PSHE AT CROMPTON HOUSE - KS3 & KS4 2020+

<u>Year 7</u>

| Half-term / Core theme: | Specific learning: | Programme of study references: | Grid: | Page: |
|--------------------------------------|--|---|---|-------|
| Autumn 1 - Health & wellbeing | Transition to secondary school | H1, H2, H3, H4, H5, H19 | <u>A, B, C</u> | 10-12 |
| | | R1, R2, R3, R4, R6, R13, R29, R30, R34 | | |
| | | L2, L8, L9 | | |
| | Diet, exercise and how to make healthy choices | H13, H14, H15, H16, H17, H18, H23, H31, H32 | <u>D, E</u> | 13-15 |
| | | R6, R7, R30, R31 | | |
| Autumn 2 – Living in the wider world | Enterprise skills and introduction to careers | L9, L15, L16 | F, G | 16-17 |
| | Challenging career stereotypes and raising aspirations | L1, L2, L7, L9, L10, L12 | H1 | 18-19 |
| Spring 1 – Relationship | Diversity, prejudice and bullying including cyber bullying | H19, H20 | 7 <u>K</u> , <u>F</u> | 20-22 |
| | | R27, R28, R30, R35, R36 | | |
| | | L3, L4, L6, L7, L17 | | |
| | Managing on- and off-line friendships | R1, R3, R4, R5, R6, R7, R8, R11, R13, R28, R29 | <u>M</u> , <u>N</u> , <u>O</u> , <u>P</u> | 23-27 |
| Spring 2 – Health & wellbeing | The risks of alcohol, tobacco and other substances | H18, H20, H24, H25, H26, H27, H28, H29, H30, H31 R30, R31, R32 | Q, R, S | 28-30 |
| | Managing puberty and the issues of unwanted contact | H4, H5, H7, H8, H9, H10, H31 | <u>T, U, V</u> | 31-35 |
| | and FGM | L5, L6 | | |
| Summer 1 – Relationships | Self-esteem and romance | H12 | <u>w, x</u> | 36-37 |
| | | R1, R4, R5, R6, R7, R8, R13, R14, R15, R22, R23, | | |
| | | R25 | | |
| | Exploring family life | R1, R6, R8, R9, R10, R11, R17, R22, R25 | <u>Y</u> | 38 |
| Summer 2 – Living in the wider world | Making ethical financial decisions | L18, L20 | Z | 39 |
| | Saving, spending and budgeting our money | L18, L20 | AA | 40 |

NOTE: The grid and page numbers referred to relate to the PSHE Associations Programme of Study

| Autumn Term | | Spring Ter | m | Summer Term | | | |
|-------------|--|---|---|-------------|---|--|--|
| | | | | | | | |
| Week: | Lesson title | Week: | Lesson title | Week: | Lesson title | | |
| TOPIC: | Transition and Resilience (PRP) introduction | TOPIC: Pen | n Resilience Programme | TOPIC: | Puberty, unwanted contact and FGM | | |
| 1 | Transition – the differences | 16 | PRP 11 | 27 | Physical changes at puberty | | |
| 2 | Transition - managing friendships | 17 | PRP 12 | 28 | Emotional changes at puberty | | |
| 3 | Transition – managing peer influence | 18 | PRP 13 | 29 | Importance of hygiene at puberty | | |
| 4 | Penn Resilience Programme - Intro | 19 | PRP 14 | 30 | Media and reality | | |
| 5 | PRP1 – Self Talk | 20 | PRP 15 | 31 | Pant rule and consensual touching | | |
| 6 | PRP 2 – B's cause the C's, not A's | 21 | PRP 16 | 32 | FGM | | |
| 7 | PRP3 - | Half Term | | Half Term | | | |
| 8 | PRP 4 – looking for evidence | TOPIC: Diet, exercise and healthy choices alcohol and tobacco | | | TOPIC: diversity, prejudice and bullying. Managing on and offline friendships | | |
| | | | | | | | |
| | Half Term | 22 | Balanced diet | 33 | Diversity and my community | | |
| TOPIC: | Penn Resilience Programme | 23 | Risks of unhealthy choices | 34 | Rights and responsibilities | | |
| 9 | PRP 5 – File game | 24 | Link diet, exercise and mental health | 35 | Prejudice & discrimination (challenge of) | | |
| 10 | PRP 6 – Putting it into perspective | 25 | smoking | 36 | bullying | | |
| 11 | PRP 7 | 26 | Legal position on alcohol, tobacco and prescription drugs, risks, managing peer | 37 | What to do, how to help how to deal with | | |
| 12 | PRP 8 | | pressure – saying no. | 38 | Social networks, online friendships and cyber bullying. | | |
| 13 | PRP 9 | | | | | | |
| 14 | PRP 10 | Holidays | | | | | |
| 15 | | | | Holidays | | | |

