

COURSE 42 OVERVIEW

Key Stage 3 Overview	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 3	SUMMER 2
YEAR 7	Transition to secondary & safety	Valuing Diversity- links to British Values	Health & Puberty	Building healthy relationship	Importance of mental health, LLTF	The world of work & goal setting
Key Health and wellbeing	Transition to secondary and personal safety inside and outside of school.	Diversity linked to RRS, Prejudice and bullying.	Healthy routines including dental health and emotional and physical changes.	Importance of Family and building Friendships (including online). Relationship boundaries and avoiding peer pressure.	LLTF Programme, importance of sleep.	Employability skills and how these can be developed (skills builder), goal setting and teamwork projects.
Living in the wider world						
Relationships						
	Addiction smoking, drugs & alcohol & safety	How to avoid Discrimination	The real game & careers	Body confidence & healthy eating	Relationships- Recognising different types of relationships	Digital literacy And enterprise project
YEAR 8	Effects of smoking, Alcohol and drug misuse and the pressures relating to these.	Different forms of discrimination and issues with stereotyping. To include racism, disability, sexism, homophobia, biphobia and transphobia	Making financial choices, real life jobs, labour market information and intro to careers	Mental health linked to body image and healthy coping strategies. Healthy eating	How to manage family changes. Starting and ending relationships and online relationships.	Social media and FOMO, recognising Fake news and gambling. Skills required to be an entrepreneur
	Laws & Crime related to young people, Gangs	Exploring relationships	Careers and preparation for options	Intimate relationships	Politics and finance	First Aid, personal safety & Mental Health
YEAR 9	Crimes that affect and are committed by young people. Gang exploitation linked to knife crime	What is a healthy relationship? Intro to, gender, sexuality and consent, sexting.	Strengths, careers options and goal setting. Writing my personal brand.	Relationships and Sex in the media, Intro to contraception and Sexually transmitted infections, Child Sexual Exploitation and Female Genital Mutilation	The UK parliament and Election system. Political party- Manifestos and campaigns Class elections and voting of class Prime Minister The UK tax system, Spending and saving.	Basic first aid skills, resuscitation. Personal safety. Healthy coping strategies

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 3	SUMMER 2
YEAR 10	Wellbeing	British attitudes towards Human Sexuality	Relationships and Sex Education	The role of the Media	Drug & alcohol addiction	Conflict
	Careers				Next Steps- post 16	
Cultural education (B and V) Health and wellbeing Living in the wider world Relationships	Transition to KS4 and wellbeing	Differences between gender and sexuality Role of women in modern Christianity. Trafficking and modern slavery. Marriage and Divorce	Characteristics of healthy relationships, abuse and coercive control, contraception choices and parenting, pornography	The power of the media ethics and ownership Bias and control of the media	Issues linked to drug and alcohol use including the law	
	Financial welfare and preparing for the world of work.				Next steps including- higher education. Post 16 courses including Apprenticeships.	
ORDER OF TEACHING TBC	Healthy lifestyles	Family and parenting	Family and parenting	Health	First aid recap	Exams
	Study skills, post 16 guidance				Skills for the future	
YEAR 11	Healthy Lifestyles, including accessing NHS services and sexual health services Evaluating strengths and weaknesses, Study skills	Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	Abortion Fertility Cloning Life after death	Blood organ and Stem cell donation Risk associated with cosmetic procedures	First aid recap – CPR Careers, Application processes, and skills for further education, employment and career progression Finance and my future Voting	

Assessment Criteria- Our assessment criteria is based on the PSHE association GENERIC 'I CAN' STATEMENTS FOR THE WHOLE OF THE SECONDARY PSHE CURRICULUM. Individual 'I can statements' will be developed for each component of the curriculum for each year so that students level of attainment can be tracked. This will be used in the form of a self / peer assessment activity or through an assessed piece of project work completed by the student. Baseline assessment activities will also be undertaken to show the progress throughout a topic of development of skills, concepts and understanding.

