

SUBJECT PSHE/ RSE/ Citizenship

	Autumn Term 1- Health and Wellbeing Living in the wider world	Autumn Term 2- Living in the Wider World	Spring Term 1- Relationships	Spring Term 2- Health and Wellbeing Relationships	Summer Term 1- Relationships and Living in the Wider World	Summer Term 2- Living in the Wider World
Key concepts	Identify their	What is a job	Explain how they	Clarify personal	Reinforce the	Discuss their
	strengths, positive	interview? How	would define	values about the	different types of	expectations of
	qualities and	do you prepare	'romance' and	acceptability of	contraception,	work experience;
	areas for	for a job interview	'love'; explain the	drug and alcohol	Define the terms	recognise the
	development,	in order to get the	differences	use; identify and	abortion and	possible benefits
	recognising this	job? How do you	between	evaluate	teenage	to them of having
	process as an	write a CV and a	asexuality,	examples of drug	pregnancy,	a good work
	important life skill;	covering letter?	abstinence and	and alcohol use	recognise that	experience
	use this	Pupils have the	celibacy; explain	being glamorised	choices following	placement;
	assessment to	opportunity to	the importance of	or exaggerated in	an unplanned	identify and
	build self-esteem	write up a CV and	commitment in a	the media and	pregnancy are	reflect on their
	and confidence;	a covering letter.	relationship;	challenge the	never easy;	concerns
	reflect on their	What is diversity	explain ways to	messages	evaluate stigma	regarding work
	successes in key	and mutual	build new	promoted be	relating to	experience;
	stage 3 and	respect? Why is it	relationships;	them; explain	teenage	identify and
	explain how to	important? How	describe how to	reasons why the	pregnancy and	weigh up the
	build on these in	do we achieve it?	demonstrate	media may give	associated	benefits and
	key stage 4;	What are human	affection and	an unrealistic	choices; explain	challenges of a

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explain way	s to rights and	respect for others,	representation of	the importance of	range of work
manage	international	including asking	drug and alcohol	seeking help and	experience
increasingly	laws? Why were	someone to be	use; compare	advice quickly in	placements; set
pressured	they created,	their partner;	media	the event of an	goals they would
scenarios, a	idapt what are the	describe how	representation	unintended	like to achieve
in difficult	lasting benefits?	relationships	with statistics	pregnancy;	during work
circumstanc	es What are still the	change as we	about social	identify sources	experience;
and reframe	concerns?	develop; explain	norms explain	of impartial	identify the skills
disappointm	ents; Why is diversity	ways to	how media	advice and	they would like to
demonstrate	e and mutual	successfully	representations	support and	or expect to
increased	respect	manage the	may influence	describe ways to	develop during
confidence i	in their important? How	evolution of	people's choices	access help;	the placement;
ability to	do we get it?	relationships over	about drug and	evaluate the role	understand the
persevere, t	be What is free	time; consider the	alcohol use;	of a partner in	school's
adaptable a	nd be press? How is it	challenges raised	describe or	making decisions	expectations
resilient in d	lifficult important? What	by long distance	demonstrate	regarding the	regarding
situations;	is extremism?	relationships;	strategies for	best option	documentation
assess the	How do we	describe and	managing this	following a	before, during
difference	reduce it?	demonstrate the	influence;	pregnancy;	and after work
between		importance of	challenge	explain the legal	experience, e. g.
challenges v	which	skills of	stereotypes	status of abortion	application forms,
are worthwh	-	compromise,	relating to young	in the UK,	learner's record
and those w		assertiveness and	people's use of	including time	book/diary;
are not; giv		negotiation in	drugs and	limits and	complete all
accurate an		relationships.	alcohol; identify	accepted	necessary
constructive		describe the	messages in a	reasons; explain	documentation
feedback to		features of a	range of	alternative ethical	required before
others; use		coercive or	campaign	opinions about	work experience.
others' prais	se and	exploitative	materials about	abortion,	