Year 8

| Half-term / Core theme: | Specific learning: | Programme of study references: | Grid: | Page: |
|--------------------------------------|--|---|---------------------|-------|
| Autumn 1 - Health & wellbeing | First aid and personal safety, focusing on road safety | H20, H21, H22, H23 R30, R31 | <u>A</u> , <u>B</u> | 42-43 |
| | Alcohol and drug misuse and managing peer influence | H20, H24, H25, H26, H27, H28, H30, H31, H32 R30, R31, R32 | C, D, E | 45-47 |
| Autumn 2 – Living in the wider world | Rights and responsibilities in the community including challenging age and disability discrimination | L1, L3, L4, L5, L6, L7 | Ē | 48 |
| Spring 1 – Relationship | Tackling racism and religious discrimination, promoting human rights | H8, H20 R1, R3, R18, R19, R27, R28, R30, R31 L1, L3, L4, L5, L6, L7 | <u>G, H, I</u> | 49-52 |
| | Online safety and digital literacy | H2, H3, H5, H19, H21, H23 R6, R23, R30, R31, R35, R36, R37, R38 L17, L19 | T K | 53-55 |
| Spring 2 – Health & wellbeing | Mental health and emotional wellbeing, including body image | H1, H2, H3, H4, H5, H6, H13, H14, H15, H16, H17, H18, H19, H31 | L, M | 56-58 |
| | Managing change and loss | H4 R5, R12 | <u>N, O</u> | 59-61 |
| Summer 1 – Relationships | Introduction to sexuality and consent | H1 R1, R3, R4, R5, R6, R7, R8, R13, R14, R15, R16, R17, R18, R19, R20, R21, R22, R23, R25, R28, R29, R30, R31, R36, R37 L5 | P, Q | 62-65 |
| | Introduction to contraception including condom and the pill | H11, H12 R3, R5, R6, R14, R15, R17, R21, R22, R30 | <u>R</u> | 66-67 |
| Summer 2 – Living in the wider world | Evaluating value for money in services | L18, L20 | <u>s</u> | 68 |
| | Risks and consequences making financial decisions | L15, L16, L18, L19, L20 | Ī | 69 |

| YEAR 8 | PSHE | | | | | |
|--------|---|--|---|---|---|--|
| Autum | n Term | Sprir | ng Term | Sum | mer Term | |
| | T | | | | | |
| wk | Lesson title | wk | Lesson title | wk | Lesson title | |
| | TOPIC: Recap ABC's and PRP x3 Self Esteem and | | C: racism and religious discrimination, promoting | TOP | IC: (body image) Managing change and loss | |
| Roman | Romance , Exploring family life | | an rights, | | | |
| 1 | PRP ABC's | 16 | Common values. | 27 | Body image and self esteem | |
| 2 | PRP Y8 | 17 | Racism and institutional racism | 28 | Resilience, self-efficacy and perseverance, | |
| | | | | | learning from failure and mistakes | |
| 3 | PRP Y8 | 18 | Religious intolerance | 29 | Case study: worked hard, achieved goals, | |
| | | | | | re framed setbacks, perseverance. Setting | |
| | | | | | goals | |
| 4 | PRP Y8 | 19 | Impact of peer influence on tolerance and | 30 | Impacts of and ways to manage loss – | |
| | | | respect | | divorce, break up, loss of friend | |
| 5 | Positive qualities people bring to | 20 | Freedom of speech and the | 31 | bereavement | |
| | relationships | | responsibilities which come with it. | | | |
| 6 | Sexual attraction, intimacy and its | 21 | Constructive debate vs intolerance | 32 | ??? | |
| | consequences | | | | | |
| 7 | Features of positive and negative | 11-16 | - | Half | Term | |
| | relationships | нап | Term | | | |
| 8 | Role of parents and importance od | TOPIC: Online safety and digital literacy Mental | | TOPIC: Introduction to sexuality and consent | | |
| | stable relationships. | health, emotional wellbeing, | | Introduction to contraception (condom and the pill) | | |
| Н | alf Term | 22 | Managing online safety. | 33 | Positive reasons for wanting a partner | |
| TOPIC: | managing peer influence & First Aid | 23 | digital literacy | 34 | Sexual orientation, sexual development | |
| 9 | Risk, personal safety | 24 | Laws and responsibilities online | 35 | Myths about the 'norm' not everyone is | |
| | | | | | doing it | |
| 10 | Road safety | 25 | What is emotional and mental health? | 36 | Resisting pressure, being ready, dealing | |
| | , | | Why is it important? | | with feelings / having sex | |
| 11 | What to do in an emergency / 999 | | | 37 | Condoms and the contraceptive pill | |
| 12 | Basic first aid | 26 | Identifying unhelpful coping strategies | 38 | STI's / HIV – how can condoms help | |
| 13 | CPR | | | | | |
| 14 | Alcohol & smoking – norm = not | 1 | | l | | |
| 15 | Resisting peer/other pressure to | Holid | days | Holi | days | |
| | smoke/drink | | | | | |
| LL | 1 ' | | | | | |