	Working Towards	Working At	Working Beyond
Health and Wellbeing	<ul style="list-style-type: none"> I can identify transitional stages in my life and discuss ways of managing them I can suggest some ways to promote my health I can state basic differences between safe and unsafe choices for my health and wellbeing I can describe the role of a parent I can state basic risks to my health I can list some support services I can recognise emergency situations and follow instructions to keep myself safe I can identify some forms of media that might influence me and my health choices 	<ul style="list-style-type: none"> I can manage transitions between important stages in my life, demonstrating a positive mindset in the face of change I can describe ways to promote my physical, mental and emotional health I can identify choices for my health and wellbeing that are safe and unsafe I can describe features of parenthood and the risks of unplanned pregnancy I can assess risks to my health I can explain a range of different support available including on- and off-line services I can explain how to respond in emergency situations I can explain the role of the media in influencing lifestyle choices 	<ul style="list-style-type: none"> I can pre-empt and prepare myself for transitional phases in my life, consistently demonstrating resilience and a positive mindset in the face of change I can explain a range of techniques to promote my physical, mental and emotional health I can evaluate the safety of my health and wellbeing choices I can confidently explain what it means to be a good parent I can describe the health and wellbeing risks of unplanned pregnancy I can make regular, accurate assessments of risks to my health I can evaluate the effectiveness of a range of different support available including on- and off-line services I can demonstrate how to respond in emergency situations I can evaluate the role and effectiveness of the media's influence on my own and others' lifestyle choices
Relationships	<ul style="list-style-type: none"> I can describe different types of relationship I can distinguish between healthy and unhealthy relationships I can name and describe my emotions I can suggest some strategies for dealing with bullying, both on and offline I can describe my views on basic moral issues and begin to critically assess others' views I can suggest ways to manage peer pressure I can define the concept of consent I can recognise the feelings associated with loss I can describe how to show respect and equality to others I can discuss ways to manage risk in relationships I can identify where I could find advice and support 	<ul style="list-style-type: none"> I can describe how to develop and maintain a variety of healthy relationships in a range of contexts I can recognise and manage my emotions I can explain how to deal with negative relationships, including bullying, abuse and online encounters I can justify my values on moral issues I can effectively assess others' arguments and can identify thinking traps I can explain strategies to manage peer influence I can explain the concept of consent in a variety of contexts I can describe ways to manage loss I can demonstrate how to respect equality and be a productive member of a diverse community I can express increased confidence in my ability to manage risk in relationships I can identify and access appropriate advice and support 	<ul style="list-style-type: none"> I can explain how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts I can evaluate my success at managing my emotions in different contexts I can give advice about how to deal with negative relationships, including bullying, abuse, violence and online encounters I can justify my values on moral issues using mature and detailed argument which is backed up by evidence I can demonstrate discernment in assessing others' arguments and can identify increasingly sophisticated thinking traps I can effectively demonstrate strategies to manage peer influence I can explain the importance of consent in all relevant contexts I can explain how to manage loss related to bereavement & divorce I can critically assess the importance of equality in a diverse community and the ways in which I and my society promote this I can express increased confidence in my ability to manage risk in relationships and demonstrate effective strategies in doing so. I can evaluate the effectiveness of different sources of support

