

Norton Hill and Somervale - PSHE(Including RSHE) Overview

YEAR 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	What is PSHE?	Democracy and Local Government	Health, Wellbeing and Relationships	Drugs and Other Stuff	Careers	Safety
<p>Intent: This scheme is created to fit the DfE and PSHE Association statutory 2020 /21 guidelines</p> <p>We also follow the statutory citizenship and careers guidance. We use national and local SHEU data, pupil voice activities, parental consultation and our own knowledge of pupils' needs to decide the best curriculum approach for our setting and ensure the resources are appropriate to Year 7</p>	<p>During this scheme students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. They will learn the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</p> <p>This scheme also introduces the idea that these students are citizens of our school community and enables them to reflect on the importance of this, both within and outside of school.</p> <p>Students will also learn about British Values and learn about how these are celebrated throughout this school.</p>	<p>This unit is part of the work we do around citizenship. This ensures pupils acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government and develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced.</p> <p>We also use this to reinforce to the students the parts of school life that students can participate actively in.</p>	<p>During this unit students will learn the strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing. Students will also learn the benefits of physical activity and exercise for physical and mental health and wellbeing. They will learn the importance of sleep and strategies to maintain good quality sleep</p> <p>They will recognise and manage what influences their choices about physical Activity. They will also consider the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices. Students will learn about the role of the media and body image. Students will know where to go for help with these issues, both within and outside of school.</p>	<p>Students will learn the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics. They will learn to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use strategies to manage a range of influences on drug, alcohol and tobacco use, including peers. Students will learn information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use</p> <p>They will consider the personal and social risks and consequences of substance use and misuse including occasional use. They will also consider the impact of pressure and practise how they might respond to pressure. Students will know where to go for help with these issues, both within and outside of school.</p>	<p>Students will be introduced to the world of work.They will learn about different types of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work, about different work roles and career pathways, including clarifying their own early aspirations. They will consider what is meant by 'job satisfaction' and the workplace skills they develop whilst at secondary school. Students will learn about the role of the careers advisor and how to contact them for support and guidance.</p>	<p>In preparation for the summer holidays students will learn to assess risk since many of our students have time and sometimes greater independence in Year 7.Students will learn how 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. They will learn 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. They will recognise peer influence and to develop strategies, for managing it,, including online, the role peers can play in supporting one another to resist pressure and influence, challenge, harmful social norms and , access appropriate support. Students will know where to go for help with these issues, both within and outside of school.</p> <p>As part of Pride Month students will also know the difference between biological sex, gender identity and sexual orientation</p>

Key Words	Changes, excites, worries, advice, learner, skills, Personal, Social, Health, Economic, Education, citizen, citizenship, community, British Values, relationship, friendship, digital citizen	Democracy, Parliament, Election, Voting, Government, Constituency, Politician, Citizen	Healthy lifestyles, puberty, periods, body odour, public hair, mood swings, reproduction, tampons, sanitary towels, moon cup, period pants, sleep, balanced diet, healthy eating, the media, body image, exercise	Medication, drug, side effect, prescription, drug, tobacco, caffeine, alcohol, smoking, vaping, peer pressure, argument, assertive behaviour, alcohol, unit, measure, fact, myth, cigarette, addiction, pressure, self image.	Career, Personality, Employment, self image, personality, music industry, engineering, Digital industry, STEM, Green employment, careers advisor, skills, job advert, qualities, labour market	Lesbian, Gay, Bisexual Questioning, + Other definitions Assessing Risk, Safety, Hazard, Consequence, Internet, Cyber, Safety, Emergency, 999, 101, 111, Bikeability, Highway Code
Assessment	Pupil Consultation	Assessment	Have your say	Assessment	Assessment	Have your say
YEAR 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	What is Democracy?	What Rights and Responsibilities Do We Have?	Money, Money, Money	Health and Wellbeing	Relationships	Careers

