



## SECONDARY PSHE EDUCATION: BLOCK OVERVIEW

	<b>Block 1</b>	<b>B2</b>	<b>B3</b>	<b>B4</b>	<b>B5</b>
<b>Y7</b>	<b>Transition to Secondary school.</b> Developing goal setting, organisation skills and self-awareness:	<b>Health Education</b>  <b>Physical health and fitness</b> <b>Healthy eating</b>	<b>Anti-Bullying;</b> <b>Valuing diversity</b>	Financial decisions; <b>online sfatey;</b> <b>Media reliability.</b>	<b>RSHE:</b> Puberty and managing change Body satisfaction and selfconcept; Relationship boundaries/ consent
<b>Y8</b>	<b>Friendships and managing influences:</b> Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.	<b>Emotional wellbeing</b>	<b>Anti-Bullying;</b>  <b>Valuing diversity</b>	Financial decisions; <b>Digital Literacy and online sfatey;</b>	<b>RSE:</b> Healthy relationships Boundaries and consent LGBT+ inclusivity 'Sexting' Managing conflict
<b>Y9</b>	<b>Positive and Healthy relationships:</b> Different types of relationships;the importance of trust in relationships. Conflict resolution.	<b>Healthy lifestyle</b>	<b>Anti-Bullying;</b> <b>Valuing diversity</b>	Financial decisions; <b>Digital Literacy and online sfatey;</b>	<b>RSE:</b> Healthy/ unhealthy relationships Consent Relationships and sex in the media
<b>Y10</b>	<b>Managing transition to key stage 4 including learning skills.</b> Developing self-awareness, goal-setting, adaptability and organisation skills. <b>Healthy relationships.</b>	<b>Mental health and Emotional wellbeing</b>	<b>Anti-Bullying;</b> <b>prejudice and discrimination, extremism.</b>  <b>Valuing diversity;</b> <b>inclusion; social media and stereotypes</b>	Financial decision making; gambling;  <b>Fraud and cybercrime</b>	<b>RSE:</b> Relationships and sex expectations, pleasure and Challenges. Impact of the media and pornography.
<b>Y11</b>	<b>Healthy Relationships</b> Emotional wellbeing and family conflict. Healthy and unhealthy relationships. Managing conflict. Addressing relationship abuse	<b>Addressing relationships abuse</b>  <b>Physical and Emotioanl Wellbeing</b>	<b>Anti-Bullying;</b> <b>prejudice and discrimination, extremism.</b> <b>Valuing diversity;</b> <b>inclusion; social media and stereotypes</b>	Financial decision making; gambling  Fraud and cybercrime	<b>RSHE:</b> Families and parenthood; Marriage, forced marriage and FGM. Sexual Health

Note: For Block 6 and Block 7, the schemes of work will be updated at the start of Term 3

## YEAR 7 — MEDIUM-TERM OVERVIEW OF LEARNING OBJECTIVES

Topic	In this unit of work, pupils learn... (LO)
<p><b>Block 1</b></p> <p><b>Transition to Secondary school</b></p> <p><b>Developing goal setting, organisation skills and self-awareness:</b></p> <ul style="list-style-type: none"> <li>• Personal identity and values</li> <li>• Learning skills and teamwork</li> <li>• Respect in school</li> </ul> <p>PoS Refs: H1, R9, R14, R15, L2, L3, L21</p>	<ul style="list-style-type: none"> <li>• self awareness through exploring their personal identity and identifying core values</li> <li>• how identity and values can support goal setting for the future skills to support learning e.g. teamwork and organisation</li> <li>• about school rules and people who can help with transition                             <ul style="list-style-type: none"> <li>• how to demonstrate respect in the school community</li> </ul> </li> </ul>
B1 W1/W2	<ul style="list-style-type: none"> <li>• To learn about transition to secondary school and adapting to new environments.</li> </ul>
B1 W3/W4	<ul style="list-style-type: none"> <li>• To learn how to identify values, skills, areas for development and set personal targets and goals</li> </ul>
<b>BLOCK 2 (4 weeks)</b>	
<p>Block 2</p> <p>Health Education</p> <p>Physical health and fitness</p> <p>Healthy eating</p> <p>To learn about different influences on someone's diet and exercise choices</p> <p>To learn how to make independent, informed decisions about maintaining physical health</p>	<p><b>H5.</b> to recognise and manage internal and external influences on decisions which affect health and wellbeing</p> <p><b>H13.</b> the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</p> <p><b>H14.</b> the benefits of physical activity and exercise for physical and mental health and wellbeing</p> <p><b>H16.</b> to recognise and manage what influences their choices about physical activity</p> <p><b>H17.</b> the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</p> <ul style="list-style-type: none"> <li>• <b>H18.</b> what might influence decisions about eating a balanced diet and strategies to manage eating choices</li> </ul>
W1-W3	<p>L 1 Making choices about diet and exercise</p> <p>L 2 Maintaining physical health</p> <p>+ Extension activities if time</p>
W4	Mental health and wellbeing

