



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- Living in the wider world Health and Wellbeing	Summer Term 1- Living in the Wider World
Key concepts	Evaluate how	Identify the	Identify their own	Extremism and	Examining the
	mood and self-	research they	core values in	radicalisation- what	best ways to
	esteem can be	need to do into	relation to	it is and how groups	save money and
	affected by the	the qualifications	intimate	can encourage	the importance of
	judgment of	or experience	relationships and	young people to get	saving money for
	others; evaluate	necessary for the	sexuality;	involved and why,	life.
	when it is more or	careers they are	recognise that	what the	Explaining what
	less important to	interested in;	there is diversity	implications may be	pensions are,
	listen to the	demonstrate	in sexual	Explain why	how they work
	judgement of	awareness of the	attraction and	independent	and how people
	others; reject	timeline for the	developing	experiences (e.g.	can access
	stereotypes which	application	sexuality and	commuting,	them.
	might limit	process; identify	explain how	holidays, musical	What debt is and
	aspirations and	questions to ask	people's	festivals) can be	how it can be
	career ambitions	when meeting	sexuality can	positive risk taking	managed.
	through discussion	with local Sixth	develop over	experiences; identify	Identifying,
	and conduct;	Form and college	time; describe	the potential	planning and
	explain the	representatives;	the difference	negative risks a	completing an





worked hard to

explain what is

meant by stress

common to many

people at different

achieve their

and that it is

goals.

they are;

skills and

evaluate the

qualities they

have that make

that they would

them employable

and identify those

importance of	understand the	between gender	young person might	action to improve
balancing being	school's	identity, gender	encounter while	the community.
ambitious with	procedures for	expression and	enjoying new	
having unrealistic	developing	sexual	experiences	
expectations;	individuals'	orientation;	independently;	
explain how	references;	identify personal	describe how to	
positive self-	demonstrate	boundaries in	prepare for new	
esteem and self-	understanding of	relationships and	independent	
belief can support	the application	how to	experiences to	
perseverance and	process relating	communicate	minimise risk;	
resilience in the	to their preferred	these to a	explain how to	
face of difficulties;	options (Sixth	partner in	recognise situations	
express increased	Form, local	increasingly	that may become	
confidence in their	college,	nuanced	dangerous and	
ability to improve	apprenticeships,	scenarios;	when and how to	
self-esteem and	in work training	explain the	exit these situations;	
self-belief using	etc.)	importance of	describe how to	
learnt strategies;	analyse how their	assertive and	respond	
explain how role	interests and	open	appropriately to	
models have been	experiences	communication	security procedures;	
resilient and	contribute to who	with a partner;	identify the various	

describe and

demonstrate

strategies for

with a partner;

explain why it

wants and needs

might be difficult

negotiating

safety and health

issues connected

developing

independence

(including sun

safety, 'binge

with young people's

drinking', drug use,





times and in	1 '		sex,	
different form	,	from a partner	motorcycling/driving,	
(e.g. high/lov	w level   opportunities for	r about behaviours	insurance); analyse	
stress,	learning	in relationships	why people might	
wanted/unwa	anted); experiences that	at and describe	make different	
identify the	will increase the	eir strategies for	choices about	
common cau	uses skills for	managing this;	alcohol, drugs,	
and nature of	of employability an	nd explain when it is	sexual activity etc.	
stress and he	ow to enhance their	appropriate to	in more independent	
recognise str	ress in CVs; identify and	nd compromise and	contexts than they	
themselves a	and evaluate the	when it is	would in day to day	
others; expla	ain ways in which	important to stick	life; describe or	
how stress c	an candidates can	to core value	demonstrate	
have a positi	ive as improve or hinde	ler describe	strategies for	
well as a neg	gative their own	examples of	managing the risks	
effect; expla	ain the chances at	unwanted	to self and others	
effects of stre	ess on interview;	attention,	whilst still having a	
the body, inc	cluding demonstrate the	e including	good time; suggest	
the long-term	n skills and	unwanted	strategies for	
effects of stre	ess if understanding to	to attention from	seeking help in	
not managed	d present	strangers;	unfamiliar settings	
appropriately	y; themselves in th	he analyse how	(e.g. not knowing	
describe and	best possible	people feel when	anyone, getting lost,	
demonstrate	way and make a	a someone is	being unable to	
several strate	egies good impression	n paying them	speak the local	
for managing	g at an interview;	unwanted	language)	
stress; identi	ify and demonstrate	attention;	evaluate the links	
assess the ra		th describe or	between lifestyle	
of help and	promote their	demonstrate	choices and health	