<p>Intent: This scheme is created to fit the DfE and PSHE Association statutory 2020 /21 guidelines. We also follow the statutory citizenship and careers guidance. We use national and local SHEU data, pupil voice activities, parental consultation and our own knowledge of pupils' needs to decide the best curriculum approach for our setting and ensure the resources are appropriate to Year 8</p>	<p>During this unit students will learn about many of the citizenship themes from the statutory programme of study, such as the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch, the operation of Parliament, including voting and elections, and the role of political parties the precious liberties enjoyed by the citizens of the United Kingdom the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities. It is designed to expand on the knowledge gained in Year 7 and encourage voting confidence and understand what it means to have entitlement to vote.</p>	<p>Students will continue to build upon the knowledge of citizenship from term one and build their understanding of democracy, government and the rights and responsibilities of citizens. Pupils will use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action, particularly around the rights of the child, youth crime, rights and responsibilities within the local community, equal opportunities and the equality act. They will look at examples of discrimination, with a particular focus on disability as it is a protected characteristic not duplicated in Year 9 PB They will know the impact of stereotyping, prejudice and discrimination on individuals and Relationships and about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</p>	<p>Students will learn to assess and manage risk in relation to financial decisions that young people might make. They will be taught about values and attitudes relating to finance, including debt They will also learn to manage emotions in relation to money. They will evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions They will learn to recognise financial exploitation in different contexts.</p>	<p>Students will learn strategies to manage a range of influences on drug, alcohol and tobacco use, including peers They will know information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use They will consider the personal and social risks and consequences of substance use and misuse including occasional use They will know the law relating to the supply, use and misuse of legal and illegal substances They will also learn about the concepts of dependence and addiction including awareness of help to overcome addictions. They will learn to recognise peer influence and to develop strategies for managing it, including online. They will know the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support They will consider that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p>	<p>During this unit students will learn circumstances about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them They will also know the indicators of positive, healthy relationships and unhealthy relationships, including online. They will learn to manage the strong feelings that relationships can cause (including sexual attraction) Students will learn 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. They will know 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). They will understand the impact of sharing sexual images of others without consent . They will know how to manage any request or pressure to share an image of themselves or others, and how to get help the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual</p>	<p>During this unit, to build on what students have learn in Year 7 students will know to review their strengths, interests, skills, qualities and values and how to develop them and to set realistic yet ambitious targets and goals They will learn the skills and attributes that employers value. In addition, they will learn the skills and qualities required to engage in enterprise They will understand the importance and benefits of being a lifelong learner Students will be taught to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</p>
--	--	--	--	---	---	--

Key Words	Democracy, Vote, Election, Fair, Discrimination, Mandela, Apartheid, South Africa, Equality, Manifesto, Political Party, Speech,	Citizens, Society, Group, Rights, Responsibilities, Judge, Youth Offending Panel, Offender, Community, Citizen, Responsibility, Prejudice, Discrimination, The Equality Act 2010, unconscious bias	Money, Income, Budgeting, Expenditure, Income, Budget, Savings, Loans, Interest Rates, Finance Financial, Benefits Ethical, Fair Trade Interest, Short term loans, Long term loans, Credit score Consumer Rights	Stimulants, Depressants, Vaping, Smoking, Alcohol, Binge drinking, Drug, Addiction, Cancer, Genetic predisposition, Vaccinations, Hygiene, Stem cells, Disease	Relationships, Boyfriend, Girlfriend, Puberty, Teenage pregnancy, CSA - Child Support Agency, Contraception, Feelings, Consent, Sexting, Domestic conflict, Female Genital Mutilation, Body image, Body confidence, Self esteem, Media	Skills, Achievements, Qualities, Gender, Stereotype, Equality, Communication, Entrepreneur, Enterprising person, Teamwork, Employability skills
Assessment	Pupil Consultation	Assessment	Have your say	Have your say	Assessment	Assessment
YEAR 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Drugs and other stuff	Living in the Wider World	Careers and Options Choices	Relationships and Sex Education	Wellbeing	First Aid

<p>Intent: This scheme is created to fit the DfE and PSHE Association statutory 2020 /21 guidelines We also follow the statutory citizenship and careers guidance. We use national and local SHEU data, pupil voice activities, parental consultation and our own knowledge of pupils' needs to decide the best curriculum approach for our setting and ensure the resources are appropriate to Year 9</p>	<p>Student will learn strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</p> <p>They will know in more detail information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use</p> <p>They will be able to explain the personal and social risks and consequences of substance use and misuse including occasional use</p> <p>They will understand the law relating to the supply, use and misuse of legal and illegal substances</p> <p>They will know about about the concepts of dependence and addiction including awareness of help to overcome addictions and where to go for help, both within school and outside of school. Students will learn to recognise peer influence and to develop strategies for managing it, including online</p> <p>They will know the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</p> <p>They will learn that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p> <p>They will know about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours</p>	<p>Students will know 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. This unit will focus in on issues surrounding radicalisation and extremism. They will learn 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. They will learn to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views</p> <p>They will learn to understand how the way people present themselves online can have positive and negative impacts on them</p> <p>They will know how to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</p> <p>They will be aware 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</p> <p>They will be able to respond appropriately when things go wrong online, including confidently</p>	<p>During this unit, to prepare for the choices Year 9 will make in January students learn 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 , about routes into work, training and other vocational and academic opportunities, and progression routes, the benefits of setting ambitious goals and being open to opportunities in all aspects of life</p>	<p>Students will learn to clarify and develop personal values in friendships, love and sexual relationships</p> <p>They will learn the importance of trust in relationships and the behaviours that can undermine or build trust</p> <p>They will be able to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships that everyone has the choice to delay sex, or to enjoy intimacy without sex. how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>They will learn 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)</p> <p>They will know to manage the strong feelings that relationships can cause (including sexual attraction)</p> <p>They will learn to develop conflict management skills and strategies to reconcile after Disagreements</p> <p>They will learn how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</p> <p>They will learn the services available to support healthy relationships and manage unhealthy</p>	<p>Students will learn how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>They will understand the characteristics of mental and emotional health and strategies for managing these</p> <p>They will consider 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>They will know strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p> <p>They will consider 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 . They will explore 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 We are aware 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</p>	<p>Students will know how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p>
---	--	--	--	--	---	---