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Living in the Wider World</p>	<ul style="list-style-type: none"> • I can state my rights and responsibilities as a member of my local community • I can describe what an active citizen does • I can define the economy and how I contribute to it • I can identify different careers and pathways • I can describe what it means to be ambitious • I can sometimes, with support, demonstrate teamwork and resilience skills • I can reflect on my strengths and identify an area to improve • I know about the role of business in the economy • I can explain what it is to be enterprising • I can describe possible personal finance choices and identify potential risks and benefits of those choices • I can describe my role as a consumer 	<ul style="list-style-type: none"> • I can explain my rights and responsibilities as a member of a diverse community • I can explain my role as an active citizen and as a participant in the local and national economy • I can explain how to make informed career choices • I can explain how to be ambitious and enterprising • I can demonstrate employability skills, including teamwork, leadership, flexibility and resilience • I can reflect effectively on my strengths and areas for development in order to improve • I can describe the national economic and business environment • I can demonstrate enterprise skills • I can explain how personal financial choices affect me and assess financial risk in relation to those choices • I can describe my rights and responsibilities as a consumer 	<ul style="list-style-type: none"> • I can meaningfully debate my rights and responsibilities in promoting diversity in my community • I can demonstrate active citizenship and assess my contributions to the local and national economy • I can explain how to make informed career choices and explain the pathways leading to and from these choices • I can demonstrate ambition and lead enterprise projects • I can confidently demonstrate a range of employability skills • I can reflect on my strengths and areas for development with precision and insight, and respond constructively to feedback • I can explain the economic and business environment locally, nationally and globally • I can demonstrate a wide range of enterprise skills confidently • I can evaluate how personal financial choices affect myself and others and confidently assess financial risk in relation to those choices • I can explain examples of how to claim my rights and meet my responsibilities as a consumer.
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YEAR 7 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Resources
Autumn 1 Health & wellbeing	<p>Transition to secondary and Safety</p> <p>Transition to secondary school and personal safety in and outside school, including first aid</p> <p>PoS refs: H1, H2, H30, H33, R13, L1, L2</p>	<ul style="list-style-type: none"> • how to identify, express and manage their emotions in a constructive way • how to manage the challenges of moving to a new school • how to establish and manage friendships • how to identify personal strengths and areas for development • personal safety strategies and travel safety, e.g. road and rail 	<p>My Big Life Lesson 1 and 2</p> <p>RiseAbove – Dealing with change</p> <p>Think campaign*</p>
Autumn 2 Relationships	<p>Building healthy relationships- friendship focus</p> <p>Self-worth, romance and friendships (including online) and relationship boundaries</p> <p>PoS refs: H1, R2, R9, R13, R14, R16, R24</p>	<ul style="list-style-type: none"> • how to develop self-worth and self-efficacy • how to form and maintain positive friendships • about qualities and behaviors relating to different types of positive relationships • how to recognise unhealthy relationships • qualities and behaviours in a positive relationship • active listening, clear communication, negotiation and compromise • about consent, and how to seek and assertively communicate • consent- friendship focus 	<p>Medway Public Health Directorate – Relationships and Sex Education</p> <p>NSPCC - Making sense of relationships</p> <p>RiseAbove – Forming positive relationships</p>
Spring 1 LWW	<p>Valuing Diversity- (BV Links)</p> <p>Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41</p>	<ul style="list-style-type: none"> • about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • unacceptability of prejudice based language and behavior on and off line- sexism, homophobia, biphobia, transphobia, racism, ableism and faith based prejudice. • how to respond to bullying of any kind, including online • how to support others 	<p>RiseAbove – Bullying and cyberbullying</p> <p>Childnet – Crossing the line</p>

<p>Spring 2 Health & wellbeing</p>	<p>Health and Puberty Healthy routines, influences on health, puberty, PoSrefs: H5, H13, H14, H15, H16, H20, H22, H34, H19, H20</p>	<ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking and alcohol • how to manage physical and emotional changes during puberty • about personal hygiene • the importance of dental health and check ups 	<p>Medway Public Health Directorate – Relationships and Sex Education RiseAbove - Puberty Betty - it's perfectly natural BROOK PUBERTY TEACHING RESOURCES DENTAL HEALTH*</p>
<p>Summer 1 Health and wellbeing</p>	<p>The importance of mental health and sleep Living Life to the Full POS- H6, H7, H8, H9, H3, H1, H11, H12</p>	<ul style="list-style-type: none"> • how to identify and articulate a range of emotions sensitively using the appropriate language. • The characteristics of mental and emotional health and strategies for managing these. • Myths and misconceptions around mental health • Strategies to build resilience and how to deal with setbacks • Coping strategies (link to 10 a day) • Sources of support for mental health 	<p>PSHE Association - The Sleep Factor RiseAbove- SleepR</p>
<p>Summer 2 Living in the wider world</p>	<p>The world of work and goal setting Careers, teamwork and enterprise skills, and raising aspirations PoSrefs: R15, R39, L1, L3, L4, L5, L9, L10, L12</p>	<ul style="list-style-type: none"> • how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about a broad range of careers and the abilities and qualities required for different careers • about equality of opportunity • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • about the link between values and career choices • the importance of teamwork and working together to achieve a goal • To set realistic yet ambitious goals 	<p>Skills builder resources</p>

