

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3	<p>R1 R14 Positive behaviour (including in school and wider society) R2 Positive and unhealthy relationships R9 Personal values in friendship, love and sexual relationships. R10 Trust. R18 Manage strong feelings. R21 Relationship breakdown. R15 Team work - Collaboration. R16 Active listening. R18 Manage strong feelings. R19 Conflict management (restorative justice – saying sorry) R38 Bullying R39 Impact of stereotyping, prejudice and discrimination. R40 Unacceptability of prejudice-based language. R41 Promote inclusion and challenge discrimination</p> <p>Equalities Act 2010. Wear Yellow for Young Minds 10 Oct.</p>	<p>R38 Bullying R7 How media portrays relationships. R8 Portrayal of sex in the media – ESAFETY (and consent) R13 Forming positive relationships, including online. H3 Media and social media. How to test the reliability of news. H1 Recognising and demonstrating strengths, build confidence. H3 Impact on social media H4 Healthy coping strategies and building resilience. GROWTH MINDSET L1-L9 Strengths and weaknesses as a learner – study skills, target setting, life long learning. Different options available – vocational and academic opportunities and progression.</p>	<p>H5 Influences on health and wellbeing. H12 Recognising when help is needed and where to go. H13 Balance between school, work, leisure, exercise. H14 Physical activity H15 Sleep H17 Healthy lifestyle, choices. H18, H19 Keeping physically healthy – self examination. H21 Hygiene, health services, H22 FGM H34, H35, H36 Puberty, contraception and consent, STIs. R4 – R5 (sexual attraction) – PRIDE – celebration of diversity in gender identity and sexual orientation. H15 Sleep and work.</p>	<p>H23 Positive and negative uses of drugs H24 Myths, misconceptions etc of drug, alcohol and tobacco use H25, H26 Health risks associated with use and personal and social risks H27 Risks associated with drug use. H28 The law in relation to drugs H29 Addiction including gambling. R20 Influence of drugs and alcohol in relationships. R22 Dealing with change, including loss, divorce and bereavement. R23 Services available to support healthy relationships.</p>	<p>H2 Wellbeing and resilience H6-H10 Mental and emotional health. Resilience and coping strategies. Healthy coping strategies including physical activity. H11 Causes and triggers for unhealthy coping strategies (self-harm, disordered eating).. H12 Recognising when help is needed and where to go. R12 You can delay sex – values in relationships. R9 Personal values in friendship, love and sexual relationships. R11 Gender roles. R24-R29 Consent</p>	<p>R42 Peer influence R43 Peers R44 Peer approval R45 Joining gangs. R46 Strategies to manage pressure to join a gang. R47 Carrying weapons. Peer influence and develop strategies to manage H33 First aid (CPR) training</p> <p>Common ailments – asthma.</p> <p>Celebrating success.</p>

Skills	<p>All students can recognise qualities in a friend.</p> <p>All students can attempt tasks together.</p> <p>All students recognise the different types of bullying.</p> <p>Some students can recognise when a friend is not a friend.</p> <p>Some students can complete tasks in collaboration.</p> <p>Some students recognise that we can all bully at times.</p> <p>A few students can reflect on their own treatment of others and consider ways to improve this.</p> <p>A few students are able to lead tasks and also accept the lead from peers.</p> <p>A few students recognise the law in relation to discrimination.</p>	<p>All students recognise that there are different types of bullying.</p> <p>All students can identify and report online abuse.</p> <p>All students can identify some strengths and weaknesses as a learner.</p> <p>Some students can recognise when a friend is not a friend that we can all bully at times.</p> <p>Some students can read different texts and take time to relate the content to the person writing it</p> <p>A few students can recognise bias in texts.</p> <p>A few students can remember the difference between Growth Mindset and Set Mindset.</p>	<p>All students can wash their hands effectively and maintain personal hygiene.</p> <p>All students can access health information in school and through other services.</p> <p>All students can name ways to keep themselves healthy.</p> <p>Some students can examine themselves and identify any concerns.</p> <p>Some students can find appropriate support beyond NHS online.</p>	<p>All students can name harms of substances.</p> <p>All students can describe what addiction is.</p> <p>Some can access support online and at different agencies.</p> <p>Some can identify how drugs/alcohol abuse can affect relationships negatively.</p> <p>A few can speak with empathy and without judgement about issues around family breakup and addiction.</p>	<p>All students can access mental health support.</p> <p>All students can recognise when they or others need help.</p> <p>All can name specific consent laws.</p> <p>Some students can identify coping strategies to help themselves.</p> <p>Some can identify triggers.</p> <p>Some can name relationship values.</p> <p>A few can discuss gender roles.</p>	<p>All students can identify good influences and bad influences.</p> <p>Some can use a script to avoid peer pressure.</p> <p>Some can name ABC and other first aid strategies.</p> <p>A few can identify symptoms to common ailments.</p>