criticism	relat	tionship,	the dangers of	including the	identify a range of
constructively,	inclu	uding the	drug and alcohol	terms pro-life and	skills and
reflect on their	proc	cess of	use; evaluate the	pro-choice;	attributes
thoughts, feelings	groo	oming; explain	effectiveness of	explain the	demonstrated by
and concerns	wha	at choice,	campaign	physical and	an effective
about starting key	free	dom, and	materials warning	emotional	employee;
stage 4.	capa	acity to	against drug and	consequences of	describe the
demonstrate	cons	sent mean;	alcohol use.	choosing to have	expectations an
learning skills	disc	cuss legal and	explain the	an abortion.	employer will
such as how to	mor	al issues	potential health	Role models and	have of them
prioritise	relat	ted to consent	risks of different	the importance of	during work
workload,	in in	ncreasingly	methods of drug	role models, the	experience;
establish early	com	nplex	use; explain that	benefits that they	recognise the
revision routines,	situa	ations;	drug users are at	can being in	part they need to
seek advice etc.	und	erstand that	greater risk of	helping people,	play in achieving
identify common	cons	sent should	contracting HIV	Income and	their outcomes
causes of worry	neve	er be	and other blood-	expenditure	for work
for people moving	assu	umed and	borne diseases;	focusing on debt	experience;
into key stage 4;	shou	uld never be	recognise that	and the impact of	identify the
explain what	trea	ited as a 'one-	some drugs can	getting into debt	factors that might
sources of	off';	understand	do irreversible	and the bigger	lead to making a
support are		if someone	physical damage;	impact on	good impression
available at	does	s not have the	describe the	gambling and	during work
school, how to	free	dom or	wider impacts on	what the	experience; plan
access them and	capa	acity to agree	society of drug	repercussions are	changes they
how to recognise	by c	choice, no one	addiction,	of it, insurance	intend to make to
when they need	has	the right to	including the	and what it is and	their personal
support;	assu	ume they are	pressure on	how it works,	organisation and
understand the	cons	senting;	hospitals, police	pensions and	presentation prior





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importance of	understand that it	and other public	how they work	to, and during,
mental and	is not the victim's	services;	and help people	work experience;
emotional health	fault or	understand the	later in life.	demonstrate
to people's overall	responsibility if	individual impacts		variation in
wellbeing;	someone	of drug taking,	Fous on money	communication
explain the link	mistakenly	including	skils and help	tone and style
between mental	assumes consent	reputation,	pupils to	dependent on the
and physical	to do something;	criminal record,	understand what	audience,
health and	evaluate why	employment	debt is and how it	situation and
wellbeing;	victim blaming	opportunities etc.	can be managed	purpose of the
suggest how to	occurs and why it	describe	so that people do	communication;
support their	is wrong;	scenarios where	not get into that	express
friends and	understand that	young people	situation.	increased
promote their	seeking to make	might be likely to	Gambling is	confidence in
friends' wellbeing;	someone more	try drugs and	discussed and	their ability to
develop strategies	vulnerable or	explain why these	what it means	manage
for managing their	misleading	situations may be	and the dangers	disappointments
own and others'	someone to elicit	dangerous;	behind it.	and setbacks;
worries.	trust is wrong, and	identify the	Pensions and	suggest ways to
Identify	can be a very	factors that may	their importance	approach difficult
stereotypes and	serious offence;	influence a	and what they	situations during
misinformation	justify their	person's decision	mean and how	work experience,
relating to mental	assessment of	to take drugs	they are	including how to
ill-health; reflect	when to get help	(e.g. alcohol,	calculated.	get help whilst on
on why these	in difficult	peer pressure,		placement
stereotypes exist	relationships,	etc.); explain how		explain what they
and where they	including those	different drugs		should do if they
come from;	where a person	affect the brain		are ill, late or
explain how these	has promised not	and body; explain		unhappy during





