

RSE & PSHE Long term plan 2022 - 2023

	Day 1: 3 rd November 2022 Thursday	Day 2: 6 th January 2023 Friday	Day 3: 1 st March 2023 Wednesday	Day 4 18 th April 2023 Tuesday	Day 5: 26 th May 2023 Friday	Day 6: 3 rd July 2023 Monday
YEAR 7	Health: <ul style="list-style-type: none"> Personal and dental hygiene Families and people that care for me. Healthy lifestyle – eating Health lifestyle - exercise Puberty Mental health 	Community: <ul style="list-style-type: none"> Politics – how did the UK get its Parliament? Radicalisation & PREVENT What is a good citizen in our community? Family structures British Values 	Personal safety: <ul style="list-style-type: none"> 'Heartstart' Recovery position Fire safety & burns Bleeding Emergency Services 	Well-being: <ul style="list-style-type: none"> Peer pressure Building self-esteem Talking about and controlling our emotions Determining whether someone is trustworthy Mental Health 	Life skills <ul style="list-style-type: none"> People skills/manners Road safety - booked How can I communicate clearly? How can I be a good friend? Caring friendships (RSE) How can I ensure I work well with others/show respect? 	Careers: <ul style="list-style-type: none"> Who am I? My bright future My employability skills Dream jobs 'Percy Pigs' project – careers in a product
YEAR 8	Community: <ul style="list-style-type: none"> Politics – what is the political spectrum of the UK? Housing/homelessness Identity and diversity Animal rights Disability and equality 	Personal safety: <ul style="list-style-type: none"> Online safety Railway safety Road Safety Smoking/vaping dangers Online world v physical world 	Well-being: <ul style="list-style-type: none"> Gender identity + equality LGBTQ+ community Bereavement FGM & family pressure Drugs & alcohol – not accepting drinks/following people 	Life skills: <ul style="list-style-type: none"> Dealing with problems Decision making Resilience Creativity BIKEABILITY - booked 	Careers: <ul style="list-style-type: none"> Apprenticeships University It's my choice Find me a job - LMI Amazon project – careers in a company 	Health: <ul style="list-style-type: none"> Sexting Fitness Bullying Healthy respectful relationships Effects of Smoking
YEAR 9	Well-being: <ul style="list-style-type: none"> FGM & breast ironing Criminal exploitation Consent & the law Coping mechanisms in difficult times Self-harm & suicide 	Life skills: <ul style="list-style-type: none"> Tolerance and acceptance Finance – bank accounts Managing a budget Cost of living Revision Techniques 	Careers: <ul style="list-style-type: none"> Understanding enterprise & business Help me GCSE options and post 16/career choices Career pathways Employer speed dating 	Community <ul style="list-style-type: none"> Politics – who makes laws in the UK/how are they passed? Ethical consumers & sustainable living How do charities work? (Link to college charities) Human trafficking Extremism & cults, & PREVENT 	Health: <ul style="list-style-type: none"> Contraceptive options Sexually transmitted infections Body positivity and image Eating Disorders Pregnancy choices & miscarriage 	Personal safety: <ul style="list-style-type: none"> Justice system Terrorism Anti-Social Behaviour Grooming and Child Sexual Exploitation Gangs and county lines
YEAR 10	Personal safety: <ul style="list-style-type: none"> Situations at risk and keeping yourself safe. Sexual assault and victim blaming. <i>BS1, BS22, FR7</i> Ways to identify risk in new situations – including online IS1, IS2, OM6,7,2,1 Road safety (external) - booked Risky behaviour 'Gambling' DAT4 	Health: <ul style="list-style-type: none"> Self-examination and screening Fertility Choices in sex & relationships Emotions at different stages of relationships Risky sexual behaviour – alcohol & drugs 	Community <ul style="list-style-type: none"> Organ, blood & stem cell donation Marriage & honour-based violence Legality & relationships Voting Hate crime 	Careers <ul style="list-style-type: none"> Which way now – Post-16 options 6th Form (speak with students) Gaining an apprenticeship or traineeship University Starting a business 	Well-being: <ul style="list-style-type: none"> How do I support others with mental health? Substance abuse -half day Link between physical activity and mental well being Healthy Eating Domestic abuse & controlling behaviour Immunisations and vaccines 	Life skills: <ul style="list-style-type: none"> First impressions Pride Leadership skills Self motivation Team Work
YEAR 11	Life skills <ul style="list-style-type: none"> Revision techniques Managing stress Well being hour 	Careers: <ul style="list-style-type: none"> Creating CVs Interview techniques Employability skills Career pathways Making an application 	Health: <ul style="list-style-type: none"> Parenting and the law STIs Common illness and medical conditions (cancers, fertility, etc) Impact of poor lifestyle choices Blood, organ and stem cell donation SEXUAL HEALTH - EXTERNAL 	Personal safety <ul style="list-style-type: none"> Targeted advertising First aid refresh Laws related to harassment/rape Self defence Rights and responsibilities online 	N/A	
YEAR 12	Careers: <ul style="list-style-type: none"> Post 18 options overview. Student Finance CV's/Supercurricular activities Employability skills Presentation skills 	Well Being <ul style="list-style-type: none"> First aid (practical) Mental Health (RC) Substance abuse and alcohol awareness Sexual Health - external Road Safety - external 	Life skills: <ul style="list-style-type: none"> Cooking (2 hours) Car Maintenance or changing a plug Assertiveness Work Experience - external 	Health <ul style="list-style-type: none"> Professional Communication (phone and email) Interview techniques Covering letter/responding to job spec. Workplace behaviours and values. 	Year 12 Exams	
YEAR 13	Careers: Mock Interview Day	Well-being: <ul style="list-style-type: none"> Time management/prioritising Managing Stress Team Building/out of comfort zone Aiding memory (generation game) Gambling 	Life skills: <ul style="list-style-type: none"> Caring for a baby/parenting Independent living skills (ironing, polishing, making a bed, flat pack furniture) Stocks/ISAS/saving 	Health <ul style="list-style-type: none"> Body check Healthy lives (Sleep and diet, nutrition) Cooking on a budget (2 hours) Physical activity 1 hour 	N/A	