<p><b>BLOCK 3 (6 weeks)</b></p>	
<p>Block 3 W1 and W2 Odd Socks Day Monday 13th November Anti-Bullying Week 13th-17th November</p> <p>Celebrating diversity; importance of individuality, acceptance and tolerance. Recognising, Speaking up about and tackling bullying.</p> <p>PoS Refs: R3, R25 R10, R14, R31, R38, R40, R41</p>	<ul style="list-style-type: none"> <li>• To understand how everyone is unique and embrace diversity.</li> <li>• to recognise bullying in all its forms</li> <li>• To be able to understand the difference between banter, arguments and bullying</li> <li>• To understand how behaviours that may appear to be banter could be bullying</li> <li>• To explore the different ways we can make a noise to call out unacceptable behaviours and help stop bullying</li> <li>• To explore how the school can create a safer environment to make a noise about bullying</li> </ul>
<p>W3/W4</p> <p>Developing empathy, compassion and communication:</p> <ul style="list-style-type: none"> <li>• Making and maintaining friendships</li> <li>• Identifying and challenging bullying</li> <li>• Communicating online</li> </ul> <p>PoS Refs: H2, H4, H6, R2, R9, R10, R13, R14, R16, R38</p>	<ul style="list-style-type: none"> <li>• describe the meaning of bullying and cyberbullying, and the impact this can have on an individual</li> <li>• explore challenging scenarios and their appropriate responses</li> <li>• explain where to seek support and advice on bullying and cyberbullying</li> </ul>
<p>W5/6 Diversity, prejudice, bullying</p> <p>Media bias Belonging and promoting Inclusion KS3 Health and Wellbeing: H6, H10 and H12 KS3 Relationships: R3, R14, R15, R16, R22, R39, R40, R41 KS3 Living in the Wider World: L1, L23, L26</p>	<ul style="list-style-type: none"> <li>• What is meant by the terms 'refugee', 'asylum seeker', 'migrant' and 'belonging'</li> <li>• Some of the difficulties faced by people when they move to a new place</li> <li>• Bias and misinformation in the media</li> <li>• How they can contribute to make their school more welcoming</li> <li>• Things they can do to help people feel they belong</li> </ul>

<p><b>BLOCK 4 (4.5 weeks)</b></p>	
<p>W1 and W2</p> <p>Financial decision making</p> <p>Saving, borrowing, budgeting and making financial choices</p> <p>PoS refs: H32, L15, L16, L17, L18</p>	<ul style="list-style-type: none"> <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>W3 and W4</p> <p>Digital Literacy: Online safety; media reliability</p> <p>-explore why some people create different or alternate personas for themselves online and on social media.</p> <p>- How to find credible information on the internet.</p> <p>PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27</p>	<ul style="list-style-type: none"> <li>• Reflect on reasons why people might create fake social media accounts.</li> <li>• Identify the possible results of posting from a fake social media account.</li> <li>• Debate the benefits and drawbacks of posting from multiple accounts.</li> <li>• Learn reasons that people put false or misleading information on the internet.</li> <li>• Learn criteria for differentiating fake news from credible news.</li> <li>• Practice evaluating the credibility of information they find on the internet.</li> </ul>