support available,	personal brand	strategies for	consequences;	
explaining how	and avoid	managing	explain the reasons	
and when to	damaging their	situations where	why people make	
access it	online profile	someone's	good or less good	
demonstrate the	(e.g. through	attentions are	lifestyle choices for	
ability to give,	photos,	making them feel	themselves;	
receive and act	comments etc.).	uncomfortable;	evaluate the	
upon.	identify their	explain what is	reliability of	
Looking at sleep	achievements	meant by the	information about	
and the	and the	terms 'trolling',	health and lifestyle	
importance of it,	responsibilities	'harassment' and	and how these	
how much sleep	they have held	'stalking';	might affect our	
we should be	that they are	explain what to	choices; assess the	
getting and why	proud of and	do if they feel	reasons why some	
getting the right	evaluate how	someone is	health information	
amount of sleep	these might	harassing or	may be inaccurate	
helps.	contribute to their	stalking them;	or misleading;	
Reinforcing the	career	evaluate the	explain how to	
British Values-	progression and	similarities and	reduce the risk of	
what are they?	provide evidence	differences	developing many	
Why are they	to support job,	between online	illnesses including a	
important for all of	college and	and offline	number of cancers	
us? How do we	university	harassment;	through simple	
follow them day to	applications;	explain the	lifestyle choices;	
day and in later	explain the	consequences of	identify the help and	
life?	nature and	harassment for	support that is	
How can people	purpose of a CV,	both the victim	available to people	
make a change-	personal	and the	who want to make	
looking at different	statement and	perpetrator;	healthier lifestyle	





		1		
campaign ideas	covering letter;	suggest what	choices; describe	
and how people	identify the	someone should	or demonstrate how	
can have a say	features that	do if they are	to access support.	
and make a real	make a CV,	concerned about	analyse the reasons	
change e.g.	personal	harassment on or	why so many young	
petitions, looking	statement or	offline.	people choose not	
at specific	covering letter	Understand that	to smoke, drink or	
examples.	effective and	everyone has the	take drugs and	
Begin looking at	those which	right to be in a	reasons why people	
the ideal career for	make them less	healthy	choose to give up	
pupils and what	effective; write a	relationship and	harmful substances;	
they would like to	compelling CV,	that physical and	understand the	
do and why, what	personal	emotional	consequences of	
skills and qualities	statement and	violence in	passive smoke and	
do they need?	covering letter.	relationships is	the law focused on	
	Electoral systems	always	protecting others	
	in the UK- how	unacceptable;	from passive	
	do the systems	recognise that	smoke; explain	
	work? What are	physical and	what e-cigarettes	
	they like? Who	emotional abuse	are, why they are	
	can vote? Should	in a relationship	used by regular	
	the voting age be	is always wrong,	smokers to reduce	
	changed?	can take many	the impacts of	
	What is the UK	forms and that	smoking and their	
	Government like?	both men and	potential risk if used	
	What links does	women can be	by non-smokers;	
	the UK	abusive partners	identify the help and	
	Government	or victims of	support that is	
		abuse; identify	available to people	