Knowledge	<p>All students know why we have laws and rules and that they should be followed.</p> <p>All students know that not all relationships are healthy.</p> <p>All students know where to get support for bullying and other relationship concerns.</p> <p>Some students know the different types of stereotyping.</p>	<p>All students know some positives and areas for development in their learning styles.</p> <p>All know how to stay safe online.</p> <p>All students know some healthy coping strategies.</p> <p>Some students know that there are different versions of the same story.</p>	<p>All students know how to wash themselves and maintain personal hygiene.</p> <p>All know that being clean supports wellbeing.</p> <p>All students know how to seek health advice.</p> <p>Some students can examine themselves</p>	<p>All students know that drugs/medicines can be helpful and/or harmful and all are harmful if taken inappropriately.</p> <p>All students know there are health risks, including addiction, associated with drug, alcohol and tobacco.</p>	<p>All students know where to seek support.</p> <p>All students know that consent law is there to protect them.</p> <p>Some students know about unhealthy coping strategies and</p>	<p>All know where to get help with concerns around gangs and gang membership.</p> <p>All students know where the nearest can be found.</p> <p>Most students know the law around <i>joint</i></p>

	<p>Some students know how to challenge discriminatory language.</p> <p>A few students know the characteristics of healthy and unhealthy relationships.</p> <p>A few students know how to support others with unhealthy friendships.</p> <p>A few students know about aspects of the Equalities Act 2010.</p>	<p>A few students know some positive mantras to help support them.</p>	<p>effectively.</p> <p>Some students know that STIs are caught from sexual intercourse.</p> <p>A few students know about FGM and other harmful practices.</p> <p>A few students can name some STIs and know how to access treatment.</p>	<p>All students know that some change is not positive and where to seek help.</p> <p>All students know how to recognise addiction.</p> <p>Some know the damage caused to relationships from substance misuse.</p> <p>A few know the law in detail regarding drugs, vape and alcohol sales.</p>	<p>where to seek support.</p>	<p><i>enterprise.</i></p> <p>Most students know what a defibrillator is.</p> <p>Some know how to keep a casualty safe and how to call for help.</p>
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YR10	<p>Physical, emotional and social wellbeing. H5 characteristics of mental and emotional health. H6 About change and impact on mental health. H7 Strategies to support mental health. H11 to make informed lifestyle choices about sleep, diet and exercise. H11, H12 Sleep, diet exercise and balance online. H13 Identify and evaluate and independently access reliable sources of information, advice and support. H21 To identify, manage and seek help for unhealthy behaviours.</p> <p>5 Ways to Wellbeing. World Mental Health Day – 10 October. H13 Reliable advice (eg NHS online)</p>	<p>H4 develop assertiveness and resilience H1 Areas of strengths and development. H2 Self-confidence, self esteem, are affected by external influences H4 Strategies to develop assertiveness and build resilience to peer and other influences. R18 Consent Growth Mindset. L2 Identifying Strengths and Areas for Development.</p>	<p>H11 Sleep, diet exercise H13 Reliable advice (eg NHS online) H14 – NHS Use H16 Cancer screening. R18 Consent, H30, H31, H32. L17-L2) H18 Industries and advertising can influence health and harmful behaviours H27, H28, H29 STIs, pregnancy and choices. H30 Healthy Pregnancy – health, miscarriage, support, choices available. H31 Fertility. H32 Possibility of miscarriage and support. H33 Unplanned pregnancy.