<u>Year 9</u>

| Half-term / Core theme: | Specific learning: | Programme of study references: | Grid: | Page: |
|--------------------------------------|--|---|--------------------------------|---------|
| Autumn 1 - Health & wellbeing | Peer pressure, assertiveness and risk, gang crime | H1, H4, H19, H20, H27 R1, R3, R4, R6, R7, R8, R28, R29, R30, R31, R33, R34, R35 L1 | <u>A, B, C</u> | 71-76 |
| | Dieting, lifestyle balance and unhealthy coping strategies | H1, H2, H3, H4, H5, H6, H7, H13, H14, H15, H16, H17, H18, H19, H31 R6, R7, R30, R31 L1, L2 | <u>D, E, F, G</u> | 77-81 |
| Autumn 2 – Living in the wider world | Understanding careers and future aspirations | H1, H3 R2, R3 L1, L2, L7, L8, L9, L10, L11, L12, L13, L15 | <u>H, I</u> | 82-84 |
| | Identifying learning strengths and setting goals as part of the GCSE options process | H1, H3 L1, L2, L7, L8, L9, L10, L12, L13, L14 | Ī | 85 |
| Spring 1 – Relationship | Managing conflict at home and the dangers of running away from home | H4, H8, H20 R1, R4, R5, R6, R29, R31, R36 L1, L6 | <u>K, L</u> | 87-89 |
| | Tackling homophobia, transphobia and sexism | H7, H19 R24, 25, 26, 27, 28, 29, 30 L1, 3, 4, 5, 6, 7 | <u>M</u> , <u>N</u> , <u>O</u> | 90-93 |
| Spring 2 – Health & wellbeing | Managing peer pressure in relation to illicit substances | H1, H24, H25, H26, H27, H28, H30 R3, R30, R31, R32 | <u>P</u> | 94 |
| | Assessing the risks of drug and alcohol abuse and addiction | H2O, H24, H25, H26, H27, H28, H29, H3O, H31 R31, R32 | Q, <u>R</u> , <u>S</u> | 95-97 |
| Summer 1 – Relationships | Relationships and sex education including healthy relationships and consent | H1, H4 R1, R3, R4, R5, R6, R8, R13, R14, R15, R16, R17, R18, R19, R20, R24, R29, R30 L17 | <u>T, U</u> | 98-100 |
| | The risks of STIs, sexting and pornography | H4, H11, H12, H18, H19, H20, H31 R3, R5, R6, R7, R14, R15, R21, R22, R23, R28, R29, R35, R36, R37, R38 L17 | <u>v.w.x.y</u> | 101-106 |
| Summer 2 – Living in the wider world | Reflecting on learning skills development in key stage 3 | H1, H2 R1, R2, R3 L7, 15, 16, 17, 18 | <u>z</u> | 107 |
| | Planning and carrying out an enterprise project | H1, H2 R1, R2, R3 L7, 15, 16, 17, 18 | AA | 108 |