<p><b>BLOCK 5 (6 weeks)</b></p>	
<p><b>RSE: Relationships, Sex and Health Education</b></p> <p><b>Developing self-confidence and selfworth:</b></p> <ul style="list-style-type: none"> <li>• Puberty and managing change</li> <li>• Body satisfaction and self-concept</li> </ul> <p>PoS Refs: H1, H2, H3, H4, H5, H34, L24</p> <p><b>Developing assertive communication, risk management and support-seeking skills:</b></p> <ul style="list-style-type: none"> <li>• Rights in the community</li> <li>• Relationship boundaries</li> <li>• Unwanted contact</li> </ul> <p>PoS Refs: H21, R6, R13, R16, R26, R41, L21</p>	<ul style="list-style-type: none"> <li>• ways to develop self-confidence and feelings of self-worth</li> <li>• about the impact of puberty on emotional wellbeing and selfconcept, and ways to manage this</li> <li>• about the physical changes that occur during puberty, including periods and wet dreams</li> <li>• about rights, responsibilities and how to respect and advocate for them, including online</li> <li>• how to assertively communicate and negotiate boundaries with friends and in other relationships, including online</li> <li>• about the importance of consent</li> <li>• about the relationship between personal boundaries and human rights</li> <li>• how to seek help for themselves or others, in relation to unwanted contact</li> <li>• how to safely access help for themselves or others if concerned</li> </ul>

## YEAR 8 — MEDIUM-TERM OVERVIEW OF LEARNING OBJECTIVES

Topic	In this unit of work, pupils learn... (LO)
<p><b>Block 1</b></p> <p><b>Friendships and managing influences:</b> Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use</p> <p>PoS refs: H30, H31, R1, R2, R9, R13, R14, R16, R23, R42, R44, R45, R46</p>	<ul style="list-style-type: none"> <li>• how to manage group friendships</li> <li>• how to manage social influences, peer pressure and the desire for peer approval in a range of contexts, including in relation to substance use and anti-social behaviour</li> <li>• how to manage personal safety in social situations</li> <li>• how to access support and advice in relation to friendship and peer influence issues about why young people may join gangs and the consequences of gang behaviour</li> <li>• how to access support in relation to gangs</li> <li>• exit strategies for pressurised situations</li> </ul>
<p><b>B1 W1 /W2</b></p>	<ul style="list-style-type: none"> <li>• To learn how to make decisions and manage peer pressure about films and online viewing</li> </ul>
<p><b>B1 W2/W3</b></p>	<ul style="list-style-type: none"> <li>• To learn about how relationships are portrayed in the media</li> </ul>
<p><b>BLOCK 2 (4 weeks)</b></p>	
<p><b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies</p> <p>PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24</p>	<ul style="list-style-type: none"> <li>• about attitudes towards mental health</li> <li>• how to challenge misconceptions 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)             <ul style="list-style-type: none"> <li>• about healthy coping strategies</li> </ul> </li> </ul>
<p><b>B2 W1-W4</b></p>	<p>Lesson 1: Attitudes to mental health Lesson 2: Promoting emotional wellbeing Lesson 3: Digital resilience Lesson 4: Unhealthy coping strategies Lesson 5: Healthy coping strategies Lesson 6: Change, loss, grief</p>

<b>BLOCK 3 (6 weeks)</b>	
<p>Block 3 W1 and W2 Odd Socks Day Monday 13th November Anti-Bullying Week 13th-17th November</p> <p>Celebrating diversity; importance of individuality, acceptance and tolerance. Recognising, Speaking up about and tackling bullying.</p> <p>PoS Refs: R3, R25 R10, R14, R31, R38,</p>	<ul style="list-style-type: none"> <li>• To understand how everyone is unique and embrace diversity.</li> <li>• to recognise bullying in all its forms</li> <li>• To be able to understand the difference between banter, arguments and bullying</li> <li>• To understand how behaviours that may appear to be banter could be bullying</li> <li>• To explore the different ways we can make a noise to call out unacceptable behaviours and help stop bullying</li> </ul> <p>To explore how the school can create a safer environment to make a noise about bullying</p>
<p><b>W5/6 Diversity, prejudice, bullying Media bias Belonging and promoting Inclusion</b></p> <p>KS3 Health and Wellbeing: H6, H10 and H12</p> <p>KS3 Relationships: R3, R14, R15, R16, R22, R39, R40, R41</p> <p>KS3 Living in the Wider World: L1, L23, L26</p>	<ul style="list-style-type: none"> <li>• What is meant by the terms ‘refugee’, ‘asylum seeker’, ‘migrant’ and ‘belonging’</li> <li>• Some of the difficulties faced by people when they move to a new place</li> <li>• Bias and misinformation in the media</li> <li>• How they can contribute to make their school more welcoming</li> <li>• Things they can do to help people feel they belong</li> </ul>
<b>BLOCK 4 (4.5 weeks)</b>	
<p><b>W1 and W2 Financial decision making</b> Saving, borrowing, budgeting and making financial choices PoS refs: H32, L15, L16, L17, L18</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> </ul> <ul style="list-style-type: none"> <li>• how to manage risk-taking behaviour</li> </ul>
<p><b>W3 and W4 Digital Lireracy: Online safety</b></p>	<ul style="list-style-type: none"> <li>• about online communication</li> <li>• how to use social networking sites safely</li> <li>• how to recognise online grooming in different forms in relation to financial exploitation</li> </ul>