L etc		to tall anyona:	how chemical	work ovporionoo:
	ereotypes can further	to tell anyone;		work experience;
		identify support	differences in the	understand why
	maging to	services for	brain can affect	they might be
	ople who have	people who have	decision-making	asked to do
	nental illness;	experienced	and mood;	basic, repetitive
	plain what	exploitation or	identify examples	or mundane tasks
	gma means	rape.	of dangerous	whilst on work
and	d its impact on	identify common	behaviours young	experience;
pe	ople's	reasons why	people under the	explain whom
pe	rception of	relationships end	influence of drugs	they should ask
me	ental health;	and key warning	may become	for help, whom to
ex	plain why some	signs that	involved in;	tell and what to
pe	ople may find	relationships are	explain why	do if they make a
dis	cussing mental	under strain;	everyday	mistake; describe
l ill-ł	health difficult;	suggest	behaviours may	health and safety
de	scribe and	techniques to	become more	laws and the law
de	monstrate ways	avoid or resolve	dangerous when	relating to young
to	challenge	relationship	under the	people in the
	gma concerning	conflicts;	influence of	workplace;
	ental ill-health;	demonstrate ways	drugs.	recognise their
ext	plain why it is	to make amends	The impact of	responsibilities
	portant to	when things go	bereavement and	and those of the
	allenge stigma	wrong; assess	loss and how to	school and
	d stereotypes	when and how a	deal with this as	employer during
	relation to	person should	well as where to	work experience;
	ental ill-health.	walk away from a	go for help.	explain how and
-	plain that there	relationship or	First aid including	why risk
	a spectrum of	situation; describe	CPR, bleeding,	assessments are
	ental health and	the emotions		carried out in the
ПС				





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	ill-health and that	involved in the	shock and chest	workplace;
	the status of their	breakdown of	pain.	identify potentially
	mental wellbeing	intimate		inappropriate or
	is likely to change	relationships and		unsafe
	throughout their	identify ways to		expectations
	lives, often in	manage these		during work
	response to	strong and often		experience;
	external events;	negative		identify laws that
	recognise	emotions;		are in place to
l	different types of	describe and		protect worker's
	mental ill-health	demonstrate		rights, including
	including mood,	strategies to		the right to equal
	anxiety & eating	manage the		pay and
	disorders;	break-up of		protection from
	recognise when	relationships in a		discrimination
	they or someone	positive way;		is meant by a
	else are showing	identify negative		'personal brand'
	signs of emotional	responses to		and 'online
	or mental ill-	relationship		reputation';
	health; describe	breakdown and		explain why it is
	strategies for	how these can be		important to
	supporting	harmful to both		maintain a
	someone who has	themselves and		positive image on
	a mental illness;	others; explain		social media
	analyse the short	how to manage		especially when
	and long-term	negative		communicating
	effects of different	responses to		with potential
	lifestyle choices	relationship		employers or
	on emotional and	breakdown (e.g.		clients; identify





their work

holidays.

mental health	revenge porn,	risks in posting
(including drugs,	impact on wider	something online
alcohol, lack of	friendship group	that they would
sleep);	etc.).	not want an
understand the	Sexting and the	employer to see;
effects of	implications	understand that
emotional or		what they share
mental ill-health		on social media
on those close to		now may affect
the individual		their employment
affected; describe		opportunities in
the range of		the future;
support and		evaluate the
treatment		importance of
available for those		maintaining a
with emotional or		positive online
mental health		reputation, with
problems,		reference to
including how		examples.
best to access		understand the
local services.		concept of
Work experience		positive and
introduction and		negative risk in
research sessions		relation to
in order to find a		learning and work
suitable work		and give
experience during		examples;
the half term		identify whether



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	experience met
	or did not meet
	their
	expectations;
	identify and
	reflect on their
	conduct during
	work experience;
	plan changes
	they intend to
	make to their
	personal
	organisation and
	presentation as a
	result of their
	work experience;
	evaluate what
	they have learnt
	and the skills they
	have developed
	during their work
	experience;
	recognise how
	these skills,
	experience and
	knowledge will
	enhance their
	employability and
	career identity in



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						the future; analyse the ways in which work experience has influenced their career plans,
						their approach to learning and their behaviour. Work ethic- what it means and why it is important.
						Health and safety in the work place and the importance of it What are our rights and
						responsibilities in the work place?
Themes	Self confidence Resilience Skills Wellbeing Worry Support available	Job interview CV and Cover letters Human rights and international law Diversity and	Romance and love Pornography Commitment Respect Consent	Drug and alcohol use Health risks of drug use Impact of drugs Dangerous	Teenage pregnancy Abortion Role models Income and expenditure	Work experience Online reputation Work ethic Health and safety Rights and responsibility in
	Metal health Stereotypes	mutual respect Free press Extremism	Break ups Grooming Sexting	Binge drinking Bereavement and loss	Debt Gambling	the work place