| YEA | YEAR 9 PSHE | | | | | | | |
|----------|--|--|------------|---------|--|--------------------|---|--|
| Aut | umn Te | erm | Spri | ng Terr | m | Sum | mmer Term | |
| wk | RAG | Lesson title | wk | | Lesson title | wk | | |
| crin | TOPIC: Peer pressure, assertiveness and risk, gang crime. Dieting, lifestyle balance and unhealthy | | | | essing the risks of drug and alcohol abuse and managing peer pressure | | PIC: RSE, healthy relationships and consent 's sexting and pornography | |
| | ing stra | | | ı | I.a | | | |
| 1 | | Managing changing friendships | 16 | | Drug taking – statistics vs teenage perception | 27 | Benefits of delaying sexual activity | |
| 2 | | Gangs and consequences | 17 | | Dealing with peer pressure to take drugs | 28 | consent | |
| 3 | | Gangs knife crime and joint enterprise | 18 | | Drugs, names, classification, law (supply, possession and trafficking) | 29 | consent | |
| 4 | | Balance – work, leisure and exercise | 19 | | Drug use and health | 30 | STI's | |
| 5 | | Healthy diet and lifestyle | 20 | | New psychoactive substances (formerly legal highs) | 31 | Condoms (use and preventing STI's) | |
| 6 | | Resilience and disappointment | 21 | | Assess and manage risks of using illegal drugs | 32 | Different contraception choices | |
| 7 | | Healthy coping strategies | Half | Term | | Half | f Term | |
| 8 | | Eating disorders and self harm | TOPIC: | | | TOPIC: RSE and PRP | | |
| | Half 1 | Term | 22 | | alcohol | 33 | Unprotected sex, consequences, Choices available following an unintended pregnancy, including termination | |
| TOF | PIC: Ma | naging conflict at home and the dangers | 23 | | Effects of long term alcohol and drug abuse | 34 | Pornography and its influence on | |
| of r | unning | away. Homophobia, transphobia & | | | – community and individual. | | relationships - sexting | |
| sexi | sm | | | | | | | |
| 9 | | Managing conflict with family | 24 | | Stereotypes of addict's vs reality. | 35 | Staying safe in online relationships | |
| 10 | | Risks of running away. | 25 | | Rachels story | 36 | PRP | |
| 11 | | Identity, protected characteristics & rights | 26 | | Importance of healthy relationships with sexual partners, | 37 | PRP | |
| 12 | | Sexism and stereotyping | | | | 38 | PRP | |
| 13 | 13 Transphobia 14 homophobia | | | | | | | |
| | | | - Holidays | | | Holidays | | |
| 14 15 | | Importance of Pride and LGBT history | Holid | davs | | Holi | lidavs | |

<u>Year 10</u>

| Half-term / Core theme: | Specific learning: | Programme of study references: | Grid: | Page: | | |
|--------------------------------------|--|---|---------------------|---------|--|--|
| Autumn 1 - Health & wellbeing | Transition to key stage 4 and developing study habits | H1, H2, H3 R29 | <u>A, B</u> | 110-112 | | |
| | Mental health and ill health, tackling stigma | L1, L10, L11, L12, L13 H1, H3, H4, H5, H6, H15 R1, R29 | C.D.E | 113-115 | | |
| Autumn 2 – Living in the wider world | Understanding the causes and effects of debt | H3 R1 L20, L21, L22 | E | 116 | | |
| | Understanding the risks associated with gambling | R29 L11, L20 | G | 117 | | |
| Spring 1 – Relationship | Tackling relationship myths and expectations | H1, H10 R1, R2, R5, R6, R8, R13, R14, R15, R17, R21, R29 | <u>H,1</u> | 119-121 | | |
| | Managing romantic relationship challenges including break ups | H6 R1, R5, R6, R7, R8, R9, R15, R16, R17, R18, R19, R21, R22, R29 | T K | 122-125 | | |
| Spring 2 – Health & wellbeing | Exploring the influence of role models | xploring the influence of role models H6, H7, H9, H14, H16, H17 R14, R18, R29 L6 | | | | |
| | Evaluating the social and emotional risks of drug use | H1, H7, H9, H14, H15, H16, H17 R7, R16, R18, R29 | <u>M, N O</u> | 127-129 | | |
| Summer 1 – Relationships | Understanding different families and learning parenting skills | H8 R1, R2, R3, R4, R5, R6, R8, R20, R22, R23, R24, R25, R26, R27, R28 | P.Q.R | 130-133 | | |
| | Managing change, grief and bereavement | H3, H6 R1, R3, R5, R6, R10, R11, R12, R28, R29 | <u>s</u> | 134 | | |
| Summer 2 – Living in the wider world | Preparation for work experience | H12, H13, H14 L1, L2, L8, L9, L10, L11, L12, L13, L14, L15, L16, L17, L18 | T n' A | 135-137 | | |
| | Evaluation of work experience and readiness for work | H1, H2 L1, L2, L8, L10, L11, L12, L13, L14, L15, L16, L17, L18, L19 | <u>w</u> , <u>x</u> | 138-139 | | |

