Relationships, Sex & Health Education (RSHE) Policy

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Date:	Version	Reason for change	Source
19.03.21	V2.0	New Policy Drafting Statutory Change	DfE

To be read alongside all relevant Matrix Academy Trust policies and procedures

1. AIMS

1.1 The aims of this policy is to provide a working document of clear guidance to Trustees, staff, parents/carers and pupils on the delivery of relationships and sex education (RSHE) at Trust Schools and to ensure pupils learn about:

Relationship and Sexual health including:

- Different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers, marriage or other type of committed relationship.
- How to recognise, understand and build healthy, nurturing relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships.
- How relationships may affect health and wellbeing, including mental health.
- Healthy relationships and safety online.
- Factual knowledge, and the law around sex, sexual health and sexual orientation, gender identity, set firmly within the context of relationships.
- Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour.
- Female Genital Mutilation (FGM), honour based violence and forced marriage.

Physical health and mental wellbeing including:

- Mental health and wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs and tobacco
- Health and prevention
- First Aid
- Changing adolescent body

1.2 Internet safety and the rules and principles for keeping safe online will be taught throughout all aspects of RSHE.

1.3 The aims above are in line with the core expectations that we promote to all pupils:

- Maintain a positive attitude.
- Show respect for all and display high levels of commitment to being the best you can be.
- To encourage and promote a 'telling school ethos'.

1.4 The content will be taught in an age appropriate and developmentally appropriate way. Topics will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

1.5 Teaching will build on the knowledge about relationships and sexual health as well as physical health and wellbeing acquired at primary school (Appendix 1) and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex (Appendix 2).

1.6 Menstruation: Pupils will be taught key facts about the menstrual cycle. In addition to curriculum content, adequate arrangements will be made to help girls prepare for and manage menstruation, including requests for menstrual products.

1.7 Teaching about mental well-being is central and the content delivered will give pupils the knowledge and capability to take care of themselves and receive support if problems arise.

1.8 The content will support the wider work of school in helping to foster pupil well-being and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society

2. INTRODUCTION

2.1 Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

3. STATUTORY REQUIREMENTS

3.1 The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017. Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools. Health Education is compulsory in all state-funded schools.

3.2 The current statutory guidance can be found here

4. DEFINITION

4.1 RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values.

4.2 RSHE is not about the promotion of sexual activity.

5. DELIVERY OF THE PROGRAMME

5.1 At Matrix Academy Trust we acknowledged that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

5.2 RSHE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement, and be supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, SEND, e-safety, anti-bullying and safeguarding.

5.3 RSHE is taught within the school's personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum.

5.4 Science, computing and physical education will complement some of the topics covered in Relationship Education, RSE and Health Education.

5.5 Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills will also be complimented within the teaching of Trust Values. Our whole school oracy protocols support pupils to speak clearly and confidently, expressing and valuing their own voices as well as those of others. Reading materials will also be used to deepen discussion and understanding of issue raised in the teaching of RSHE.

5.6 Anatomical terms and language will be used when teaching RSHE.

6. EQUALITY OF OPPORTUNITY

6.1 We will use RSHE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues.

6.2 RSHE delivery is designed to comply with the Equality Act 2010 and will include LGBT+ content in the programme. This will include talking about LGBT+ families and teaching about sexual orientation and gender identity.

6.3 The religious background of all pupils will be taken into account when planning teaching and comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

6.4 Teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that pupils clearly understand what the law allows and does not allow, and the wider legal implications of decisions they make.

6.5 Under the Equality Act, the school will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnerships, or sexual orientation.

7. PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

7.1 Relationships Education, RSE and Health Education will be accessible for all pupils.

7.2 High quality teaching is differentiated and personalised. This is the starting point to ensure accessibility for all pupils.

7.3 The school will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

7.4 The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils. For example pupils with Social, Emotional and Mental Health Needs or learning disabilities. For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different developmental stages.

8. PARENTS' RIGHT TO WITHDRAW

8.1 Parents have the right to withdraw their children from the non-statutory components of RSHE (intimate and sexual relationships, including sexual health), up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the

child with sex education during one of those terms. Parents cannot withdraw their child from Relationships or Health Education.

8.2 Parents can identify when RSE is being covered by referring to the overviews on the school's website. (Found in appendix 3 of this document).

8.3 Requests for withdrawal should be made in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's file. The Headteacher will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to pupils who are withdrawn from RSE.

8.4 There is no right to withdraw from Relationships or Health Education.

9. WORKING WITH EXTERNAL AGENCIES

9.1 To support and enhance the delivery of RSHE, Trust Schools works with external partners to draw on specialist knowledge and implement different ways of engaging with young people.

9.2 Where external agencies are used, the school will ensure that all the necessary checks are completed of the visiting organisation and any visitors linked to the agency.

9.3 The schools will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the school in advance of the session.

9.4 The schools will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the school's Safeguarding Policy.

10. SAFEGUARDING, REPORTS OF ABUSE AND CONFIDENTIALITY

10.1 The schools recognise that at the heart of RSHE, the focus is on keeping children safe, and acknowledges the significant role schools have in preventative education. Our RSHE and PSHE provision takes account of our local context and is responsive to the needs our pupils within the context of our community.