Key Words	Drugs, Legal, Illegal, Misuse, Alternatives , Drugs, Illegal, Legal, Misuse, Alternatives, Smoking, Alcohol, Restriction, Supervision, Alcohol, Brand, Product, Recovery position, Drunk, ICE contact, Emergency, First Aid, County lines, Drugs, Peer pressure, Knife crime	Radicalisation, Propaganda, Grooming, Radicalisation, Extremist, Radicalise, Vulnerable, Cult,Religion, Congregation, converts	Options,Choices, Pathway, BTEC, Coursework, Cambridge National, GCSE, A Level, Apprenticeship, Labour Market, Careers Advisor, Mentor, A Level, Degree, Courses, KUDOS, Careers, Careers, Career Pilot	Relationship, Sex,Anatomy, Penis, Vagina, Vulva, Clitoris, Foreskin, Testicles, Breasts, Sexually Transmitted Infection, Disease, Protection Lesbian, Gay, Bisexual, Trans, Questioning, Ally Safer sex, Contraception Contraception Pornography Child sexual exploitation Consent.	Emotional health Mental health, Wellbeing Depression, Mental health Self harm, Self injury Anxiety, Stress Self expression Consent, Body image, Selfie	Casualty, Response, Dangers, Recovery position, Casualty, CPR, Casualty, Resuscitation, First aid kit, Infection, Bleeding,Shock
Assessment	Pupil Consultation and Assessment	Have your say	Have your say	Assessment	Have your say	Assessment
YEAR 10 PB/PSHE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	PB: Religion and World Views	PSHE: Health and Wellbeing	PB: The Only Way is Ethics	PSHE: Living in the Wider World	PB: Is this just real life...is this just fantasy	PSHE: Relationships and Sex Education

<p>Intent: This scheme is created to fit the DfE and PSHE Association statutory 2020 /21 guidelines We also follow the statutory citizenship and careers guidance. We use national and local SHEU data, pupil voice activities, parental consultation and our own knowledge of pupils' needs to decide the best curriculum approach for our setting and ensure the resources are appropriate to Year 10</p>	<p>Students will learn about the beliefs and teachings found in the different main world religions as part of their work around RE and SMSC to develop their understanding of the world around them and themselves. They will learn about the beliefs and teachings within Judaism, Christianity, Islam, Hinduism, Buddhism Atheism and Humanism</p>	<p>Students will know about 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 to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination about the impact of attitudes towards sexual assault and to challenge victimblaming, including when abuse occurs online</p>	<p>Students will learn about the beliefs and teachings found in the different main world religions as part of their work around RE and SMSC to develop their understanding of the world around them and themselves. Students will learn about how people make decisions on matters of right and wrong looking at a variety of ethical situations and applying different ethical theories. These will include learning about the following: Right and wrong What is ethics? Saviour Siblings The Human Commodity Sexual Ethics</p>	<p>Students will learn to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs They will also be able 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. Students will consider factors which contribute to young people becoming involved in serious organised crime. They will learn about the impact of attitudes towards sexual assault and to challenge victimblaming, including when abuse occurs online Students will to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary. Students will also understand in more depth what CSE and FGM are and will be signposted to how to report such crimes and where to go for help</p>	<p>Students will learn about the beliefs and teachings found in the different main world religions as part of their work around RE and SMSC to develop their understanding of the world around them and themselves. This unit will explore the philosophical concepts of free will, determinism and the nature of reality. It will include lessons on The Truman Show, Plato's Cave Free Will and Determinism ,The Matrix: can we ever be free?</p>	<p>Students will learn the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality They will understand the role of pleasure in intimate relationships. Students will understand the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative) the skills and strategies to respond to exploitation, bullying, harassment and control in relationships The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support</p>
<p>Assessment</p>	<p>Pupil Consultation</p>	<p>Assessment</p>	<p>Have your say</p>	<p>Assessment</p>	<p>Have your say</p>	<p>Assessment</p>
<p>YEAR 10 TUTOR TIME</p>	<p>Term 1</p>	<p>Term 2</p>	<p>Term 3</p>	<p>Term 4</p>	<p>Term 5</p>	<p>Term 6</p>
<p>Topic</p>	<p>Stepping up to year 10</p>	<p>Careers</p>	<p>Health and Wellbeing</p>	<p>Relationships</p>	<p>Living in the Wider World</p>	<p>Money!</p>

