

# PSHE

# Long Term Plans

# Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health and Wellbeing		Relationships		Living in the Wider World	
<ul style="list-style-type: none"><li>• Personal Hygiene</li><li>• Healthy lifestyle</li><li>• First Aid</li></ul>	<ul style="list-style-type: none"><li>• Mental and emotional health</li><li>• Mindfulness</li><li>• Self-esteem and peers</li></ul>	<ul style="list-style-type: none"><li>• Healthy relationships and emotions</li><li>• Role of parents/carers</li><li>• Changes within relationships</li></ul>	<ul style="list-style-type: none"><li>• Sexual relationships</li><li>• Sexual diversity</li><li>• Consent</li><li>• Advice and support</li></ul>	<ul style="list-style-type: none"><li>• Drugs, alcohol and tobacco</li><li>• Peer pressure</li><li>• Diversity and prejudice</li></ul>	<ul style="list-style-type: none"><li>• Risks</li><li>• Staying safe</li><li>• Financial choices</li></ul>

## AUTUMN Yr 10: Health and Wellbeing

### OVERVIEW

*Pupils will be taught...*

- ❖ how to make informed choices about health and wellbeing matters including personal hygiene, maintaining a balanced diet, physical activity
- ❖ how to respond in an emergency including calling 999, and putting a casualty in the recovery position
- ❖ how to identify and access help, advice and support
- ❖ how to manage emotional health and wellbeing
- ❖ how to manage transition
- ❖ the role and influence of peers on self esteem.

## Autumn 1 Yr 10

*Pupils will have the opportunity to learn...*

- about change, including transitions (eg between Key Stages)
- the importance of taking increased responsibility for their own personal hygiene
- the benefits of physical activity and exercise and the importance of sleep
- to recognise and manage what influences their choices about exercise
- the importance of balance between work, leisure and exercise
- what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)
- what might influence their decisions about eating a balanced diet
- how to recognise and follow health and safety procedures
- how to find sources of emergency help
- how to give emergency first aid in appropriate contexts

## Autumn 2 Yr 10

*Pupils will have the opportunity to learn...*

- the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up
- strategies for managing mental health including stress, anxiety, depression, self-harm, and sources of help and support
- Use of Mindfulness to combat stress, anxiety and depression
- to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment
- to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others
- to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism

## SPRING Yr 10: Relationships

### OVERVIEW

*Pupils will be taught...*

- ❖ how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- ❖ how to recognise and manage emotions within a range of relationships
- ❖ about managing loss including bereavement, separation and divorce
- ❖ about sexual relationships
- ❖ about parenthood and the consequences of teenage pregnancy
- ❖ about sexual diversity
- ❖ about the concept of consent in a variety of contexts (including in sexual relationships)
- ❖ how to identify and access appropriate advice and support.

## Spring 1 Yr 10

*Pupils will have the opportunity to learn...*

- to explore the range of positive qualities people bring to relationships
- that relationships can cause strong feelings and emotions (including sexual attraction)
- the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships
- that the media portrayal of relationships may not reflect real life
- different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
- the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children
- that marriage is a commitment, entered into freely, never forced through threat or coercion
- how to safely access sources of support for themselves or their peers should they feel vulnerable.
- the roles and responsibilities of parents, carers and children in families
- how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement

## Spring 2 Yr 10

*Pupils will have the opportunity to learn...*

- to understand the importance of friendship and to begin to consider love and sexual relationships in this context
- to consider different levels of intimacy and their consequences to acknowledge the right not to have intimate relationships until ready to understand what expectations might be of having a girl/boyfriend
- about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable) about contraception, including the condom and pill (see also 'Health') and the importance of communication and negotiation in contraceptive use
- about the act of sexual intercourse, building upon existing knowledge
- about contraception, including the condom and pill
- about the difference between sex, gender identity and sexual orientation
- to recognise that there is diversity in sexual attraction and developing sexuality
- the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology.
- that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'; that the seeker of consent is responsible for ensuring that consent has been given and if not given or withdrawn, that decision should always be respected.
- to learn about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)
- about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances
- where and how to obtain health information, advice and support (including sexual health services)
- about the emotional aspects of relationships to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people)

# SUMMER Yr 10: Living in the Wider World

## OVERVIEW

*Pupils will be taught...*

- ❖ how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco;
- ❖ to respect equality and be a productive member of a diverse community
- ❖ to recognise the shared responsibility to protect the community from prejudice
- ❖ how to assess and manage risks to health and to stay, and keep others, safe
- ❖ how personal financial choices can affect oneself and others
- ❖ about rights and responsibilities as consumers.

## Summer 1 Yr 10

*Pupils will have the opportunity to learn...*

- the short and long-term consequences of substance use and misuse (legal and illegal' and to include 'legal highs')for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke
- the positive and negative roles played by drugs in society (including alcohol) factual information about legal and illegal substances, including alcohol, legal highs, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse
- to recognise and manage different influences on their decisions about the use of substances, (including clarifying and challenging their own perceptions values and beliefs) including managing peer influence
- the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start)and the benefits of not smoking including not harming others with second-hand smoke
- the safe use of prescribed and over the counter medicines the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'
- to understand the feelings and pressure that the need for peer approval, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours, can generate
- to recognise peer pressure and have strategies to manage both to understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns

- about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored about discrimination, how to respond when being discriminated against and responsibilities towards those who are experiencing discrimination
- to recognise that they have the same rights to opportunities in learning and work as all other people; to recognize and challenge stereotypes; and/or family or cultural expectations
- the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities
- about the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)