<p>introduce the concept of fraud and the importance of digital literacy and data protection within the context of financial risk</p> <p>PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27</p>	<ul style="list-style-type: none"> <li>• how to respond and seek support in cases of online fraud</li> <li>• how to recognise biased or misleading information online</li> <li>• how to distinguish between content which is publicly and privately shared</li> <li>• how to make responsible decisions</li> <li>• how to protect financial security online</li> <li>• how to assess and manage risks in relation to <ul style="list-style-type: none"> <li>• chance-based transactions</li> </ul> </li> </ul>
<p><b>BLOCK 5 (6 weeks)</b></p>	
<p><b>RSE: Relationships and Sex Education</b></p> <p><b>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</b></p> <ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Boundaries and consent</li> <li>• LGBT+ inclusivity</li> <li>• ‘Sexting’</li> <li>• Managing conflict</li> </ul> <p>PoS Refs: R2, R4, R5, R9, R10, R11, R12, R13, R14, R17, R18, R19, R23, R24, R25, R26, R27, R28, R29, R30, R31</p>	<ul style="list-style-type: none"> <li>• about the features of healthy and unhealthy relationships, including online</li> <li>• how to maintain respectful relationships, including online</li> <li>• about sexual orientation, gender identity and diversity in sexual attraction</li> <li>• how to assertively communicate and negotiate boundaries in relationships</li> <li>• about the law relating to consent and how to seek, give, and not give consent</li> <li>• strategies to assess readiness for intimacy and manage pressure in relationships</li> <li>• how to manage requests to share intimate images, including where, when and how to report concerns</li> <li>• skills and strategies to manage conflict</li> <li>• about sources of support and how to access them</li> </ul>

## YEAR 9 — MEDIUM-TERM OVERVIEW OF LEARNING OBJECTIVES

Topic	In this unit of work, pupils learn... (LO)
<p><b>Block 1</b></p> <p><b>W1 + W2</b></p> <p><b>Positive and Healthy relationships</b></p> <p>different types of relationships; the importance of trust in relationships</p> <p>R1, R3, R10</p>	<ul style="list-style-type: none"> <li>• Recognise the qualities and signs of a positive relationship</li> <li>• Describe examples of positive relationship behaviours</li> <li>• Identify the features of unhealthy, unsafe or abusive relationships</li> <li>• Explain how someone can seek help if they or others are experiencing abusive behaviours</li> </ul>
<p><b>B1 W3/W4</b></p> <p><b>Conflict resolution</b></p> <p>R15, R16, R19</p>	<ul style="list-style-type: none"> <li>• To ascertain different views on what conflict is,</li> <li>• identify its positive and negative impacts</li> <li>• discuss how it arises and affects people</li> </ul>
<p><b>B1 W5</b></p>	<ul style="list-style-type: none"> <li>• Extension Activities</li> </ul>
<p><b>BLOCK 2 (4 weeks)</b></p>	
<p><b>Healthy lifestyle</b></p> <p>-the factors that can affect a person's health and wellbeing and associated behaviours;</p> <p>- ways to promote and maintain the long term health of ourselves and others</p> <p>- ways people can support fair and equal opportunities to be healthy</p> <p>PoS refs: H3, H14, H15, H16, H17, H18, H19</p>	<ul style="list-style-type: none"> <li>- can describe and evaluate the influence of social and environmental factors on health.</li> <li>- I can identify ways in which societal changes can impact on health and health behaviours.</li> <li>I can explain ways a person can contribute to their own and others' personal health and wellbeing in different contexts.</li> <li>- I can suggest ways of promoting improved health at a community level.</li> <li>- explain the rights everyone has in relation to health</li> <li>- give examples of actions to address health inequalities</li> </ul>
<p><b>W1-W3</b></p>	<ul style="list-style-type: none"> <li>- L1 factors which influence our health and behaviour</li> <li>- L2 Supporting good health and healthy behaviours</li> </ul>

