

	Autumn Term 1- Health and Wellbeing	Autumn Term 2- Living in the Wider World	Spring Term 1- Relationships	Spring Term 2- Health and Wellbeing	Summer Term 1- Relationships	Summer Term 2- Living in the Wider World
Key concepts	The differences between being at primary school and at secondary school. Feelings about somewhere new and creating a new identity. Establish ground rules for PSHE education learning. Building learning relationships with groups. Support transition through learning to establish and	Being 'enterprising' and improve employability skills. Different employment categories or 'sectors'; The skills, abilities and qualities that are associated with each 'sector' of jobs. Equality of opportunity. 'career' in its broadest sense; The factors that motivate people	Pupils 'identity' as part of their community; Rights and responsibilities in a diverse community; Positive aspects of living in a diverse society Expectations of equality; Understand prejudice and learn about prejudice, how it originates and how it can be challenged;	The concept of risk in relation to health, including the risk of addiction; The positive and negative role played by drugs in society; The effects of over-consumption of energy drinks; Nicotine, alcohol, nitrous oxide and other substances, their effects and the reasons why people might choose to use them;	Positive qualities that people might bring to relationships; Their own values in relationships; Self-esteem and its importance in relationships. The value of friendship as a basis for romantic/sexual relationships; Assess the media impact on expectations of early romantic relationships.	How to make financial choices, including recognition of how financial choices have consequences that affect themselves and others; Ethical and unethical business practices, and ethical consumerism. Long-term views of handling money;



manage	to work, including	Challenge and	Different risks	To recognise the	Budgeting and
friendships;	the importance of	manage	associated with	roles and	using careful
Managing peer	having goals and	discriminatory	alcohol and	responsibilities of	budgeting to
influence and	aspirations;	behaviours.	tobacco and	parents, carers	achieve financial
desire for peer	Current skills,	Bullying and	sources of	and children in	goals;
approval whilst	strengths and	strategies to use if	support.	families; The	Evaluating how to
maintaining their	interests to future	pupils experience	School rules and	importance of	spend money
values.	career	it; The	laws relating to	stable long-term	wisely.
Different learning	aspirations.	responsibilities	alcohol and	relationships to	Evaluating our
styles and		that people have if	tobacco sale and	support family	human rights.
strategies to		they are aware	use;	life.	
improve study		that (or think that)	The legal risks		
skills;		someone is being	associated with		
Personal		bullied.	alcohol and		
strengths and		Cyber bullying	tobacco use,		
areas for		and its effect on	including binge		
development and		individuals	drinking		
set learning		How to conduct	The influences on		
targets through		healthy	them to try		
effective		relationships	alcohol or		
selfreview;		online;	tobacco;		
Provide and learn		How to respond to	How to make the		
from effective		and manage	best choices for		
peer assessment;		negative online	them around		
Develop a growth		relationships	alcohol and		
mindset.		Different types of	tobacco.		
The benefits of		relationships,	Understanding		
healthy lifestyle		particularly family	strategies to		
choices including		relationships;	manage the		



the value of physical activity, a healthy diet and adequate sleep The impact of others (including the media) on our lifestyle choices. To develop the ability to make judgments in pressured scenarios	The qualities and behaviours expected in healthy relationships; The positive qualities they bring to relationships. Effectively and safely resolving conflicts within relationships. Stereotypes in the way relationships are portrayed in the media; People's attitudes and behaviours towards relationships.	physical and emotional changes of puberty; Personal hygiene and its importance for young people. The right to protect their bodies from unwanted contact. Primacy of human rights over cultural expectations. Sources of support if a person is concerned their rights may be/	
	the media; People's attitudes and behaviours towards	Sources of support if a person is concerned their	



Themes	Transition Opportunities Support Rules Working in groups Positive relationships Learning styles Growth mindset Balanced diet Exercise Lifestyle choices Risk Self esteem Resilience	Enterprise Enterprising Employability skills Leadership skills Employment sectors Stereotypes Discrimination Rights in the work place Different types of employment. Aspiration Motivation Career aspirations.	Identity Rights and responsibilities Prejudice Stereotypes and discrimination Different types of bullying Cyber bullying Abuse Social media Trolling Healthy relationships Differing family set ups Roles and responsibilities of family members Negotiation Responsibilities Media portrayal of relationships Personal relationships and the use of social media.	Assessing risk Recreational drugs Energy drinks Nicotine and evaluating risk. Recreational and independence use drugs Sources of help and support Temptations Media influence Impacts of substance use Sources of help and support. Puberty and growing up. Menstruation- physical and emotional symptoms. Puberty Growing and changing Hygiene Body image	Values and special core values in relationships. Positive qualities in friendships Self esteem Sexual attraction Diversity in sexual attraction Media portrayal of relationships Responsibilities of parents and carers. Marriage, civil partnerships and long term relationships Unplanned pregnancy Challenges with family relationships. Support in place.	Wants and needs Assessing worth Ethical consumerism- sustainable, ethicl consumer. Short term decisions and long term implications Saving and spending Careful budgeting Financial goals Personal budget. Human rights
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				Self esteem. Body parts and puberty FGM Dentist and dental health		
Challenge	All class tasks	All class tasks	All class tasks	All class tasks	All class tasks	All class tasks
	and resources	and resources	and resources	and resources	and resources	and resources
	are differentiated	are differentiated	are differentiated	are differentiated	are differentiated	are differentiated
	by challenge and	by challenge and	by 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	and resources	and resources	and resources	and resources	and resources
	are differentiated	are differentiated	are differentiated	are differentiated	are differentiated	are differentiated
	by challenge and	by challenge and	by 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					
Numeracy focus	Reading tasks	Reading tasks Budgeting				
Cross-curricular links	Science, PE	Maths, ICT	ICT, science, citizenship			
SMSC & MBV						
ASSESSMENTS	BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic. At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.	BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic. At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.	BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic. At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.	BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic. At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.	BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic. At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.	BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic. At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.