Health and Wellbeing

| YEA | YEAR 10 PSHE | | | | | | | |
|-----|---|--|---|-------|--|--|--|--|
| Aut | tumn Term | Sprir | ng Term | Sum | mer Term | | | |
| | | | | | | | | |
| wk | Lesson title | wk | Lesson title | wk | Lesson title | | | |
| TOP | PIC: transition to KS4 and developing study | TOPI | C: Managing the end of relationships & PRP lessons | TOP | IC: Understanding different families and learning | | | |
| hab | habits. Mental health – tackling stigma | | | pare | nting skills. | | | |
| 1 | Growth mindset | 16 | How to resolve relationship conflicts | 27 | Changes to family unit (and reasons why) | | | |
| 2 | Growth mindset | 17 | Dealing with relationship breakdowns (emotional response) | 28 | Commitment vs marriage – what's important in a family. | | | |
| 3 | Mental illness – the stereotypes | 18 | Revenge porn | 29 | Responsibilities of parenthood | | | |
| 4 | Importance on mental health | 19 | PRP | 30 | Parenting skills – impact of them on families | | | |
| 5 | Mental health spectrum | 20 | PRP | 31 | Options following unplanned pregnancy | | | |
| 6 | How to recognise mental ill-health | 21 | PRP | 32 | Making a choice about abortion. | | | |
| 7 | Strategies to support & treatment | Half Term | | | Half Term | | | |
| 8 | Impact if lifestyle choices on mental | TOPIC: exploring the influence of role models Evaluating the social and emotional risks of drug use | | | TOPIC: Managing change, grief & bereavement | | | |
| | health - | | | | | | | |
| | Half Term | 22 | What makes a good role model | 33 | Effects of family breakdowns – how do I feel? | | | |
| TOP | PIC: relationship myths and expectations. | 23 | Importance of role models on health- | 34 | Coping with loss and bereavement – where | | | |
| Mar | naging romantic relationship challenges | | related behaviour | | can I get help and support? | | | |
| 9 | Sex myths and misconceptions | 24 | Personal values on drugs and alcohol | 35 | ??? extremism? | | | |
| 10 | Pornography and sex myths | 25 | Media's influence on drug and alcohol use | 36 | ??? | | | |
| 11 | Asexual, abstinent, celibate, committed relationships (sexual and non-sexual) | 26 | Impact of drug taking on individuals and the wider community. Inc managing risk | 37 | ??? | | | |
| 12 | How to manage change in relationships (skills – compromise, assertiveness and negotiation.) | | | 38 | ??? | | | |
| 13 | Coercive and exploitive relationships | | | | | | | |
| 14 | Consent – capacity, choice, freedom | Holid | lavs | Holi | davs | | | |
| 15 | Why it's wrong to victim blame | TION | auyo — — — — — — — — — — — — — — — — — — — | 11011 | ии у э | | | |
| | | | | | | | | |