<b>W3/W4</b>	<ul style="list-style-type: none"> <li>- explain the rights everyone has in relation to health</li> <li>- identify a range of social factors that can impact upon a person's health</li> <li>- give examples of actions to address health inequalities</li> </ul>
<b>BLOCK 3 (6 weeks)</b>	
<p><b>Block 3</b> W1 and W2 <b>Odd Socks Day Monday 13<sup>th</sup></b> <b>November</b> <b>Anti-Bullying Week 13<sup>th</sup>-17<sup>th</sup></b> <b>November</b></p> <p>Celebrating diversity; importance of individuality, acceptance and tolerance. Recognising, Speaking up about and tackling bullying.</p> <p>PoS Refs: R3, R25 R10, R14, <b>R31, R38,</b></p>	<ul style="list-style-type: none"> <li>• To understand how everyone is unique and embrace diversity.</li> <li>• to recognise bullying in all its forms</li> <li>• To be able to understand the difference between banter, arguments and bullying</li> <li>• To understand how behaviours that may appear to be banter could be bullying</li> <li>• To explore the different ways we can make a noise to call out unacceptable behaviours and help stop bullying</li> <li>• To explore how the school can create a safer environment to make a noise about bullying</li> </ul>
<p><b>W5/6 Diversity, prejudice, bullying</b> <b>Media bias</b> <b>Belonging and promoting Inclusion</b></p> <p><b>KS3 Health and Wellbeing:</b> H6, H10 and H12</p> <p><b>KS3 Relationships:</b> R3, R14, R15, R16, R22, R39, R40, R41</p> <p><b>KS3 Living in the Wider World:</b> L1, L23, L26</p>	<ul style="list-style-type: none"> <li>• What is meant by the terms 'refugee', 'asylum seeker', 'migrant' and 'belonging'</li> <li>• Some of the difficulties faced by people when they move to a new place</li> <li>• Bias and misinformation in the media</li> <li>• How they can contribute to make their school more welcoming</li> <li>• Things they can do to help people feel they belong</li> </ul>
<b>BLOCK 4 (4.5 weeks)</b>	
<p><b>W1 and W2</b> <b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices PoS refs: H32, L15, L16, L17, L18</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>W3 and W4</b></p> <p><b>Digital Literacy: Online safety</b></p> <p>introduce the concept of fraud and the importance of digital literacy and data protection within the context of financial risk</p> <p>PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27</p>	<ul style="list-style-type: none"> <li>• about online communication</li> <li>• how to use social networking sites safely</li> <li>• how to recognise online grooming in different forms in relation to financial exploitation</li> <li>• how to respond and seek support in cases of online fraud</li> <li>• how to recognise biased or misleading information online</li> <li>• how to distinguish between content which is publicly and privately shared</li> <li>• how to make responsible decisions</li> <li>• how to protect financial security online</li> <li>• how to assess and manage risks in relation to chance-based transactions</li> </ul>
<p><b>BLOCK 5 (6 weeks)</b></p>	
<p><b>RSE: Relationships and Sex Education</b></p> <p><b>Developing assertive communication, clarifying values and strategies to manage influence:</b></p> <ul style="list-style-type: none"> <li>• Healthy/unhealthy relationships</li> <li>• Consent</li> <li>• Relationships and sex in the media</li> </ul> <p>PoS Refs: R2, R7, R8, R9, R10, R11, R12, R16, R24, R25, R26, R27, R35, R36, L25</p>	<ul style="list-style-type: none"> <li>• about the features of healthy, intimate relationships, including that they should be equitable and pleasurable</li> <li>• how to recognise healthy and unhealthy relationship behaviours</li> <li>• about stable, committed relationships and features of family life</li> <li>• about personal values and their influence on relationship expectations</li> <li>• about the influence of the portrayal of sex in the media, including pornography, on self-concept, relationship values and expectations</li> <li>• about the legal and moral responsibilities in relation to seeking consent</li> <li>• how to recognise factors that might affect capacity to consent</li> </ul>