	Strategies to support mental illness Stigma Personal development and targets Work experience			First aid- CPR and bleeding/ chest pain/ shock	Insurance and pensions	
Challenge	All class tasks	All class tasks	All class tasks	All class tasks	All class tasks	All class tasks
	and resources are	and resources are	and resources are	and resources	and resources	and resources
	differentiated by	differentiated by	differentiated by	are differentiated	are differentiated	are differentiated
	challenge and	challenge and	challenge and	by challenge and	by challenge and	by challenge and
	levels of	levels of	levels of	levels of	levels of	levels of
	challenge for the	challenge for the	challenge for the	challenge for the	challenge for the	challenge for the
	tasks e.g.	tasks e.g.	tasks e.g.	tasks e.g.	tasks e.g.	tasks e.g.
	challenge, mega	challenge, mega	challenge, mega	challenge, mega	challenge, mega	challenge, mega
	challenging, more	challenging, more	challenging, more	challenging, more	challenging, more	challenging, more
	challenging.	challenging.	challenging.	challenging.	challenging.	challenging.
Support	All class tasks	All class tasks	All class tasks	All class tasks	All class tasks	All class tasks
	and resources are	and resources are	and resources are	and resources	and resources	and resources
	differentiated by	differentiated by	differentiated by	are differentiated	are differentiated	are differentiated
	challenge and	challenge and	challenge and	by challenge and	by challenge and	by challenge and
	levels of	levels of	levels of	levels of	levels of	levels of
	challenge for the	challenge for the	challenge for the	challenge for the	challenge for the	challenge for the
	tasks e.g.	tasks e.g.	tasks e.g.	tasks e.g.	tasks e.g.	tasks e.g.
	challenge, mega	challenge, mega	challenge, mega	challenge, mega	challenge, mega	challenge, mega





	challenging, more	challenging, more	challenging, more	challenging, more	challenging, more	challenging, more
	challenging.	challenging.	challenging.	challenging.	challenging.	challenging.
Literacy focus	Discussion	Discussion	Discussion	Discussion	Discussion	Discussion
	Written tasks	Written tasks	Written tasks	Written tasks	Written tasks	Written tasks
	Reading tasks	Reading tasks	Reading tasks	Reading tasks	Reading tasks	Reading tasks
Numeracy focus					Gambling and	
					debt	
					Income and	
					expenditure	
Cross-curricular	Science, PE	Maths, ICT	ICT, science,	Science	Moral, spiritual,	MBVs
links			citizenship		cultural	
SMSC & MBV	Spiritual	Social and moral	Moral and spiritual	Morals and social		
		MBVS				
ASSESSMENTS	BASE LINE	BASE LINE	BASE LINE	BASE LINE	BASE LINE	BASE LINE
	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
	Quiz at the start	Quiz at the start	Quiz at the start of	Quiz at the start	Quiz at the start	Quiz at the start
	of the topic, which	of the topic, which	the topic, which is	of the topic, which	of the topic, which	of the topic,
	is reviewed at the	is reviewed at the	reviewed at the	is reviewed at the	is reviewed at the	which is reviewed
	end of the topic.	end of the topic.	end of the topic.	end of the topic.	end of the topic.	at the end of the
						topic.
	At the start of the	At the start of the	At the start of the	At the start of the	At the start of the	
	topic pupils can	topic pupils can	topic pupils can	topic pupils can	topic pupils can	At the start of the
	mind map, draw	mind map, draw	mind map, draw	mind map, draw	mind map, draw	topic pupils can
	and write their	and write their	and write their	and write their	and write their	mind map, draw
	level of	level of	level of	level of	level of	and write their
	confidence/	confidence/	confidence/	confidence/	confidence/	level of
	knowledge on a	knowledge on a	knowledge on a	knowledge on a	knowledge on a	confidence/
	scale. Pupils then	scale. Pupils then	scale. Pupils then	scale. Pupils then	scale. Pupils then	knowledge on a