PSHE & RSE Mapping

Overview

Our PSHE & RSE curriculum follows a spiral curriculum. Many themes and topics are covered across each Key Stage in School. Below you will see how we ensure our curriculum covers the Relationship, Sex, Education curriculum:

	Pupils should know	PSHE Day Coverage
Families		
F1	that there are different types of committed, stable relationships.	year 7 day 2
F2	how these relationships might contribute to human happiness and their importance for bringing up children.	year 7 day 2
F3	what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.	year 10, day 3
F4	why marriage is an important relationship choice for many couples and why it must be freely entered into.	year 10, day 3
F5	the characteristics and legal status of other types of long-term relationships.	year 10, day 3
F6	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	year 10, day 3, year 11, day 3, year 13, day 3
F7	how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	year 7, day 1, year 7, day 4
Respectful Relationships		
RF1	the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	year 9, day 1, year 10, day 2, year 7 day 5
RF2	practical steps they can take in a range of different contexts to improve or support respectful relationships.	year 10, day 3
RF3	how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).	year 8, day 3, year 10, day 5
RF4	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	year 9, day 2
RF5	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	year 7, day 1, year 8, day 2
RF6	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	year 10, day 3, year 12, day 6
RF7	what constitutes sexual harassment and sexual violence and why these are always unacceptable.	year 11, day 4, year 10, day 1, year 9, day 6
RF8	the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	is this full covered? Year 7 to have this added?
Online and Media		
OM1	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	year 8, day 2
OM2	about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	year 8, day 2
OM3	not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	year 8, day 2
OM4	what to do and where to get support to report material or manage issues online.	year 8, day 2
OM5	the impact of viewing harmful content.	year 8, day 2
OM6	that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.	Assemblies – E-Safety
OM7	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	year 8, day 2, year 8 day 6
OM8	how information and data is generated, collected, shared and used online.	year 8, day 2
Being Safe		
BS1	the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.	Year 7, day 2, year 8, day 2, year 8, day 3, year 8, day 6, year 9, day 1, year 9, day 6, year 10, day 1, year 10, day 3, year 10, day 5, year 11, day 4, year 12, day 6
BS2	how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	year 8, day 6, year 9, day 1, year 9, day 6, year 10, day 1, year 10, day 2, year 10, day 5, year 11, day 4, year 12, day 6
Intermate & Sexual Relationships		