YEAR 8 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Resources
Autumn 1 Health & wellbeing	Body confidence and Healthy eating Mental health and emotional wellbeing, including body image and coping strategies PoSrefs: H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, L24 H14, H16, H17, H18, H21	<ul style="list-style-type: none"> • about attitudes towards mental health • how to challenge myths and stigma • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self-harm and eating disorders) • about healthy coping strategies • about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image 	PSHE Association - Mental Health and Emotional Wellbeing Movember - Happier, healthier, longer RiseAbove – Dealing with change Rise Above – Online stress and FOMO Media Smart - Body Image and Advertising Diana Award & ASOS - #MySenseOfSelf DoVE AND OTHER RESOURCES
Autumn 2 Relationships	Discrimination (BV) Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia PoS refs: R39, R40, R41, R3, R4, R42, R43	<ul style="list-style-type: none"> • how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination • What are protected characteristics? 	GEO - Anti-homophobic, biphobic and transphobic bullying project Dimensions - #ImwithSam Stonewall - Fit
Spring 2 Living in the wider world	The real game and introduction to careers Equality of opportunity in careers and life choices, and different types and patterns of work PoS refs: R39, R41, L3, L8, L9, L10, L11, L12, L15, L18	<ul style="list-style-type: none"> • about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relation to work and pay • about employment, self-employment and voluntary work • how to set aspirational goals for future careers and challenge expectations that limit choices • to assess and manage financial risk • social and moral dilemmas about the use of money • Develop knowledge of the changing landscape of the world of work, including challenging gender stereotypes. 	The real game resource pack

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Autumn 1 Health & wellbeing	How can I look after my health? Alcohol and drug misuse and pressures relating to drug use PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	<ul style="list-style-type: none"> • about medicinal and reactional drugs • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes 	RiseAbove - Smoking RiseAbove - Alcohol
Summer 1 Relationships	Relationships and family Structure of family What is a healthy relationship? Families and parenting, healthy relationships, conflict resolution, and relationship changes PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36	<ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services 	Cumbria Council - Tackling homelessness Coram Life Education – Adoptables Schools Toolkit GEO - Anti-homophobic, biphobic and transphobic bullying project

<p>Summer 2 Living in the wir world</p>	<p>Digital literacy and Enterprise Project Online safety, digital literacy, media reliability, and gambling hooks Skills required to be an entrepreneur PoS refs: H3, H30, H32, R17, L19, L20, L21, L22,L23, L24, L25, L26, L27</p>	<ul style="list-style-type: none"> • about online communication& how to use social networking sites safely • how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation • how to respond and seek support in cases of online grooming • how to recognise biased or misleading information online • how to critically assess different media sources • how to distinguish between content which is publicly and privately shared • about age restrictions when accessing different forms of media and how to make responsible decisions • how to protect financial security online • how to assess and manage risks in relation to gambling and chance-based transactions • FOMO • Risks associated with online gambling and gambling hooks • Online scams 	<p><u>Cifas - Anti-Fraud Education</u> <u>Childnet – Crossing the line</u> <u>Childnet – Trust Me</u> <u>RiseAbove – Online stress and FOMO</u> <u>RiseAbove – Body image in a digital world</u> <u>National Crime Agency - Exploring Cybercrime</u> <u>FOMO RESOURCES</u></p>
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YEAR 9 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Resources
Autumn 1 LWW	Crime, young people and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	<ul style="list-style-type: none"> • how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence 	Medway Public Health – Gangs: Managing risks and staying safe Home Office - #knifefree RiseAbove – Alcohol NaCTSO – Run, hide, tell Home Office - #knifefree Medway Public Health - Gangs: Managing risks and staying safe
Spring 2 Relationships	Exploring relationships Gender identity, sexual orientation, consent, 'sexting', FGM PoS refs: R4, R5, R10, R16, R18, R24, R25, R26, R27, R28, R29, R30,	<ul style="list-style-type: none"> • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • to gauge readiness for sexual intimacy • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image 	PSHE Association - Teaching about consent Medway Public Health Directorate – Relationships and Sex Education NSPCC - Making sense of relationships GEO - Anti-homophobic, biphobic and transphobic bullying project
Spring 1 Living in the wider world	Which career might be right for me? Learning strengths, career options and goal setting as part of the GCSE options process Employability and online presence PoS refs: L2, L3, L6, L7, L8, L9, L11, L12,	<ul style="list-style-type: none"> • about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making about young people's employment rights and responsibilities 	Cifas -Anti-Fraud Education Bank of England - EconoME Barclays - Life Skills Careers pilot**