## YEAR 10 — MEDIUM-TERM OVERVIEW OF LEARNING OBJECTIVES

Topic	In this unit of work, pupils learn... (LO)
<p><b>Block 1</b></p> <p><b>B1 W1+ W2</b>  <b>Healthy Relationships</b>                      To learn about healthy and unhealthy one-to-one intimate relationships and strategies to build healthy lasting relationships including accessing support where needed.</p> <p>R1, R2, R3, R7, R11, R12, R13, R17</p>	<ul style="list-style-type: none"> <li>• Evaluate whether a relationship is healthy or unhealthy</li> <li>• Identify strategies to build a healthy lasting relationship</li> <li>• Explain how to access support in relation to unhealthy relationships</li> </ul>
<p><b>W3 + W4</b></p> <p><b>Managing transition to key stage 4 including learning skills.</b></p> <p>Developing self-awareness, goal-setting, adaptability and organisation skills.</p> <p>PoS Refs: H1, H6, L1, L2,</p>	<ul style="list-style-type: none"> <li>• identify learning and study skills required at key stage 4</li> <li>• apply learning and study strategies to support success at key stage 4</li> <li>• evaluate personal strengths and areas for development</li> <li>• and use this to set targets for future learning habits</li> </ul>
<p><b>BLOCK 2 (4 weeks)</b></p>	
<p><b>Block 2</b></p> <p><b>Mental health and Emotional wellbeing</b>                      Mental health and ill health, stigma, safeguarding health, including during periods of transition or change                      PoS refs: H2, H5, H6, H7, H8, H9, H10</p>	<p>how to manage challenges during adolescence</p> <ul style="list-style-type: none"> <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                             <ul style="list-style-type: none"> <li>• • how to challenge stigma, stereotypes and misinformation</li> </ul> </li> </ul>
<p><b>W1-W4</b></p>	<p>There are 5 lessons (around 60 min each). Look through activities and use/adapt to the class. If not all completed- can extend into Block 3.</p> <p>Lesson 1: New challenges</p>

	<p>Lesson 2: Reframing negative thinking  Lesson 3: Recognising mental ill-health  Lesson 4: Change, loss, grief  Lesson 5: Promoting emotional wellbeing</p>
<b>BLOCK 3 (6 weeks)</b>	
<p><b>Block 3</b>  W1 and W2  <b>Odd Socks Day Monday 13<sup>th</sup> November</b>  <b>Anti-Bullying Week 13<sup>th</sup>-17<sup>th</sup> November</b></p> <p>Celebrating diversity; importance of individuality, acceptance and tolerance. Recognising, Speaking up about and tackling bullying.</p> <p>PoS Refs: R30, R31, R34, R35, R36</p>	<ul style="list-style-type: none"> <li>• To understand how everyone is unique and embrace diversity.</li> <li>• to recognise bullying in all its forms</li> <li>• To be able to understand the difference between banter, arguments and bullying</li> <li>• To understand how behaviours that may appear to be banter could be bullying</li> <li>• To explore the different ways we can make a noise to call out unacceptable behaviours and help stop bullying</li> <li>• To explore how the school can create a safer environment to make a noise about bullying</li> <li>• to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online</li> <li>• <b>skills to support younger peers (role model acceptable behaviours, encourage to speak out about bullying etc)</b></li> </ul>
<p><b>W3-W6</b>  <b>Inclusion, belonging and addressing extremism</b></p> <p>Challenging prejudice and discrimination  Social media and stereotypes</p> <p>PoS Refs:  R28,34,37  L24,27,28,29</p>	<p><b>R28.</b> to recognise when others are using manipulation, persuasion or coercion and how to respond</p> <p><b>R34.</b> strategies to challenge all forms of prejudice and discrimination</p> <p><b>R37.</b> 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</p> <p><b>L24.</b> 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</p> <p><b>L27.</b> strategies to critically assess bias, reliability and accuracy in digital content</p> <p><b>L28.</b> to assess the causes and personal consequences of extremism and intolerance in all their forms</p> <p><b>L29.</b> 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</p>
<b>BLOCK 4 (4.5 Weeks)</b>	
<p><b>Financial decision making</b>  The impact of financial decisions, debt, gambling and the impact of advertising on financial choices  PoS refs: H25, R38, L16, L17, L18, L19, L20, L25</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> </ul>

