li> <li>- About screening and how to perform (e.g. breast and testicular) self-examination</li> <li>- About illnesses that particularly affect young adults, such as meningitis and ‘freshers’ flu’</li> <li>- How to select appropriate contraception in different contexts and relationships</li> </ul>	<p><b>Key Stage 5</b></p> <p><b><u>Health and wellbeing</u></b> H8, H9, H10, H11, H12, H18, H19, H20,</p> <p><b><u>Relationships</u></b> R19, R20</p>
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	<ul style="list-style-type: none"> <li>- How to reduce the risk of contracting or passing on an STI</li> <li>- About accessing local and national advice, diagnosis and treatment in relation to sexual health</li> </ul>	
Autumn Term 2	<p><b>Next steps</b></p> <p>Contents: Application processes, future opportunities and career development, maintaining a positive professional identity</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to evaluate strengths, skills and interests in relation to future opportunities and career development</li> <li>- About the implications of the global market for future choices in education and employment</li> <li>- How to identify appropriate ‘next steps’ post-18, such as higher education, further training or apprenticeships, and gap year opportunities</li> <li>- About application processes, including how to write a concise and compelling personal statement, effectively refine and tailor a CV and prepare for interviews</li> <li>- How to build and maintain a positive professional identity and online presence</li> <li>- That creating and sharing content online can contribute to, or challenge, a positive online presence</li> <li>- How to effectively challenge online content that adversely affects personal or professional reputation</li> <li>- How social media can expand, limit or distort perspectives</li> <li>- How to set and maintain boundaries around personal privacy</li> <li>- How to manage online safety in all its forms, including seeking help when appropriate</li> </ul>	<p><b>Key Stage 5</b> <b><u>Health and wellbeing</u></b> H1</p> <p><b><u>Living in the wider world</u></b> L3, L4, L5, L6, L20, L21, L22, L23,</p>

Spring Term 1	<p><b>Intimate relationships</b></p> <p>Contents Personal values, including in relation to contraception and sexual health, fertility, pregnancy, how to assertively communicate relationship expectations</p> <p>Students will learn:</p>	<p><b>Key Stage 5</b> <b><u>Relationships</u></b> R11, R12, R14, R15, R16, R17, R18</p>
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	<ul style="list-style-type: none"> <li>- How to recognise manipulation and coercion, how to seek and assertively give, not give, or withdraw consent</li> <li>- How to effectively evaluate and use the most appropriate methods of contraception in different circumstances (including emergency contraception) and communicate about use with a sexual partner</li> <li>- About sexual health services, locally, nationally and online, and how to access and use them</li> <li>- To recognise how fertility changes over time and evaluate the implications of this</li> <li>- About the advantages of delaying conception</li> <li>- About unintended pregnancy and young parenthood</li> <li>- About the pathways available in the event of an unintended conception</li> <li>- How to access appropriate advice and support in relation to pregnancy, including miscarriage</li> </ul>	
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<p><b>Spring Term 2</b></p>	<p><b>Financial choices</b></p> <p>Contents Managing money, financial contracts, budgeting, saving, debt, influences on financial choices</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to effectively plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university)</li> <li>- About salary deductions, including taxation, national insurance, student loan repayments and pensions, and how to manage these</li> <li>- How to evaluate savings options</li> <li>- About consumer rights, how to resolve disputes and access support</li> <li>- How to manage financial contracts, including mobile phone services and renting items and accommodation, and identify appropriate advice</li> <li>- How to evaluate the potential gains and risks of different debt arrangements and repayment implications</li> <li>- About the risks involved in different financial ventures, including illegal schemes (e.g. illegal money transfers)</li> <li>- How to critically assess different media sources</li> <li>- How to critically evaluate online content and recognise propaganda, manipulation, biased or</li> </ul>	<p><b>Key Stage 5</b></p> <p><b><u>Health and wellbeing</u></b> H1</p> <p><b><u>Living in the wider world</u></b> L13, L14, L15, L16, L17, L18, L19, L24,</p>
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	misleading information	
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<p><b>Summer Term 1</b></p>	<p><b>Building and maintaining relationships</b></p> <p>Contents New friendships and relationships, including in the workplace, personal safety, intimacy, conflict resolution, relationship changes</p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to manage mature friendships, including making friends in new places</li> <li>- Strategies to confidently manage transitional life phases, such as leaving school, or leaving home for the first time</li> <li>- About personal safety in new relationships, including online</li> <li>- How to maintain healthy, pleasurable relationships and about different levels of emotional intimacy, the role of pleasure, and the difference between ‘love’ and ‘lust’</li> <li>- About relationship challenges and how to manage the ending of relationships safely and respectfully, including online</li> <li>- How to assertively communicate and negotiate boundaries in relationships</li> <li>- About professional relationships; how to build meaningful relationships in the workplace and establish and respect boundaries</li> <li>- How to manage strong emotions, communicate constructively and negotiate difficulties</li> <li>- Strategies to recognise, de-escalate and exit aggressive social situations</li> <li>- How to evaluate the dangers and consequences of involvement in gangs, serious organised crime or carrying a weapon</li> </ul>	<p><b>Key Stage 5</b> <b><u>Health and wellbeing</u></b> H1</p> <p><b><u>Relationships</u></b> R4, R5, R6, R7, R8, R9, R10, R23</p>
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**WORKSHOPS/OUTSIDE SPEAKERS**