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	have with the rest	warning signs	who choose to dive	
	of the world?	warning signs	who choose to give	
	of the world?	that someone	up harmful	
		may be	substances (e.g.	
		experiencing	cigarettes, alcohol,	
		abuse in their	drugs) and the	
		relationship;	factors that make	
		understand that	quitting easier;	
		people who have	explain how best to	
		suffered abuse	support someone	
		have done	close to them who is	
		nothing wrong	trying to stop	
		and need the	smoking, drinking or	
		right support;	using drugs;	
		identify the range	describe or	
		of people and	demonstrate how to	
		organisations	access support.	
		that can support	explain how to	
		those in	reduce the risk of	
		unhealthy,	developing many	
		exploitative or	illnesses including a	
		abusive	number of cancers	
		relationships and	through simple	
		explain how to	lifestyle choices*;	
		access this	understand that	
		support; explain	some forms of	
		strategies for	cancer are not the	
		helping someone	result of lifestyle	
		who is unable or	choices; recognise	
		not ready to seek	the signs and	
		not ready to seek	the signs and	





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	help for	symptoms of	
	themselves;	testicular cancer	
	explain the term	and why it is	
	'honour' based	-	
		important for young	
	violence and who	men to check their	
	is most at risk;	testicles regularly	
	explain why	and for young	
	'honour' based	women to be	
	violence occurs;	equally aware of	
	suggest how to	what to look for;	
	safely seek help	know how to carry	
	for themselves,	out testicular self-	
	or someone they	examination or	
	know, if they	breast self-	
	were concerned	examination; identify	
	about 'honour'	the risk factors,	
	based violence	signs and symptoms	
	(FGM)	of breast cancer and	
	identify what a	understand that it	
	forced marriage	can affect men as	
	is and how it is	well as women;	
	distinguished	explain when to	
	from an arranged	carry out breast self-	
	marriage or other	examination and	
	form of legal	why it is important	
	marriage; explain	for women to do this	
	why forced	monthly, after their	
	marriage is	period; explain the	
	against the law	feelings and	
	against the law	roomigo una	





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	and the	a main Channa	
	and the	emotions	
	consequences of	discovering a lump	
	breaking this law;	might cause,	
	recognise that	including fear and	
	forced marriage	denial, and how	
	is a cultural	these feelings can	
	practice and is	be managed;	
	not linked to any	understand the	
	specific race or	cervical screening	
	religion; explain	programme and	
	that victims and	explain why it is	
	perpetrators of	important to	
	forced marriage	maintain regular	
	can be of any	checks.	
	gender; evaluate	explain how and	
	possible reasons	why people should	
	why forced	take increased	
	marriages	responsibility for	
	happen; explain	their own health as	
	why forced	they grow older;	
	marriage is	understand the	
	detrimental to	importance of	
	physical and	regular dental and	
	emotional	eye check-ups;	
	wellbeing;	recognise issues	
	recognise the	and feelings young	
	range of risks	people might have	
	and challenges	around booking and	
	faced by	attending doctor's or	
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			someone who is trying to resist a forced marriage; recognise signs that they, or someone they know, might be at risk of a forced marriage; identify where and how to seek support if they are concerned about themselves or someone. Revise and relook at the importance of safe sex and the steps to be taken to ensure this bappens and the	sexual health clinic appointments on their own and challenge these concerns	
			to ensure this happens and the different options available.		
Themes	Self esteem	College	Relationships	Extremism and	Savings
momos	Judgement	application	Unwanted	radicalisation	Pensions
	Expectations	Careers	attention	Health	Financial
	Resilience	CVs	Stalking	consequences	products and
	Stress	Employability	Harassment	20110094001000	services