</p>	<p>H5 Mental and emotional health concerns (stress, anxiety, depression) Characteristics of emotional and emotional health, to develop empathy and understanding. H6 How actions can affect mental health. Change and impact on mental health H7 Promoting own emotional wellbeing, avoiding negative thinking H8 Warning signs of mental and emotional health concerns (stress etc) H9 – Pre-empting common triggers. H10 Recognise when people need help. H7, H9, H10 Strategies to support, warning signs, common triggers H19 Substance use and misuse H21 How to seek help.</p>	<p>H3 Media and body shapes and images H12 Balanced approach to time online H17 Cosmetic and aesthetic procedures (tattooing, piercings, sunbeds etc) R35 To evaluate ways in which their behaviours may influence peers. R36 Skills to support younger peers. R37 Recognise when situations made riskier due to gangs. R38 – CCE Gangs (Catch 22)</p>	<p>L1 Study and employability skills. L2 Strengths and areas for development. L4 Opportunities. L7 Labour market, local, national and international employment opportunities. L9 Work experience opportunities. L14 Confidentiality in the workplace. L15 unacceptability and illegality of discrimination and harassment in the workplace H24 Emergency first aid and life saving skills.</p>
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Skills	<p>All students can recognise what physical, mental and social health looks like.</p> <p>All students can make informed lifestyle choices.</p> <p>All students can access the NHS online</p> <p>Some students can identify their own health concerns and strategies to support health.</p> <p>Some students can complete tasks together and work fully in collaboration.</p> <p>Some students can give examples of the 5 ways to wellbeing.</p> <p>A few students can reflect that all people can have mental health concerns at some point.</p> <p>A few students can identify their own relationship with food and assess how to keep healthy.</p> <p>A few students will access the school nurse directly having met her.</p>	<p>All students can recognise the difference between assertiveness and aggressive.</p> <p>All students can identify a strength.</p> <p>All students can name an area to develop.</p> <p>All students can keep themselves safe on social media.</p> <p>Some can identify strategies to develop growth mindset.</p> <p>Some can recognise coercive control behaviours.</p> <p>Some can identify different types of abuse.</p> <p>A few can identify strategies to build assertiveness and resilience.</p>	<p>All students can identify healthy foods.</p> <p>All students can access NHS support.</p> <p>All students can access support with fertility, pregnancy and loss.</p> <p>All can access contraception advice.</p> <p>Some can identify that advertising is linked to poor lifestyle choices.</p> <p>Some can empathise with different fertility issues.</p> <p>A few can identify that mixed messages around health can be found in social media and the importance of finding reliable sources.</p>	<p>All can access support online, in school and beyond.</p> <p>All can recognise when others need help.</p> <p>All can make links between lifestyle choices and mental health.</p> <p>Some can promote their own health using strategies given to them.</p> <p>A few can identify different symptoms of common mental health issues (stress, anxiety and depression).</p>	<p>All students can make informed decisions when having a cosmetic procedure.</p> <p>All students can identify risks involved.</p> <p>Some students can explore different options before making the decision</p> <p>Some students can understand that some procedures cannot be changed/corrected.</p> <p>A few students have the skills to support themselves and others with gang membership.</p>	<p>All students can identify strengths and areas for development in themselves.</p> <p>All students can identify a range of careers that interest them.</p> <p>All students can support basic first aid.</p> <p>Some students can access work experience opportunities.</p> <p>Some students understand confidentiality in the workspace.</p> <p>A few students can identify different discriminations and can report it.</p>
