

SECONDARY PSHE/RSHE EDUCATION: LONG-TERM OVERVIEW 2021-2022

3 CORE TOPICS (KEY)

Living in the wider world

Relationships

Health and wellbeing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	Mental Wellbeing Emotional wellbeing Bridging – Transition and safety Safety/Bullying Road safety Bullying/cyber bullying Young Carers One off lesson provided*					RSE Health and puberty Healthy Relationships Building Relationships Real Game Finance – aspirational lives
Y8	Mental Wellbeing Emotional wellbeing	Health Issues Healthy Living, Alcohol, Drugs, Smoking RSE	Health Issues Healthy Living, Alcohol, Drugs, Smoking RSE			Rights and Responsibility Human Rights Discrimination Finance Finance Project – Local businesses + Uses of money
Y9	The individual and family wellbeing Happiness and positivity Spotting mental health issues RSE Respectful Relationships Identity Intimate relationships	Crime Peer influence	Citizenship Mental Health	Why RE Employability Skills		Finance project Summer festival project
Y10	Mental health Self-concept and mental and emotional wellbeing	Managing risks Drug, alcohol and tobacco and issues surrounding personal safety	Respectful relationships Forming and maintaining respectful relationships, sexual orientation,	Consent Relationships and sex expectations, the impact of the media and pornography	Bullying and abuse Domestic abuse, recognition of manipulation including online	Addressing extremism Recognising responsibility to

			expectations, myths, pleasure and challenges,			challenge extreme viewpoints
Y11	Independence Responsible health choices, and safety in independent contexts	Sexual health Intimacy, STI's, misconceptions, fertility and pregnancy	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships including 'honour' based violence	Media and digital resilience Safe online content creation, social media, misinformation and reliability of data and digital content.	Social influences Behaviour analysis of situations including weapons, gangs etc. Organised crime including cybercrime.	Work experience Catch up opportunity

NB- Living in the wider world- L1-L21 being covered with the 'Personal Development Team' throughout year 10 &11, in addition to H24 (First aid).

YEAR 10 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Lesson overviews / Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Health & wellbeing	Mental health Self-awareness/concept, Mental health, ill health and emotional wellbeing PoS refs: H2,H3, H4, H5, H6, H7, H8, H9, H10	<ul style="list-style-type: none"> About how self-confidence, self-esteem are affected by internal and external factors Strategies to promote good mental health and emotional wellbeing. About the media and portrayal of idealised body shapes How to critically appraise and manage what they see in the media in relation to artificial body shapes how to reframe negative thinking about the signs of emotional or mental ill-health how to access support and treatment to recognise triggers and warning signs of unhealthy coping strategies 	
Autumn 2 Health & wellbeing	Managing risks Drug, alcohol and tobacco and issues surrounding personal safety Pos refs: H19, H20, H21, H22, H23, H25	<ul style="list-style-type: none"> about the consequences and impact of substance misuse for physical and mental health, and wellbeing. About the wider risks associated with illegal substance use for individuals How to seek help for substance use and addiction Exist strategies for pressurised and dangerous situations About a range of gambling related harms and how to access support for these. 	
Spring 1 Relationships	Respectful relationships Forming and maintaining respectful relationships, sexual orientation,	<ul style="list-style-type: none"> About relationship values and the role of pleasure in relationships How to respond appropriately to indicators of unhealthy relationships, About the legal rights within relationships as covered by the Equality 	

	<p>expectations, myths, pleasure and challenges</p> <p>Pos refs: R1, R2, R3, R4, R5, R6, R7, R9, R10 R11, R12, R13, R14, R15, R16, R17</p>	<p>Act 2010</p> <ul style="list-style-type: none"> • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • how to safely respond to and manage strong emotions associated with different stages in a relationship, including the ending of relationships • about ways to manage grief, including sources of support and how to access them • about the opportunities and risks of forming and conducting relationships online • ways to access information/support for relationships including issues such as harassment and stalking 	
<p>Spring 2</p> <p>Relationships</p>	<p>Consent</p> <p>Relationships and sex expectations and the impact of the media and pornography</p> <p>Pos refs: R8, R18, R19, R20, R21, R22</p>	<ul style="list-style-type: none"> • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours • about the issue of consent • about the impact of victim blaming • how drugs and alcohol have an impact of choices and sexual behaviour • about how to assess their readiness for sex • about the possible legal, emotional and social consequences of shared sexual imagery. 	
<p>Summer 1</p> <p>Relationships</p>	<p>Bullying and abuse</p> <p>Domestic abuse, recognition of manipulation including online</p> <p>Pos refs: R28,R29, R30, R31, R32, R33, R34</p>	<ul style="list-style-type: none"> • how to recognise when others are using manipulation, persuasion and coercion and how to respond • about the law relating to abuse in relationships, including coercive control and online harassment • how to recognise when a relationship is abusive and strategies to manage this • about ways to respond to exploitation, bullying, harassment and control in relationships • about the challenges associated with getting help in domestic abuse situations and about the appropriate sources of support • about the law, consequences and support relating to honour based violence • how to challenge all forms of prejudice and discrimination 	
<p>Summer 2</p> <p>Relationships</p>	<p>Addressing extremism</p> <p>Recognising responsibility to challenge extreme viewpoints</p> <p>Pos refs: L28, L29</p>	<ul style="list-style-type: none"> • to assess the causes and personal consequences of extremism and intolerance • how to recognise the shared responsibility to challenge extremism 	