	Help and support	Personal	Healthy vs	Smoking and the	Debt
	available	Statement	unhealthy	impacts	Acting to improve
	Self-belief	Cover letter	relationships	Support	the community
	Careers	Career	Forced marriage	Different types of	
	British Values	progression	Arranged	cancers	
	How can people	Electoral systems	marriage	Looking after our	
	make a change?	in the UK	FGM	health	
	What actions can	UK Governance	Safe sex		
	they take?	and links with the			
		rest of the world-			
		the legal system			
Challenge	All class tasks and	All class tasks	All class tasks	All class tasks and	All class tasks
	resources are	and resources	and resources	resources are	and resources
	differentiated by	are differentiated	are differentiated	differentiated by	are differentiated
	challenge and	by challenge and	by challenge and	challenge and levels	by challenge and
	levels of challenge	levels of	levels of	of challenge for the	levels of
	for the tasks e.g.	challenge for the	challenge for the	tasks e.g. challenge,	challenge for the
	challenge, mega	tasks e.g.	tasks e.g.	mega challenging,	tasks e.g.
	challenging, more	challenge, mega	challenge, mega	more challenging.	challenge, mega
	challenging.	challenging,	challenging,		challenging,
		more	more		more
		challenging.	challenging.		challenging.
Support	All class tasks and	All class tasks	All class tasks	All class tasks and	All class tasks
	resources are	and resources	and resources	resources are	and resources
	differentiated by	are differentiated	are differentiated	differentiated by	are differentiated
	challenge and	by challenge and	by challenge and	challenge and levels	by challenge and
	levels of challenge	levels of	levels of	of challenge for the	levels of
	for the tasks e.g.	challenge for the	challenge for the	tasks e.g. challenge,	challenge for the





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	challenge, mega	tasks e.g.	tasks e.g.	mega challenging,	tasks e.g.
	challenging, more	challenge, mega	challenge, mega	more challenging.	challenge, mega
	challenging.	challenging,	challenging,		challenging,
		more	more		more
		challenging.	challenging.		challenging.
Literacy focus	Discussion	Discussion	Discussion	Discussion	Discussion
	Written tasks	Written tasks	Written tasks	Written tasks	Written tasks
	Reading tasks	Reading tasks	Reading tasks	Reading tasks	Reading tasks
Numeracy focus					
Cross-curricular links	Science, PE	Maths, ICT	ICT, science, citizenship	Science	Maths
SMSC & MBV	MBV	MBVs	Social	Moral	Social
	Spiritual	Moral	Moral		Spiritual
	Moral	Social	Cultural		
		cultural			
ASSESSMENTS	BASE LINE	BASE LINE	BASE LINE	BASE LINE	BASE LINE
	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
	Quiz at the start of	Quiz at the start	Quiz at the start	Quiz at the start of	Quiz at the start
	the topic, which is	of the topic,	of the topic,	the topic, which is	of the topic,
	reviewed at the	which is reviewed	which is	reviewed at the end	which is
	end of the topic.	at the end of the	reviewed at the	of the topic.	reviewed at the
		topic.	end of the topic.		end of the topic.
	At the start of the			At the start of the	
	topic pupils can	At the start of the	At the start of the	topic pupils can	At the start of the
	mind map, draw	topic pupils can	topic pupils can	mind map, draw and	topic pupils can
	and write their	mind map, draw	mind map, draw	write their level of	mind map, draw
	level of	and write their	and write their	confidence/	and write their





confidence/	level of	level of	knowledge on a	level of
knowledge on a	confidence/	confidence/	scale. Pupils then	confidence/
scale. Pupils then	knowledge on a	knowledge on a	come back to this at	knowledge on a
come back to this	scale. Pupils then	scale. Pupils	the end of a topic to	scale. Pupils
at the end of a	come back to this	then come back	assess their	then come back
topic to assess	at the end of a	to this at the end	learning.	to this at the end
their learning.	topic to assess	of a topic to		of a topic to
	their learning.	assess their		assess their
ASSESSMENT		learning.		learning.
FOR LEARNING	ASSESSMENT		ASSESSMENT	
This will help to	FOR LEARNING		FOR LEARNING	themes-
gauge	This will help to		This will help to	highlights any
understanding and	gauge	ASSESSMENT	gauge	misconceptions.
learning.	understanding	FOR LEARNING	understanding and	
This can include	and learning.	This will help to	learning.	ASSESSMENT
building on the	This can include	gauge	This can include	FOR LEARNING
baseline	building on the	understanding	building on the	This will help to
assessment and	baseline	and learning.	baseline	gauge
structured	assessment and	This can include	assessment and	understanding
questioning.	structured	building on the	structured	and learning.
	questioning.	baseline	questioning.	This can include
		assessment and		building on the
At the end of the		structured		baseline
topic pupils to self-	At the end of the	questioning.	At the end of the	assessment and
assess the	topic pupils to		topic pupils to self-	structured
following	self-assess the		assess the following	questioning.
questions-	following	At the end of the	questions-	
	questions-	topic pupils to		
		self-assess the		



• Did I learn

anything I did not

expect to? • How

will it change my

behaviour in the

I know already?