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Knowl edge	<p>All students know that wellbeing is linked to physical, mental and social health.</p> <p>All students know that a balanced diet is important.</p> <p>All students know that teenagers need at least 10 hours sleep.</p> <p>Some students know people follow different types of diets.</p> <p>Some students know that there are different types of <i>eating disorders</i> or patterns of disordered eating.</p> <p>Some students know how to support their own physical and mental health.</p> <p>A few students know how to signpost themselves and others.</p> <p>A few students know that there are links between cancer and other serious illness and poor physical, mental and social health.</p>	<p>All know the law in relation to Consent.</p> <p>All know how to report online abuse.</p> <p>Some can identify different types of abuse.</p> <p>A few know strategies to revise.</p>	<p>All students know how to access the NHS.</p> <p>All students know that there are choices available if there is an unplanned pregnancy and where to go for advice.</p> <p>All students know that getting early diagnosis will support getting better.</p> <p>Some know there are different types of screening processes available.</p> <p>Some know about the development of a foetus.</p>	<p>All know the 5 Ways to Wellbeing</p> <p>All know links between alcohol and drugs and mental health concerns.</p> <p>Some know strategies to support themselves and others.</p> <p>A know the main common triggers in themselves and others.</p>	<p>All students know that media can affect how we feel about our bodies.</p> <p>All students know how to balance time online.</p> <p>All students know that there are risks to cosmetic procedures.</p> <p>Some students know there are risks to gang membership.</p> <p>A few students know how to support younger students.</p>	<p>All students know they have a range of options available to them post 16.</p> <p>All students know they are protected by employment law.</p> <p>All students know some basic first aid.</p> <p>Some students know some interview skills and how to present themselves.</p> <p>Some students know the law around confidentiality in the workplace.</p> <p>Some students know more advanced first aid.</p> <p>A few students know how to access additional first aid training and complete it.</p>
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Yr 11	<p>R1 Strong positive relationships. R3 Indicators of unhealthy relationships. R4, R5 Rights and responsibilities in intimate relationships. R7 Appropriate advice and support. R8 Unhealthy impact of porn. R9, R13 Strategies to manage strong emotions and relationship ends – grief around divorce. R11 Safety online relationships R12 Manage changes in relationships including endings. R14 Online relationships dangers . R16 Recognise unwanted attention. R17 Access information and support. R22 Sexualised images R29 , R30, R31 Abuse in relationships, the law and support, help. R28 Manipulation, persuasion or coercion. R32 Domestic abuse H23 Managing personal safety.</p>	<p>L1 Study and employability skills. L2 Strengths and areas for development. L4 Opportunities. L7 Labour market, local, national and international employment opportunities – Careers’. L9 Work experience opportunities. L14 Confidentiality in the workplace. L15 unacceptability and illegality of discrimination and harassment in the workplace. R18 Consent – revision of previous learning.</p>	<p>H19, H20, H21 Use of drugs and alcohol. Consequences of substance use and misuse for mental and physical health H12 Balanced approach to time online H14 About the health services available to people – how to become a confident user of the NHS. R6 PRIDE – celebration of diversity in gender identity and sexual orientation. H10 Recognise when people need help.</p>	<p>H13 To identify, evaluate and independently access reliable sources of information. H32, H33 pregnancy, possibility of miscarriage, choices and support. H5 Stress management, working with younger students (positive use of influences – gangs). H6 How actions can affect mental health. Change and impact on mental health H7 Promoting own emotional wellbeing, avoiding negative thinking</p>	<p>L1, L2 Revision skills. Careers Advisor Support – New beginnings – beyond Kettlebrook.</p>	<p>Stress management, working with younger students (positive use of influences – gangs).</p>
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Skills	<p>All students can identify a positive relationship and a negative one.</p> <p>All students can understand that pornography isn't an accurate depiction of sex.</p> <p>All students can identify stalking behaviour and can seek support.</p> <p>Some students can recognise harm of pornography when watched excessively and when young</p> <p>Some students can recognise abuse within relationships and know where to get support.</p> <p>A few students can understand that there are positive and negative aspects in different relationships.</p> <p>A few students are able to consider how to signpost themselves and others for support within relationships and with aspects of safety online.</p>	<p>All students can revise – they have practised doing so.</p> <p>All students can identify some growth mindset tools.</p> <p>All students can remain within consent law.</p> <p>Some students can undergo an interview process.