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at ti top	me back to this the end of a bic to assess bir learning.	come back to this at the end of a topic to assess their learning.	come back to this at the end of a topic to assess their learning.	come back to this at the end of a topic to assess their learning.	come back to this at the end of a topic to assess their learning.	scale. Pupils then come back to this at the end of a topic to assess their learning.
FO This gau und and This buil bas ass stru	OR LEARNING is will help to uge derstanding d learning. is can include ilding on the seline sessment and	ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.	ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.	ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.	ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.	ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.
topi self follo que Wh info	bic pupils to f-assess the lowing estions- nat new pormation have I	At the end of the topic pupils to self-assess the following questions- What new information have I learnt?	At the end of the topic pupils to self-assess the following questions- What new information have I learnt?	At the end of the topic pupils to self-assess the following questions- What new information have I learnt?	At the end of the topic pupils to self-assess the following questions- What new information have I learnt?	At the end of the topic pupils to self-assess the following questions- What new information have I learnt?





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| What do I now |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| think and believe? | think and believe? | think and believe? | think and | think and | think and |
| Has listening to | Has listening to | Has listening to | believe? | believe? | believe? |
| the views of | the views of | the views of | Has listening to | Has listening to | Has listening to |
| others changed | others changed | others changed | the views of | the views of | the views of |
| my views and/ or | my views and/ or | my views and/ or | others changed | others changed | others changed |
| beliefs? | beliefs? | beliefs? | my views and/ or | my views and/ or | my views and/ or |
| Did it help me | Did it help me | Did it help me | beliefs? | beliefs? | beliefs? |
| confirm what I | confirm what I | confirm what I | Did it help me | Did it help me | • Did it help me |
| really believe? | really believe? | really believe? | confirm what I | confirm what I | confirm what I |
| • Did I learn | • Did I learn | • Did I learn | really believe? | really believe? | really believe? |
| anything I did not | anything I did not | anything I did not | • Did I learn | • Did I learn | • Did I learn |
| expect to? • How | expect to? • How | expect to? • How | anything I did not | anything I did not | anything I did not |
| will it change my | will it change my | will it change my | expect to? • How | expect to? • How | expect to? • How |
| behaviour in the | behaviour in the | behaviour in the | will it change my | will it change my | will it change my |
| future? • What do | future? • What do | future? • What do | behaviour in the | behaviour in the | behaviour in the |
| I know already? | I know already? | I know already? | future? • What do | future? • What do | future? • What do |
| How did I feel | How did I feel | How did I feel | I know already? | I know already? | I know already? |
| about what I | about what I | about what I | How did I feel | How did I feel | How did I feel |
| found out? | found out? | found out? | about what I | about what I | about what I |
| What feelings | What feelings | What feelings | found out? | found out? | found out? |
| did I have during | did I have during | did I have during | What feelings | What feelings | What feelings |
| the session? • | the session? • | the session? • | did I have during | did I have during | did I have during |
| What do I now | What do I now | What do I now | the session? • | the session? • | the session? • |
| need to learn? | need to learn? | need to learn? | What do I now | What do I now | What do I now |
| Is there anyone | Is there anyone | Is there anyone | need to learn? | need to learn? | need to learn? |
| else I need to talk | else I need to talk | else I need to talk | Is there anyone | Is there anyone | Is there anyone |
| to about this? | to about this? | to about this? | else I need to talk | else I need to talk | else I need to talk |
| | | | to about this? | to about this? | to about this? |





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SORJECT ASHE	/ KSE/	Citizensnip	YEAR

	Other examples include producing	Other examples include producing	Other examples include producing	Other examples	Other examples	Other examples
	leaflets, presentations.	leaflets, presentations.	leaflets, presentations.	include producing leaflets, presentations.	include producing leaflets, presentations.	include producing leaflets, presentations.
	Self-assessment	Self-assessment	Self-assessment	•		•
	at the end of a topic to highlight areas which need	at the end of a topic to highlight areas which need	at the end of a topic to highlight areas which need	Self-assessment at the end of a topic to highlight	Self-assessment at the end of a topic to highlight	Self-assessment at the end of a topic to highlight
	further guidance.	further guidance.	further guidance.	areas which need further guidance.	areas which need further guidance.	areas which need further guidance.
Out of school learning						