<p>AUTUMN TERM 1</p> <p>October 2023</p>	<p><b>MENTAL HEALTH WORKSHOP X 1 HOUR SESSION CHARLIE WHALER TRUST</b></p> <p><b>Topics covered:</b></p> <ul style="list-style-type: none"> <li>- what do we mean by mental health?</li> <li>- what can affect our wellbeing/mental health?</li> <li>- understanding the stress response (fight, flight, freeze, flop, flock, friend)</li> <li>- developing positive coping strategies</li> </ul>	<p><b>Key Stage 5</b> <b><u>Health and wellbeing</u></b> H1. H2. H3. H4. H5. H6. H7. H8. H9. H10. H11. H12. H13. H14. H15. H16. H17. H18. H19. H20. H21. H22. H23. H24.</p>
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	<ul style="list-style-type: none"> <li>- recognising the warning signs</li> <li>- being a supportive friend</li> </ul>	
<p>AUTUMN TERM 2</p> <p>November 2023</p>	<p><b>HEALTHY RELATIONSHIPS – THE HOLLIE GAZZARD FOUNDATION</b></p> <p><b><u>Contents</u></b></p> <ul style="list-style-type: none"> <li>- Discuss relationships</li> <li>- Violent relations</li> <li>- Where to find further info</li> <li>- Where to get help</li> </ul>	<p><b>Key Stage 5</b></p> <p><b><u>Health and wellbeing</u></b> H5. H7. H14. H17.</p> <p><b><u>Relationships</u></b> R1. R2. R3. R5. R7. R8. R9. R10. R13. R14. R17. R19. R20. R22. R23. R24. R25.</p> <p><b><u>Living in the wider world</u></b> L20.</p>
<p>SPRING TERM 1</p> <p>March 2024</p>	<p><b>Active Upstander Workshop Everyone’ Invited</b></p> <p><b><u>Contents</u></b> Empathy exercises to help students understand how rape culture effects different people in society.</p>	<p><b>Key Stage 5</b></p> <p><b><u>Relationships</u></b> R1. R2. R3. R5. R8. R9. R10. R13. R14. R17. R19. R22. R23. R24. R25. R26. R27. R29. R37. R38. R39. R40. R41. R42. R43.</p>
<p>WEEKLY ACTIVITY</p>	<p><b>PSHE Team Members (Led by A Westmoreland)</b></p> <p><b>Weekly Drop In Sessions To Discuss The Term’s PSHE Topic In Focus</b></p>	<p><b>Key Stage 5</b></p> <p><b><u>Health and wellbeing</u></b> H1. H2. H3. H4. H5. H6. H7. H8. H9. H10. H11. H12. H13. H14. H15. H16. H17. H18. H19. H20. H21. H22. H23. H24.</p> <p><b><u>Relationships</u></b> R1. R2. R3. R4. R5. R6. R7. R8. R9. R10. R11. R12. R13. R14. R15. R16. R17. R18. R19. R20. R21. R22. R23. R24. R25.</p> <p><b><u>Living in the wider world</u></b> L1. L2. L3. L4. L5. L6. L7. L8. L9. L10. L11. L12. L13. L14. L15. L16. L17. L18. L19. L20. L21. L22. L23. L24. L25.</p>
<p>WEEKLY ACTIVITY</p>	<p><b>Mrs Gill</b></p> <p><b>Mindfulness</b></p>	<p><b><u>Health and wellbeing</u></b> H1. H2. H3. H4. H5. H6. H7. H8. H9. H10. H11. H12. H13. H14. H15. H16. H17. H18. H19. H20. H21. H22. H23. H24.</p>
<p>WEEKLY ACTIVITY</p>	<p><b>Mrs Gill</b></p> <p><b>Eco Club</b></p>	<p><b><u>Health and wellbeing</u></b> H1. H4. H9. H13.</p> <p><b><u>Relationships</u></b> R1. R2. R3. R4. R8. R10.</p> <p><b><u>Living in the wider world</u></b></p>

		L1. L2. L3. L5. L19. L20. L23. L24. L25.
MONTHLY ACTIVITY	<p><b>Ms A Westmoreland Diversi-Tea</b></p> <p><b>A space to discuss diversity with peers and mentors from the staff and student body</b></p>	<p><b>Key Stage 5</b> <b><u>Health and wellbeing</u></b> H1. H2. H3. H4. H5. H6. H8. H9. H10.</p> <p><b><u>Relationships</u></b> R1. R2. R3. R4. R24. R25.</p> <p><b><u>Living in the wider world</u></b> L1. L2. L3. L4. L5. L7. L8. L10. L11. L12. L17. L20. L22. L23. L24. L25.</p>

## **Other relevant resources and school policies:**

**Department for Education - Relationships Education, Relationships and Sex Education (RSE) and Health Education February 2019**

[https:// assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

[JS Spiritual, Moral, Social and Cultural](#)

[Education Policy WS Child Protection and](#)

[Safeguarding Policy WS Code of Conduct](#)

[Staff](#)

[SS Behaviour Management Policy](#)

[WS Covid-19 Appendix to Behaviour Management Policy](#)

[WS eSafety Policy](#)

[WS Social Networking Policy](#)

[WS Accessibility Plan](#)

[WS Equal Opportunities Policy](#)

[WS Visiting Speaker Policy and Procedures](#)

[:WS Alcohol & Drugs Misuse Policy](#)

[WS Permanent Exclusion \(Expulsion\) Policy](#)

[WS Independent Listener Policy](#)