	<ul style="list-style-type: none"> <li>• about the law and illegal financial activities, including fraud and cybercrime</li> <li>• how to manage risk in relation to financial activities</li> </ul>
<b>BLOCK 5 (6 weeks)</b>	
<b>RSE: Relationships and Sex education</b>  <b>Healthy relationships</b> Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography  PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	<ul style="list-style-type: none"> <li>• about relationship values and the role of pleasure in relationships</li> <li>• about 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> </ul>

## YEAR 11 — MEDIUM-TERM OVERVIEW OF LEARNING OBJECTIVES

Topic	In this unit of work, pupils learn... (LO)
<b>Block 1</b>  <b>Healthy Relationships</b>  Emotional wellbeing and family conflict. Healthy and unhealthy relationships. Managing conflict. Addressing relationship abuse.  PoS Refs: R1, R3, R7, R17, R28, R29, R30, R31, R32, R33	<b>R1.</b> the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality. • <b>R3.</b> to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary • <b>R7.</b> strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed • <b>R17.</b> ways to access information and support for relationships • <b>R28.</b> to recognise when others are using manipulation, persuasion or coercion and how to respond • <b>R29.</b> the law relating to abuse in relationships, including coercive control and online harassment • <b>R30.</b> to recognise when a relationship is abusive and strategies to manage this • <b>R31.</b> the skills and strategies to respond to exploitation, bullying, harassment and control in relationships • <b>R32.</b> 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 • <b>R33.</b> The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support

<p><b>B1 W1/W2</b></p> <p>Family conflict</p>	<ul style="list-style-type: none"> <li>• the links between emotional wellbeing and relationship conflict, and the implications of this.</li> <li>• to further develop the understanding and skills required to negotiate relationship conflicts safely and effectively.</li> </ul>
<p><b>B1 W2/W3</b></p> <p>Identifying healthy and unhealthy relationships</p>	<ul style="list-style-type: none"> <li>• to assess relationship attitudes and behaviours</li> </ul>
<p><b>B1 W4/W5</b></p> <p>Managing conflict in relationships</p>	<ul style="list-style-type: none"> <li>• to identify and manage appropriate and inappropriate conflict behaviours</li> </ul>
<p><b>BLOCK 2</b></p>	
<p><b>B2 W1/W2</b></p> <p>Addressing relationships abuse</p> <p>How to end and/or get support for abusive relationships</p>	<ul style="list-style-type: none"> <li>• To identify signs of different types of abuse.</li> <li>• To describe exit strategies and identify support for abusive relationships.</li> <li>• To identify likely thoughts and feelings which can affect decision-making and suggest how to overcome barriers to help-seeking.</li> <li>• To explain how to help others who may be in an abusive relationship</li> </ul>
<p><b>W3+W4</b></p> <p>Physical and Emotional wellbeing</p> <ul style="list-style-type: none"> <li>- potential effects of exam stress on our physical and emotional wellbeing, and ways to manage it.</li> </ul> <p>H2, H3, H4, H8, H12</p>	<ul style="list-style-type: none"> <li>- identify signs of exam stress in themselves and spot the signs of it in others</li> <li>- know who to ask for advice and where to look for guidance on exam stress, including on the Every Mind Matters website</li> <li>- select and use strategies to help them manage exam stress, including revision techniques.</li> </ul>
<p><b>BLOCK 3 (6 weeks)</b></p>	
<p><b>Block 3</b></p> <p>W1 and W2</p> <p><b>Odd Socks Day Monday 13<sup>th</sup> November</b></p> <p><b>Anti-Bullying Week 13<sup>th</sup>-17<sup>th</sup> November</b></p> <p>Celebrating diversity; importance of individuality, acceptance and tolerance. Recognising, Speaking up about and tackling bullying.</p>	<ul style="list-style-type: none"> <li>• To understand how everyone is unique and embrace diversity.</li> <li>• to recognise bullying in all its forms</li> <li>• To be able to understand the difference between banter, arguments and bullying</li> <li>• To understand how behaviours that may appear to be banter could be bullying</li> <li>• To explore the different ways we can make a noise to call out unacceptable behaviours and help stop bullying</li> <li>• To explore how the school can create a safer environment to make a noise about bullying</li> <li>• to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online</li> </ul>

