## SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

|         | Autumn 1                      | Autumn 2                          | Spring 1                     | Spring 2                     | Summer 1                   | Summer 2                     |
|---------|-------------------------------|-----------------------------------|------------------------------|------------------------------|----------------------------|------------------------------|
|         | Health & wellbeing            | Living in the wider world         | Relationships                | Health & wellbeing           | Relationships              | Living in the wider world    |
| Year 7  | Transition and safety         | Developing skills and aspirations | Diversity                    | Health and puberty           | Building relationships     | Financial decision making    |
|         | Transition to secondary       | _                                 | Diversity, prejudice, and    | Healthy routines, influences | Self-worth, romance and    | Saving, borrowing,           |
|         | school and personal safety    | Careers, teamwork and             | bullying                     | on health, puberty,          | friendships (including     | budgeting and making         |
|         | in and outside school,        | enterprise skills, and raising    |                              | unwanted contact.            | online) and relationship   | financial choices            |
|         | including first aid           | aspirations                       |                              |                              | boundaries                 |                              |
| Year 8  | Drugs and alcohol             | Community and careers             | Discrimination               | Emotional wellbeing          | Identity and relationships | Digital literacy             |
|         | Alcohol and drug misuse       | Equality of opportunity in        | Discrimination in all its    | Mental health and            | Gender identity,           | Online safety, digital       |
|         | and pressures relating to     | careers and life choices, and     | forms, including racism,     | emotional wellbeing,         | sexual orientation,        | literacy, media reliability, |
|         | drug use                      | different types and patterns      | religious discrimination,    | including body image and     | consent, 'sexting', and    | and gambling hooks           |
|         |                               | of work                           | disability, discrimination,  | coping strategies            | an introduction to         |                              |
|         |                               |                                   | sexism, homophobia,          |                              | contraception              |                              |
|         |                               |                                   | biphobia and transphobia     |                              |                            |                              |
| Year 9  | Peer influence, substance     | Setting goals                     | Respectful relationships     | Healthy lifestyle            | Intimate relationships     | Employability skills         |
|         | use and gangs                 | Learning strengths, career        | Families and parenting,      | Diet, exercise, lifestyle    | Relationships and sex      | Employability and online     |
|         | Healthy and unhealthy         | options and goal setting as       | healthy relationships,       | balance and healthy choices, | education including        | presence                     |
|         | friendships, assertiveness,   | part of the GCSE options          | conflict resolution, and     | and first aid                | consent, contraception,    |                              |
|         | substance misuse, and gang    | process                           | relationship changes         |                              | the risks of STIs, and     |                              |
|         | exploitation                  |                                   |                              |                              | attitudes to pornography   |                              |
|         | Mental health                 | Financial decision making         | Healthy relationships        | Exploring influence          | Addressing extremism and   | Work experience              |
| Year 10 | Mental health and ill health, | The impact of financial           | Relationships and sex        | The influence and impact     | radicalisation             | Preparation for and          |
|         | stigma, safeguarding health,  | decisions, debt, gambling         | expectations including the   | of drugs, gangs, role models | Communities, belonging     | evaluation of work           |
|         | including during periods of   | and the impact of                 | impact of the media and      | and the media                | and challenging extremism  | experience and readiness     |
|         | transition or change          | advertising on financial          | pornography                  |                              |                            | for work                     |
|         |                               | choices                           |                              |                              |                            |                              |
| Year 11 | Building for the future       | Next steps                        | Communication in             | Independence                 | Families                   |                              |
|         | Self-efficacy, stress         | Application processes, and        | relationships                | Responsible health choices,  | Different families and     |                              |
|         | management, and future        | skills for further education,     | Personal values, assertive   | and safety in independent    | parental responsibilities, |                              |
|         | opportunities                 | employment and career             | communication (including     | contexts                     | pregnancy, marriage        |                              |
|         |                               | progression                       | in relation to contraception |                              | and forced marriage and    |                              |
|         |                               |                                   | and sexual health),          |                              | changing relationships     |                              |
|         |                               |                                   | relationship challenges and  |                              |                            |                              |
|         |                               |                                   | abuse                        |                              |                            |                              |