	L13, L14, R13, R14, L4, L5, L8, L21, L24,	<ul style="list-style-type: none"> skills for enterprise and employability how to give and act upon constructive feedback how to manage their 'personal brand' online habits and strategies to support progress 	
Relationships	<p>Introducing Intimate relationships</p> <p>Pressure to have sex, Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21, H35, H36</p>	<ul style="list-style-type: none"> about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex about myths and misconceptions relating to consent about the continuous right to withdraw consent and capacity to consent about STIs, effective use of condoms and negotiating safer sex about the consequences of unprotected sex, including pregnancy how the portrayal of relationships in the media and pornography might affect expectations how to assess and manage risks of sending, sharing or passing on sexual images how to secure personal information online 	<p>PSHE Association - Teaching about consent</p> <p>Medway Public Health Directorate – Relationships and Sex Education</p> <p>Home Office & GEO - Disrespect NoBody</p> <p>NSPCC - Making sense of relationships</p> <p>BBFC- Making choices: sex, relationships and age ratings</p>
Summer 1 Living in the wider world	<p>Politics and Finance</p> <p>The UK Parliament and electoral system, political parties, manifestos, campaigns and voting</p> <p>The UK Tax system</p> <p>Spending and saving</p> <p>PoS refs: L16, L17, L19</p>	<ul style="list-style-type: none"> About values and attitudes towards money and debt To manage emotions in relation to money To recognise financial exploitation- online scams 	<p>Barclays lifeskills</p>
	<p>First Aid and personal safety</p> <p>PoS refs: H33, H32, H31</p>	<ul style="list-style-type: none"> how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) Ways to assess risk and reduce risk in relation to health, wellbeing and personal safety. how to get help and perform basic first aid including CPR and use of defibrillators 	<p>British Red Cross – First Aid</p> <p>British Heart Foundation – Call Push Rescue</p>

YEAR 10 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Resources
	<p>Becoming a resilient learner</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p> <p>PoS refs: H2, H5, H6, H7, H8, H9, H10, H11</p>	<ul style="list-style-type: none"> • how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • Recognise early signs of mental wellbeing concerns • To look at strategies that can help to develop resilience. and negative influences on mental health • Develop knowledge of the common types of mental illness. • Recognise the Importance of sleep. 	<p>LLTF</p> <p>10 a day</p>
	<p>Impacts of Drugs and Alcohol and managing risk</p> <p>H19, H20, H21, H22, H23, R20, R35</p>	<ul style="list-style-type: none"> • about the impact of drugs and alcohol on individuals, personal safety, families and widercommunities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction (alcohol recommendations and the risks associated with alcohol and binge drinking). • The consequences of alcohol addiction – physical and psychological • To understand the health and legal implications associated with drug and alcohol abuse, including mental health • Awareness of the dangers of drugs including prescribed drugs 	