PoS Refs: R30, R31, R34, R35, R36	<ul style="list-style-type: none"> <li>- skills to support younger peers (role model acceptable behaviours, encourage to speak out about bullying-present/educate their peers)</li> </ul>
<b>W3-W6</b> <b>Inclusion, belonging and addressing extremism</b>  Challenging prejudice and discrimination Social media and stereotypes  PoS Refs:  R28,34,37  L24,27,28,29	R28. to recognise when others are using manipulation, persuasion or coercion and how to respond R34. strategies to challenge all forms of prejudice and discrimination 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 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 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
<b>BLOCK 4 (4.5 weeks)</b>	
<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices PoS refs: H25, R38, L16, L17, L18, L19, L20, L25	<ul style="list-style-type: none"> <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> <li>• how to manage risk in relation to financial activities</li> </ul>
<b>BLOCK 5 (6 weeks)</b>	
<b>RSHE: Relationships, Sex and Health Education</b>  <b>Families- parenthood</b>	<ul style="list-style-type: none"> <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 miscarriage</li> <li>• about unplanned pregnancy options, including abortion</li> <li>• about adoption and fostering</li> </ul>

<p>Different families and parental responsibilities.  Marriage and forced marriage, FGM  Pos Ref: R4, R11, R12, R13, R24, R25, R26, R27, R33  Contraception  Sexual Health  Pregnancy  Pos Ref: H22, H30, H31, H32, H33,</p>	<ul style="list-style-type: none"> <li>• about 'honour based' violence, FGM and forced marriage and how to safely access support</li> </ul>
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## YEAR 12+13 — MEDIUM-TERM OVERVIEW OF LEARNING OBJECTIVES

Topic	In this unit of work, pupils learn... (LO)
<p><b>BLOCK 1</b> Transition</p>	<ul style="list-style-type: none"> <li>• Transition into KS5, changes and responsibilities</li> <li>• Study organisation (facilities, resources, routine where to find support)</li> <li>• University guidance- subject choices</li> </ul>
<p><b>BLOCK 2</b> Study skills Mental health and Wellbeing</p>	<ul style="list-style-type: none"> <li>• Introduction to study skills (in preparation of mock/exams)</li> <li>• Mental Health and Wellbeing (Mental Health Day);</li> <li>• coping with stress</li> <li>• importance of sleep</li> <li>• know who to ask for advice (in school) and where to look for guidance, including on the Every Mind Matters website</li> </ul>
<p><b>BLOCK 3</b> Anti-Bullying</p>	<p><b>Odd Socks Day Monday 13th November; Anti-Bullying Week 13th-17th November</b></p> <ul style="list-style-type: none"> <li>• Celebrating diversity;</li> <li>• importance of individuality, acceptance and tolerance.</li> <li>• Recognising, Speaking up about and tackling bullying.</li> <li>• Role-modelling behaviour to support younger peers.</li> </ul>
<p><b>BLOCK 4</b></p>	<ul style="list-style-type: none"> <li>• Digital Citizenship (online/internet safety)</li> <li>• University and careers guidance (choices, application etc).</li> </ul>

<p><b>Digital Citizenship</b></p> <p><b>Careers and choices</b></p>	<ul style="list-style-type: none"> <li>• Skills for further employment (money and careers)</li> </ul>
<p><b>BLOCK 5</b></p> <p><b>RSHE: Relationships Sex and Health Educations</b></p>	<p>RSHE: Relationships Sex and Health Educations</p> <ul style="list-style-type: none"> <li>• <b>Consent:</b> legal and moral responsibilities in relation to consent, and about the range of consequences of failing to respect others’ right to consent; how to assert wants/needs and to identify and respond to risky situations, including unhealthy relationships, and unsafe encounters and situations; attitudes towards sexual abuse, including challenging victim blaming</li> <li>• <b>Sexual Health</b> (selecting appropriate contraception in different contexts and relationships, how to reduce the risk of contracting or passing on a sexually transmitted infection (STI); take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment.</li> <li>• <b>Fertility and pregnancy:</b> fertility and pregnancy choices, how fertility changes over time and about the different routes to becoming a parent, learn about the possible outcomes and options in the event of an unplanned pregnancy.</li> </ul>