How did I feel

about what I

found out?

future? • What do



How did I feel

What feelings

did I have during

the session? •

What do I now

need to learn?

out?

about what I found

What new	What new	following	What new	At the end of the
information have I	information have	questions-	information have I	topic pupils to
learnt?	I learnt?	What new	learnt?	self-assess the
<ul> <li>What do I now</li> </ul>	<ul> <li>What do I now</li> </ul>	information have	<ul> <li>What do I now</li> </ul>	following
think and believe?	think and	I learnt?	think and believe?	questions-
<ul> <li>Has listening to</li> </ul>	believe?	<ul> <li>What do I now</li> </ul>	<ul> <li>Has listening to</li> </ul>	What new
the views of others	<ul> <li>Has listening to</li> </ul>	think and	the views of others	information have
changed my views	the views of	believe?	changed my views	I learnt?
and/ or beliefs?	others changed	<ul> <li>Has listening to</li> </ul>	and/ or beliefs?	<ul> <li>What do I now</li> </ul>
<ul> <li>Did it help me</li> </ul>	my views and/ or	the views of	<ul> <li>Did it help me</li> </ul>	think and
confirm what I	beliefs?	others changed	confirm what I really	believe?
really believe?	<ul> <li>Did it help me</li> </ul>	my views and/ or	believe?	<ul> <li>Has listening to</li> </ul>
Did I learn	confirm what I	beliefs?	<ul> <li>Did I learn</li> </ul>	the views of
anything I did not	really believe?	<ul> <li>Did it help me</li> </ul>	anything I did not	others changed
expect to? • How	Did I learn	confirm what I	expect to? • How	my views and/ or
will it change my	anything I did not	really believe?	will it change my	beliefs?
behaviour in the	expect to? • How	<ul> <li>Did I learn</li> </ul>	behaviour in the	<ul> <li>Did it help me</li> </ul>
future? • What do I	will it change my	anything I did not	future? • What do I	confirm what I
know already?	behaviour in the	expect to? • How	know already?	really believe?

will it change my

behaviour in the

I know already?

How did I feel

What feelings

did I have during

the session? •

about what I

found out?

future? • What do

How did I feel

out?

about what I found

What feelings did

session? • What do

I now need to learn?

else I need to talk to

Is there anyone

about this?

I have during the

future? • What do

I know already?

How did I feel

What feelings

did I have during

the session? •

What do I now

need to learn?

about what I

found out?





	Is there anyone	Is there anyone	What do I now		What feelings
	else I need to talk	else I need to talk	need to learn?	Other examples	did I have during
	to about this?	to about this?	<ul> <li>Is there</li> </ul>	include producing	the session? •
			anyone else l	leaflets,	What do I now
	Other examples	Other examples	need to talk to	presentations.	need to learn?
	include producing	include producing	about this?		Is there
	leaflets,	leaflets,		Self-assessment at	anyone else l
	presentations.	presentations.	Other examples	the end of a topic to	need to talk to
			include	highlight areas	about this?
	Self-assessment	Self-assessment	producing	which need further	
	at the end of a	at the end of a	leaflets,	guidance.	Other examples
	topic to highlight	topic to highlight	presentations.		include
	areas which need	areas which need	Colf accomment		producing
	further guidance.	further guidance.	Self-assessment		leaflets,
			at the end of a		presentations.
			topic to highlight areas which		Self-assessment
			need further		at the end of a
			guidance.		topic to highlight
			guidance.		areas which
					need further
					guidance.
Out of school					<u>Ja. da 1001</u>
earning					