<u>Year 11</u>

| Half-term / Core theme: | Specific learning: | Programme of study references: | Grid: | Page: |
|--------------------------------------|---|--|---------------------|---------|
| Autumn 1 - Health & wellbeing | Promoting self-esteem and coping with stress | H1, H2, H3, H4, H5, H6 | <u>A</u> , <u>B</u> | 141-142 |
| | | R1, R2, R29 | | |
| | | L1, L10 | | |
| | Learning and revision skills to maximise potential | H2 | C, D | 143-144 |
| | | L1, L10, L11, L12 | | |
| Autumn 2 – Living in the wider world | Understanding the college application process and plans | H1, H2 | E, F | 145-146 |
| | beyond school | L1, L10, L11, L13, L19 | | |
| | Skills for employment and career progression | H12, H14, H17 | G, H, I | 147-149 |
| | | L10, L11, L13, L14, L15, L17, L19 | | |
| Spring 1 – Relationship | Personal values and assertive communication in | H6, H14 | J' K | 150-153 |
| | relationships | R1, R2, R3, R5, R6, R7, R8, R13, R14, R15, R16, R17, R19, R20, | | |
| | | R21, R22, R29 | | |
| | | L7, L8, L9 | | |
| | Tackling domestic abuse and forced marriage | H1, H3, H6, H14 | L, M | 154-157 |
| | | R1, R3, R5, R6, R7, R8, R9, R10, R11, R12, R15, R16, R17, R18, | | |
| | | R20, R29 | | |
| | | L2, L3, L7 | | |
| Spring 2 – Health & wellbeing | Health and safety in independent contexts | H7, H12, H13, H14, H17 | N, O | 158-159 |
| | | R2, R29 | | |
| | | L21 | | |
| | Taking responsibility for health choices | H1, H3, H5, H6, H7, H8, H9, H10, H11, H13, H15, H16, H18 | P, Q, R, S, T | 160-165 |
| | | R14, R17, R22, R26, R27, R29 | | |
| Summer 1 – Relationships | British values, human rights and community cohesion | H2 | <u>u, v</u> | 166-168 |
| | | R1, R2, R16, R20, R29 | | |
| | | L2, L3, L4, L5, L6, L7 | | |
| | Challenging extremism and radicalisation | H2, H14, H29 | w | 169 |
| | | R1, R16 | | |
| | | L2, L3, L4, L5, L6, L7 | | |

| YEA | YEAR 11 PSHE | | | | | | | | |
|-----|--|---|---------|---|------|----------|--|--|--|
| Aut | umn Term | Sprii | ng Tern | n | Sum | mer Tei | rm | | |
| wk | Lesson title | wk | | Lesson title | wk | | Lesson title | | |
| | COPIC: Promoting Self-esteem, dealing with stress, PRP, revision skills to maximise potential | | іс: неа | Ith and Safety in independent contacts. | | revision | ersity, cohesion, extremism, radicalisation n | | |
| 1 | The impact of self esteem | 16 | | Benefits of independent experiences | 27 | | Extremism and radicalisation | | |
| 2 | PRP | 17 | | How to minimise risk, exit strategies | 28 | | How extremist groups operate & how to resist | | |
| 3 | PRP | 18 | | How to overcome things stopping you seeking help | 29 | | Planning my revision | | |
| 4 | PRP | 19 | | Emergency first aid | 30 | | Are my revision techniques working? | | |
| 5 | Coping with stress | 20 | | When to call 999/111/101 – abuse of 999 | 31 | | | | |
| 6 | SMART targets | 21 | | Lifestyle choices & health consequences | 32 | | | | |
| 7 | Revision techniques and strategies | Half Term | | Half Term | | | | | |
| 8 | Planning mock revision | TOPIC: Taking responsibility for health choices. | | TOPIC: | | | | | |
| | Half Term | 22 | | Support for giving up harmful substances | 33 | | | | |
| TOP | IC: Personal values and assertive | 23 | | Self-examination and vaccination | 34 | | | | |
| | munication in relationships | | | | | | | | |
| Don | nestic abuse and forced marriage | | | | | | | | |
| 9 | Sexual attraction – diversity and change | 24 | | Independent access to health services | 35 | | | | |
| 10 | Boundaries and communication in relationships | 25 | | Risks of cosmetic and aesthetic alterations to your body. | 36 | | | | |
| 11 | Online attention – trolling, harassment, stalking. | 26 | | Diversity – how can offensive behaviour be challenged? | 37 | | | | |
| 12 | Abuse, who are the victims? What are the warning signs | | | | 38 | | | | |
| 13 | Support for people in unhealthy relationships | | | | | | | | |
| 14 | 'Honour' based violence | Holid | days | | Holi | days | | | |
| 15 | Forced marriage and support | | | | | | | | |
| | | | | | | | | | |