## Summer 2 Yr 10

*Pupils will have the opportunity to learn...*

- reducing risk and minimising harm in different settings (including the street, on roads )
- about personal safety and protection,
- laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences)
- about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities)
- ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations
- financial decisions that young people might make about gambling (including on-line)and its consequences, why people might choose to gamble and how the gambling industry encourages this to explore social and moral dilemmas
- about the use of money, (including how the choices pupils make as consumers affect other people's economies and environments)

# PSHE      Long Term Plans      Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health and Wellbeing		Relationships		Living in the Wider World	
<ul style="list-style-type: none"> <li>• Personal health and illness</li> <li>• Health advice and support</li> <li>• First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Mental and emotional health</li> <li>• Mindfulness</li> <li>• Self-esteem and the media</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Relationships</li> <li>• Unhealthy relationships</li> <li>• Changes within relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual relationships</li> <li>• Consent</li> <li>• Parenting</li> <li>• Advice and support</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs, alcohol and tobacco</li> <li>• Discrimination and intolerance</li> <li>• Human rights</li> </ul>	<ul style="list-style-type: none"> <li>• Employability</li> <li>• Risks</li> <li>• Staying safe</li> <li>• Rights and responsibilities as consumers</li> </ul>

## AUTUMN Yr 11: Health and Wellbeing

### OVERVIEW

*Pupils will be taught...*

- ❖ how to manage personal health, including illness
- ❖ how to identify and access help, advice and support
- ❖ how to respond in an emergency including administering first aid
- ❖ how to manage emotional health and wellbeing
- ❖ the role and influence of the media on self-esteem.

## Autumn 1 Yr 11

*Pupils will have the opportunity to learn...*

- to take increased responsibility for monitoring their own health (including testicular and breast self-examination)
- the purpose and importance of immunisation and vaccination
- about checking yourself for cancer and other illnesses, including knowing what to do if you are feeling unwell and checking for signs of illness; and how to overcome worries about seeking help and being an assertive user of the NHS
- where and how to obtain health information, advice and support
- how to recognise and follow health and safety procedures
- how to find sources of emergency help
- how to give basic and emergency first aid in appropriate contexts about personal safety and protection, including on a night out/party

## Autumn 2 Yr 11

*Pupils will have the opportunity to learn...*

- the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)
- strategies for managing mental health including stress, anxiety, depression, self-harm and suicide, and sources of help and support
- Use of Mindfulness to combat stress, anxiety and depression
- to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes
- about health risks and issues related to this, including cosmetic procedures
- how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it

## SPRING Yr11: Relationships

### OVERVIEW

*Pupils will be taught...*

- ❖ how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- ❖ how to recognise and manage emotions within a range of relationships
- ❖ how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
- ❖ about sexual relationships
- ❖ about parenthood and the consequences of teenage pregnancy
- ❖ about the concept of consent in a variety of contexts (including in sexual relationships)
- ❖ about managing loss including bereavement, separation and divorce
- ❖ about fertility
- ❖ how to identify and access appropriate advice and support.

## Spring 1 Yr 11

*Pupils will have the opportunity to learn...*

- strategies to manage strong emotions and feelings
- the characteristics and benefits of positive, strong, supportive, equal relationships
- that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other
- parenting skills and qualities and their central importance to family life (including the implications of young parenthood)
- to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.
- managing changes in personal relationships including the ending of relationships
- to develop an awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond
- about impact of domestic abuse (including sources of help and support) the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement
- how to access such organisations and other sources of information, advice and support

## Spring 2 Yr 11

*Pupils will have the opportunity to learn...*

- to consider different levels of intimacy and their consequences to acknowledge the right not to have intimate relationships until ready to understand what expectations might be of having a girl/boyfriend
- about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable)
- about contraception, including the condom and pill (see also 'Health') and the importance of communication and negotiation in contraceptive use
- about the concept of consent in relevant, age-appropriate contexts - how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity to recognise when others are using manipulation, persuasion or coercion and how to respond
- about the act of sexual intercourse, and intimate relations.
- about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk -spring
- how lifestyle choices affect a foetus
- about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)
- to manage unwanted attention in a variety of contexts (including harassment and stalking)

- to understand and respect others' faith and cultural expectations concerning relationships and sexual activity
- reinforcing and building on learning in Key Stage 3 to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)
- where and how to obtain health information, advice and support (including sexual health services)
- the reasons why parents choose to adopt/foster or to place children for adoption/fostering
- about abortion, including the current legal position and the range of beliefs and opinions about it the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support
- that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age about the options open to people who are not able to conceive the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)

## SUMMER Yr 11: Living in the Wider World

### OVERVIEW

*Pupils will be taught...*

- ❖ how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco;
- ❖ to respect equality and be a productive member of a diverse community
- ❖ to recognise the shared responsibility to protect the community from violent extremism
- ❖ how to develop employability, team working and leadership skills and develop flexibility and resilience
- ❖ how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.
- ❖ how to assess and manage risks to health and to stay, and keep others, safe

## Summer 1 Yr 11

*Pupils will have the opportunity to learn...*

- the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns the wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle
  - wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle
- to recognise the impact of drugs and alcohol on choices and sexual behaviour
  - about the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace
  - to think critically about extremism and intolerance in whatever forms they take (including the concept of 'shame' and 'honour based' violence)
  - to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety

## Summer 2 Yr 11

*Pupils will have the opportunity to learn...*

- to develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)
- to evaluate their own personal strengths and areas for development and to use this to inform goal setting
- how to maximise their chances when applying for education or employment opportunities
- recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms)
- to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices their consumer rights
- how to seek redress
- reducing risk and minimising harm in different settings (including social settings, during travel)