	ASSESSMENT	ASSESSMENT		ASSESSMENT	
ASSESSMENT	FOR LEARNING	FOR LEARNING	ASSESSMENT	FOR LEARNING	
FOR LEARNING	This will help to	This will help to	FOR LEARNING	This will help to	ASSESSMENT
This will help to	gauge	gauge	This will help to	gauge	FOR LEARNING
gauge	understanding	understanding	gauge	understanding	This will help to
understanding	and learning.	and learning.	understanding	and learning.	gauge
and learning.	This can include	This can include	and learning.	This can include	understanding
This can include	building on the	building on the	This can include	building on the	and learning.
building on the	baseline	baseline	building on the	baseline	This can include
baseline	assessment and	assessment and	baseline	assessment and	building on the
assessment and	structured	structured	assessment and	structured	baseline
structured	questioning.	questioning.	structured	questioning.	assessment and
questioning.			questioning.		structured
					questioning.
	At the end of the	At the end of the		At the end of the	
At the end of the	topic pupils to self	topic pupils to self	At the end of the	topic pupils to self	
topic pupils to self	assess the	assess the	topic pupils to self	assess the	At the end of the
assess the	following	following	assess the	following	topic pupils to self
following	questions-	questions-	following	questions-	assess the
questions-	What new	What new	questions-	What new	following
What new	information have I	information have I	What new	information have I	questions-
information have I	learnt?	learnt?	information have I	learnt?	What new
learnt?	 What do I now 	 What do I now 	learnt?	 What do I now 	information have I
What do I now	think and believe?	think and believe?	 What do I now 	think and	learnt?
think and believe?	 Has listening to 	 Has listening to 	think and	believe?	 What do I now
Has listening to	the views of	the views of	believe?	 Has listening to 	think and
the views of	others changed	others changed	 Has listening to 	the views of	believe?
others changed	my views and/ or	my views and/ or	the views of	others changed	 Has listening to
	beliefs?	beliefs?	others changed		the views of



1 -	/ views and/ or	 Did it help me 	 Did it help me 	my views and/ or	my views and/ or	others changed
	liefs?	confirm what I	confirm what I	beliefs?	beliefs?	my views and/ or
	Did it help me	really believe?	really believe?	 Did it help me 	 Did it help me 	beliefs?
COI	nfirm what I	 Did I learn 	 Did I learn 	confirm what I	confirm what I	 Did it help me
rea	ally believe?	anything I did not	anything I did not	really believe?	really believe?	confirm what I
• D	oid I learn	expect to? • How	expect to? • How	 Did I learn 	 Did I learn 	really believe?
any	ything I did not	will it change my	will it change my	anything I did not	anything I did not	 Did I learn
exp	pect to? • How	behaviour in the	behaviour in the	expect to? • How	expect to? • How	anything I did not
will	I it change my	future? • What do	future? • What do	will it change my	will it change my	expect to? • How
bel	haviour in the	I know already?	I know already?	behaviour in the	behaviour in the	will it change my
futi	ure? • What do	 How did I feel 	 How did I feel 	future? • What do	future? • What do	behaviour in the
l kı	now already?	about what I	about what I	I know already?	I know already?	future? • What do
•	How did I feel	found out?	found out?	 How did I feel 	 How did I feel 	I know already?
abo	out what I	 What feelings 	 What feelings 	about what I	about what I	 How did I feel
	und out?	did I have during	did I have during	found out?	found out?	about what I
• \	What feelings	the session? •	the session? •	 What feelings 	 What feelings 	found out?
did	d I have during	What do I now	What do I now	did I have during	did I have during	 What feelings
1	e session? •	need to learn?	need to learn?	the session? •	the session? •	did I have during
Wh	hat do I now	 Is there anyone 	 Is there anyone 	What do I now	What do I now	the session? •
nee	ed to learn?	else I need to talk	else I need to talk	need to learn?	need to learn?	What do I now
• 1	s there anyone	to about this?	to about this?	 Is there anyone 	 Is there anyone 	need to learn?
els	se I need to talk			else I need to talk	else I need to talk	 Is there anyone
to	about this?	Other examples	Other examples	to about this?	to about this?	else I need to talk
		include producing	include producing			to about this?
Oth	her examples	leaflets,	leaflets,	Other examples	Other examples	
inc	clude producing	presentations.	presentations.	include producing	include producing	Other examples
lea	aflets,			leaflets,	leaflets,	include producing
pre	esentations.	Self assessment	Self assessment	presentations.	presentations.	leaflets,
		at the end of a	at the end of a			presentations.



	Self assessment	topic to highlight	topic to highlight	Self assessment	Self assessment	
	at the end of a	areas which need	areas which need	at the end of a	at the end of a	Self assessment
	topic to highlight	further guidance/	further guidance/	topic to highlight	topic to highlight	at the end of a
	areas which need	support to inform	support to inform	areas which need	areas which need	topic to highlight
	further guidance/	drop down days.	drop down days.	further guidance/	further guidance/	areas which need
	support to inform			support to inform	support to inform	further guidance/
	drop down days.			drop down days.	drop down days.	support to inform
						drop down days.
Out of school						
learning						