Key Themes	<p>What changes will I face starting my GCSEs? Revision: What is it? How do I do it? Learning to Learn Planning your revision Memory Dealing with exam stress</p>	<p>Ambition. Competition for jobs Why do work experience? Applying for work experience (1) Applying for work experience (2)</p> <p>THE BIG INTERVIEW Record of achievement Personal statement Curriculum vitae Application forms Getting an interview</p>	<p>Emotional and mental well-being Body Image and the media Monitoring health Illegal drugs Alcohol NPS's Substance abuse/misuse</p>	<p>Characteristics of positive relationships The Break up Implications of young parenthood Consent Where to go for help</p>	<p>You and your opinions Which political party would you support? Why vote? Young people and crime Young offenders Digital Romance</p>	<p>Costing and budgeting Essential spending A fair days pay Natwest Money sense for schools: -Understanding payment cards -Frauds and scams -The budget game and how the economy works</p>
YEAR 11 PB/PSHE	Term 1	Term 2	Term 3	Term 4	Term 5	
Topic	PB: Where is the love?	PSHE: Relationships and Sex Education	PB: Heal the world... make it a better place	PSHE: Health, wellbeing and the wider world	PB:Filosoflix	

<p>Intent: This scheme is created to fit the DfE and PSHE Association statutory 2020 /21 guidelines. We also follow the statutory citizenship and careers guidance. We use national and local SHEU data, pupil voice activities, parental consultation and our own knowledge of pupils' needs to decide the best curriculum approach for our setting and ensure the resources are appropriate to Year 11</p>	<p>Students will understand the legal rights, responsibilities and protections provided by the Equality Act 2010. They will consider issues throughout history and today that have made us question 'Where is the love' such as Anti Semitism, Islamophobia, Far Right Extremism, and how we can build community cohesion</p>	<p>Students will learn about specific STIs, their treatment and how to reduce the risk of transmission</p> <p>They will consider how to respond if someone has, or may have, an STI (including ways to access sexual health services)</p> <p>They will explore . to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services</p> <p>They will know about healthy pregnancy and how lifestyle choices affect a developing foetus</p> <p>They will understand that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours. This unit is usually supported by a visit from the school nurse.</p>	<p>Students will learn about the beliefs and teachings found in the different main world religions as part of their work around RE and SMSC to develop their understanding of the world around them and themselves. This will include lessons on Gattaca Genetic Engineering Marxism and Social Control Feminism and Sexism Fish are friends Equality</p>	<p>Students will understand wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle</p> <p>They will learn about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice</p> <p>the purpose of blood, organ and stem cell donation for individuals and Society to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators 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. This will also include lessons on Cyber Safety and Online Fraud Gambling Digital Footprints CPR Privilege, Power and Prejudice</p>	<p>Students will learn about the beliefs and teachings found in the different main world religions as part of their work around RE and SMSC to develop their understanding of the world around them and themselves. This will include a revisit of ethics and will include follow up lessons on Abortion, Euthanasia Organ and Blood Donation, A.I, What does it mean to be human?</p>	
<p>Assessment</p>	<p>Pupil Consultation</p>	<p>Assessment Purple Pen</p>	<p>Have your say</p>	<p>Assessment Purple Pen</p>	<p>Have your say</p>	
<p>YEAR 11 TUTOR TIME</p>	<p>Term 1</p>	<p>Term 2</p>	<p>Term 3</p>	<p>Term 4</p>	<p>Term 5</p>	

Topic	Study Skills	Careers	Finance	Relationships, Health and Wellbeing	Living in the wider world	
Key Themes	Why bother? Goal setting Procrastination Time management Learning to Learn Memory The revision clinic	Record of achievement Personal Statement 6th form options? Apprenticeships? College? Work? Applying for a job Getting an interview	Tax Bank accounts Money lending Planning for your pension Mindfulness	Contraception STIs Alcohol and Young people Psychosis Personal safety	Where to go for help You and the media - the power of the press Extremism - where is the line? Gambling - what's your attitude? Study skills - revisiting revision Top tips for revision	