</p> <p>A few students can explain the law in regard to discrimination in the work place.</p>	<p>All students can identify risks to drugs and alcohol misuse.</p> <p>All students can identify importance of balance to time online.</p> <p>All students can access the NHS.</p> <p>Some students can confidently use the NHS.</p> <p>Some students can recognise the difference between gender and sexuality.</p> <p>A few students can produce a leaflet that supports access to the NHS.</p>	<p>All students can identify bias in information.</p> <p>All students can identify different outcomes to pregnancy.</p> <p>All students can identify different choices in pregnancy.</p> <p>Some students can support younger students with issues around gang membership.</p> <p>A few students can identify stressors that harm mental health.</p> <p>A few students can discuss mental health with maturity and empathy.</p>	<p>All students access careers support.</p> <p>Some students are able to engage in interview practice.</p> <p>A few students can take part in work experience activities to support their future.</p>	<p>All students have access to stress management support during the exams.</p>
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Knowl edge	<p>All students know the indicators of positive and negative relationships.</p> <p>All students know their rights and responsibilities in a relationship and the law.</p> <p>All students know the age of consent and also about consent at all times.</p> <p>All students know how to access appropriate support.</p> <p>All students know about the law in relation to sexualised images.</p> <p>All students know how to access support in Kettlebrook.</p> <p>Some students know strategies to manage strong emotions.</p> <p>Some students know the law in relation to online images and pornography.</p> <p>Some students know how to recognise unwanted attention.</p> <p>Some students know that there are different types of domestic abuse and that safety describes more than just physical safety.</p>	<p>All students know strengths and areas for development.</p> <p>All students know about GROWTH MINDSET.</p> <p>All students know the law in relation to consent.</p> <p>All students know some revision skills.</p> <p>Some students know interview skills.</p> <p>Some students know the law in regard to discrimination in the work place.</p>	<p>All students know the law in relation to drugs and alcohol.</p> <p>All students know where to seek help with these issues.</p> <p>All students know how to access the NHS services.</p> <p>Some students know that all drugs and medicines are dangerous if taken inappropriately.</p> <p>A few students know ways to support themselves or others with addiction.</p>	<p>All students know about different forms of contraception.</p> <p>All students know where to get support with pregnancy and fertility.</p> <p>Some students know how to support others with issues around gang membership.</p> <p>Some students know how to communicate positively about mental health.</p>	<p>All students know how to access relevant support.</p> <p>All students know how to prepare for exams and interview.</p>	<p>Exams / support offered as appropriate.</p>
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PSHE is divided into 3 Areas : Health and Wellbeing, Relationships, Living in the Wider World. The planning has been completed using the mapping document provided by the PSHE Association.

CORE THEME 1 : HEALTH AND WELLBEING	
KEY STAGE 3	KEY STAGE 4
Self concept H1 – H5 Mental Health and Emotional Wellbeing H6-12 Healthy lifestyles H13-H22 Drugs, alcohol and tobacco H23-H29 Managing risk and personal safety H30-H33 Puberty and sexual health H34 – H36	Self-concept H1- H6 Mental Health and Emotional Wellbeing H5-10 Healthy lifestyles H11 – H18 Drugs, alcohol and tobacco H19- 21 Managing risk and personal safety H22 – H25 Puberty and sexual health H26 – H33

CORE THEME 2 : RELATIONSHIPS

Positive relationships R1 – R8	Positive relationships R1 – R8
Relationship values R9 – R11	Relationship values R9-R10
Forming and maintaining respectful relationships R13 – R23	Forming and maintaining respectful relationships R11 – R17
Consent R24 – R31	Consent R18 - R22
Contraception and parenthood R32 – R36	Contraception and parenthood R23 – R27
Bullying abuse and discrimination R37	Bullying abuse and discrimination R28

CORE THEME 3 : LIVING IN THE WIDER WORLD

Learning Skills L1 – L6	Learning Skills L1 – L3
Choices and pathways L7 – L10	Choices and pathways L4 – L6
Work and Career L11 – L12	Work and Career L7- L12
Employment rights and responsibilities L13-L14	Employment rights and responsibilities L13-L15
Financial choices L15-L27	Financial choices L16 – L29