		<ul style="list-style-type: none"> • The law relating to supply and possession of illegal substances. about the links between lifestyle and some cancers • Factors that contribute to young people being involved in crime, including cyber crime. 	
	Sexual health and cancer checks H16, H19, H21, R23	<ul style="list-style-type: none"> • Develop knowledge of sexually transmitted infections and how these can be prevented through condom use. • Understand signs and symptoms of STIs and how to gain health advice from the school nurse and Sexual health clinic. • To learn about the available contraceptive choices and how to negotiate safer sex. Negotiate contraception use • The facts about the harm of smoking and links to lung cancer and benefits of quitting. • The benefits of regular self -examination and screening and importance of self examination • about registering with and accessing doctors, sexual health clinics, opticians and other health services 	
	Careers- Learning skills, choices and pathways, work and career Pos ref- L1,L3, L4, L5, L6, L12, L2, L10, L11	<ul style="list-style-type: none"> • how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • how to maintain a positive personal presence online • about application processes, including writing CVs, personal statements and interview technique • how to maximize employability, including managing online presence and taking opportunities to broaden experience • about rights, responsibilities and challenges in relation to working part time whilst studying • about options post-16 and career pathways and where to gain CIAG, support and opportunities • Maintain high aspirations about the future and challenge stereotypes about particular career pathways • To evaluate and develop study skills and employability skills 	

		<p>Including time management, study methods and revision techniques.</p> <ul style="list-style-type: none"> • Develop a career identity including values in relation to work and how to maximise chances when applying, Interview skills • Understanding how to maintain a positive online reputation. • understand the forms of discrimination and prejudice that happen in the workplace. 	
	<p>What is the world of work like? Preparation for and evaluation of work experience and readiness for work PoS refs: H1, L1, L2, L3, L5, L7, L8, L9 L10, L11, L12, L13, L14, L15, L23</p>	<p>To practice interview skills with an outside employer. Develop an understanding of the employability skills required for WEX and the world of work.To gain an overview of the range of opportunities which are available for WEX.(L9)</p> <ul style="list-style-type: none"> • how to evaluate and build on the learning from work experience • about responsibilities in the workplace • how to manage practical problems and health and safety • discrimination and harassment in the workplace 	
	<p>Financial responsibility The impact of financial decisions, debt, gambling and the impact of advertising on financial choices PoS refs: H25, R38, L16, L17, L18, L19, L20, L25, L1, L2, L3, L4, L6, L7, L8, L11, L12, L21, h25</p>	<ul style="list-style-type: none"> • understand pay and tax including payslips • how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and pay day lending • how data is generated, collected and shared, and the influence of targeted advertising • how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling, including online • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime 	<p>Barclays - Life Skills Nebula – Financial education online Cifas – Anti Fraud Education Demos & GambleAware - Resilience to gambling National Crime Agency - Exploring Cybercrime</p>

<p>Spring</p>	<p>Relationship challenges and abuse, assertive communication R1,R3,R12 R28,R29,R30,R31,R32</p>	<p>To understand the importance of developing healthy and respectful relationships with sexual and romantic partners.(R1)</p> <ul style="list-style-type: none"> • how to communicate assertively • how to challenge harassment and stalking, including online • about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support • how to assess emergency and non-emergency situations and contact appropriate services • To understand how to end an intimate relationship. 	<p>Movember - Happier, healthier, longer British Red Cross – First Aid British Heart Foundation – Call Push Rescue NaCTSO - Run, hide, tell Teenage Cancer Trust – What is cancer? Coppafeel! – Breat cancer awareness</p>
	<p>Sexual Health and Pornography Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography PoS refs: R2,R7, R8, R11, R12, R18,R22, R24, R27, R28, R29, R30, R31, R32, R33, R34, L21, H27, H28, H26</p>	<ul style="list-style-type: none"> • Role of pleasure in an intimate relationship including orgasm • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • about the additional pressures on relationships which occur due to media influence including watching pornography. • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online 	<p>PSHE Association - Teaching about consent Medway Public Health Directorate – Relationships and Sex Education Home Office & GEO - Disrespect NoBody NSPCC - Making sense of relationships</p>