IS1	how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	healthy and respectful relationships included on day 6 for year 8 but doesn't specifically say it's about intimate relationships
IS2	that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	Add this to the same lesson as IS1
IS3	the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	year 9, day 5, year 10, day 2, year 11, Day 2, year 11, day3, Year 12, day 2
IS4	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	year 7, day 1, year 7, day 4, year 10, day 2
IS5	that they have a choice to delay sex or to enjoy intimacy without sex.	year 8, day 6, year 10, day 2
IS6	the facts about the full range of contraceptive choices, efficacy and options available.	year 12, day 2, year 10, day 2, year 11, day 3
IS7	the facts around pregnancy including miscarriage.	year 9, day 5.
IS8	that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).	year 9, day 5
IS9	how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.	year 9, day 5, year 11, day 3
IS10	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	year 9, day 5, year 11, day 3
IS11	how the use of alcohol and drugs can lead to risky sexual behaviour.	year 10, day 2
IS12	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	year 9, day 5
Mental Wellbeing		
M1	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	year 7, day 4, year 9, day 1, year 10, day 5, year 12, day 2
M2	that happiness is linked to being connected to others.	year 7, day 4, year 9, day 1, year 10, day 5, year 12, day 2
M3	how to recognise the early signs of mental wellbeing concerns.	year 7, day 4, year 9, day 1, year 10, day 5, year 12, day 2
M4	common types of mental ill health (e.g. anxiety and depression).	year 7, day 4, year 9, day 1, year 10, day 5, year 12, day 2
M5	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	year 7, day 4, year 9, day 1, year 10, day 5, year 12, day 2
M6	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	year 7, day 1, year 7, day 4, year 10, day 5, year 12, day 2
Healthy Eating		
HE1	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	year 7 day 1, year 9, day 5, year 12, day 3
Drugs, Alcohol, Tobacco		
DAT1	the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.	year 8, day 3, year 9, day 1, year 10, day 5, year 12, day 2
DAT2	the law relating to the supply and possession of illegal substances.	year 7, day 4, year 9, day 6
DAT3	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	year 8, day 3, year 10, day 5, year 12, day 2
DAT4	the physical and psychological consequences of addiction, including alcohol dependency.	year 10, day 5, year 12, day 2
DAT5	awareness of the dangers of drugs which are prescribed but still present serious health risks.	year 8, day 3, year 9, day 1, year 10, day 5, year 12, day 2
DAT6	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	year 8, day 6
Health & Prevention		
HP1	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	year 7, day 1, year 13, day 4- check science curriculum
HP2	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.	year 7, day 1.
HP3	(late secondary) the benefits of regular self-examination and screening.	year 13, day 4
HP4	the facts and science relating to immunisation and vaccination.	year 7, day 1, year 13, day 4- check science curriculum
HP5	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	year 7, day 1, year 9, day 5, year 11, day 3, year 13, day 4
Basic First Aid		

BFA1	basic treatment for common injuries.	year 7, day 3, year 11, day 4
BFA2	life-saving skills, including how to administer CPR.1	year 7, day 3, year 11, day 4
BFA3	the purpose of defibrillators and when one might be needed.	year 7, day 3, year 11, day 4
Changing Adolescent Body		
CAB1	key facts about puberty, the changing adolescent body and menstrual wellbeing.	year 8, day 6, year 9, day 5, year 10, day 2, year 12, day 2, year 13, day 4
CAB2	the main changes which take place in males and females, and the implications for emotional and physical health.	year 8, day 6, year 9, day 5, year 10, day 2, year 12, day 2, year 13, day 4
Internet Safety		
IS1	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and 14 Eating disorders and extreme weight loss are a specialised area and schools should use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers. 37 information is targeted at them and how to be a discerning consumer of information online.	year 8, day 2, year 10, day 1, year 9, day 5- check assembly rota
IS2	how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	year 8, day 2, year 10, day 1, year 9, day 5- check assembly rota
Physical Health		
PH1	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	year 7, day 4, year 10, day 5, year 12, day 2
PH2	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.	year 7, day 1, year 11, day 3, year 13, day 4
PH3	about the science relating to blood, organ and stem cell donation.	year 11, day 3