YEAR 11 —MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Resources
Autumn	Healthy Lifestyles, Evaluating strengths and weaknesses, Study skills H1, H3, H4	<ul style="list-style-type: none"> To assess their strengths and weaknesses How self confidence and self esteem and mental health are connected How to build resilience to external influences Making informed decisions about lifestyle- sleep, diet and exercise. 	
	Making health related decisions H14,H15,H16,H29,H13, H17	<ul style="list-style-type: none"> Blood organ and Stem cell donation Personal responsibility for monitoring health and using the NHS services Identify, evaluate and access sources of health information including sexual health services Assess and manage the risks associated with cosmetic procedure- tattooing, piercing and use of sunbeds YEAR 9 	
	First Aid recap H24	<ul style="list-style-type: none"> Develop knowledge of life saving skills and how to administer CPR including use of defibrillators 	
	Fertility, Parenting and Pregnancy Pos H30,H31,H32,H33	<ul style="list-style-type: none"> How fertility can vary and changes over time and is affected by STIs, lifestyle and menopause Miscarriage and support available, How lifestyle can affect the development of the foetus Pregnancy and choices available for unplanned pregnancy To learn about the readiness for parenthood and the implications of becoming a young parent including the option of abortion. To recognise the importance of parenting skills and the importance of family life. 	

Spring	<p>Family and Parenting- Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p> <p>PoS refs: H30, H31, H32, H33, R4, R6, R11, R12, R13, R24, R25, R26, R27, R33</p>	<ul style="list-style-type: none"> • about different types of families and changing family structures • how to evaluate readiness for parenthood and positive parenting qualities • about fertility, including how it varies and changes • about pregnancy, birth and miscarriage and the implications of becoming a young parent, importance of parenting skills and qualities for family life • about unplanned pregnancy options, including abortion • about adoption and fostering • how to manage change, loss, grief and bereavement • about 'honour based' violence and forced marriage and how to safely access support • Stable, committed relationships- rights and protections of marriages, civil partnerships and the legal status of long term relationships. • Diversity in romantic and sexual attraction and developing sexuality including sources of support • The law relating to honour based violence and forced marriage- the consequences to the individual & wider society 	
Summer	<p>Careers, Application processes, and skills for further education, employment and career progression</p> <p>L7,L8,L15,L21</p> <p>Finance and my future</p>	<ul style="list-style-type: none"> • Local LMI and local, national and international employment opportunities • Changing patterns of employment • The workplace- Discrimination and harassment in the workplace • Different models of employment- self employed, fulltime, part time and zero hours contracts • Budgeting • The importance of voting 	

Year 12

Area of study	Topics
Health and wellbeing Mental health 2 lessons	Positive mental health- pressures of post 16, balancing pressure of study, family, relationships and part time work. Coping strategies Recognising mental health problems and reducing stigma around depression and anxiety. Social media and effects of mental health
Health care 2 or 3 lessons	When to seek medical attention- pharmacy, 111, doctors, 999 and when to use these. Self checks- testicular cancer, breast cancer, smear tests. Vaccinations- flu Symptoms of meningitis First aid including CPR practical and recover position- red cross app, defibrillator
Drugs and alcohol 2 lessons	The alcohol recommendations- units and use of the drink aware website, pressures to drink and issues with intoxication including drink driving. Legal and illegal drugs and risks associated with using cannabis / other drugs. Include awareness of Date rape drugs.
Healthy relationships 2 lessons	Recognising how relationships can be positive and negative- affecting friendships. How to recognise controlling and abusive relationships. Managing harassment on and offline How to ensure that you clearly give and gain consent. Sexual expectation and impact of pornography on young people's relationships. Casual relationships- viewpoints and possible negative viewpoints.
STIS and contraception 2 lessons	Different types of contraception and the pros / cons of different methods. Ensuring contraception is discussed with partner. Unplanned pregnancy and abortion discussions. STIs- types and symptoms (- some have none), testing and local clinic information / school nurse.
Personal safety at University	Strategies to ensure that you remain safe when socialising at University