10.2 We will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

10.3 In line with the document Keeping Children Safe in Education (KCSIE, 2020), all staff are aware of what to do if a pupil tells them that they are being abused or neglected. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and Children's Services.

10.4 A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

11. MONITORING AND EVALUATION

11.1 The delivery of RSHE is monitored by the school's Leadership team, Heads of House and the school's PSHE Lead through the school's monitoring programme of curriculum reviews, learning walks, PSHE working walls, lesson observation and pupil voice.

11.2 Pupils' development in RSHE is monitored by pupil surveys, self-evaluations, pop quizzes, written work and discussions.

11.3 RSHE is not formally assessed.

12 INFORMING AND INVOLVING PARENTS, STAFF AND PUPILS

12.1 Parents are the primary educators of their children and their role in education concerning relationships and sexuality is seen by the school as very important. Relevant sections of this RSHE policy will be included in the school's *Prospectus* booklet, published annually in August.

12.2 This policy has been designed in consultation with Parent Advisory Groups and via a Microsoft parental questionnaire to representatives and the views expressed by parents will be taken into account when reviewing the policy. A copy of this policy will be made available on the school's website as well as an overview of topics covered by each year group.

12.3 Pupils' views are gathered through school surveys and the various committees for example school Council, Mental Health Ambassadors, Digital Leaders and the Anti-bullying Champions that the school operates, identifying needs.

12.4 All staff play an important role in supporting the delivery and review of RSHE.

By the end of primary school pupils will have been taught about relationships and sexual health:

Families and people who care for me	Pupils should know that: - Families are important for children growing up because they can give love, security and stability. - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know: How important friendships are in making us feel happy and secure, and how people choose and make friends.

	• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	Pupils should know: • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • 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 those in positions of authority. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive.

	• The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Pupils should know: • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online
Being safe	Pupils should know: • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard.

	• How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.

By the end of primary school pupils will have been taught about physical health and mental wellbeing:

Mental Wellbeing	Pupils should know
	• That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other's feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • The benefits of physical exercise, time our doors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends, and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including reconsidering the triggers for seeking support), including whom in school they should speak to if

	they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
	• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	Pupils should know • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and other's mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical health and fitness	Pupils should know • The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other form of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity)

	• How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils should know • What constituted a healthy diet (including understanding calories and other nutritional content) • The principles of planning and preparing healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Pupils should know • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.
Health and prevention	Pupils should know • How to recognised early signs of physical illness, such as weight loss, or unexplained changes to the body • About safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer. • The importance sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. • The facts and science relating to allergies, immunisation and vaccination.
Basic first aid	Pupils should know • How to make a clear and efficient call to emergency services if necessary.

	• The concepts of basic first aid, for example, dealing with common injuries including head injuries.
Changing adolescent body	Pupils should know • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and, in addition, cover the following content about relationships and sex education by the end of secondary:

Families	Pupils should know:
	• That there are different types of committed, stable relationships.
	• How these relationships might contribute to human happiness and their importance for bringing up children.
	• 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.
	• Why marriage is an important relationship choice for many couples and why it must be freely entered into.
	• The characteristics and legal status of other types of long-term relationships.
	• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
	• 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.
Respectful relationships, including friendships	Pupils should know:
	• 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.
	• Practical steps they can take in a range of different contexts to improve or support respectful relationships.
	• 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).
	• 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.
	• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
	• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
	• What constitutes sexual harassment and sexual violence and why these are always unacceptable.
	• 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.
Online and media	Pupils should know:
	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
	• 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.
	• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.

	• What to do and where to get support to report material or manage issues online.
	• The impact of viewing harmful content.
	• 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.
	• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
	• How information and data is generated, collected, shared and used online.
Being safe	Pupils should know:
	• 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.
	• 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).
Intimate and sexual relationships, including sexual health	Pupils should know:
	• 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.
	• 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.
	• The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.

	• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
	• That they have a choice to delay sex or to enjoy intimacy without sex.
	• The facts about the full range of contraceptive choices, efficacy and options available.
	• The facts around pregnancy including miscarriage.
	• 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).
	• 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.
	• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
	• How the use of alcohol and drugs can lead to risky sexual behaviour.
	• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Schools should continue to develop knowledge on topics specified for primary as required and, in addition, cover the following content about physical health and mental wellbeing by the end of secondary:

Mental wellbeing	Pupils should know • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • 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. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet Safety and Harms	Pupils should know • 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 information is targeted at them and how to be a discerning consumer of information online. • 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.
Physical health and fitness	Pupils should know • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • 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 cardio-vascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy eating	Pupils should know • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	Pupils should know • 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. • the law relating to the supply and possession of illegal substances.

	• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • 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.
Health and prevention	Pupils should know • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	Pupils should know • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed.
Changing adolescent body	Pupils should know • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.

Appendix 3   **PSHE/RSE curriculum at**   XXXXXXX school

Learning for Life Curriculum Journeys

RSHE is delivered through Learning for Life lessons, form time and assemblies as well as additional workshops sometimes led by external agencies. Our form time sessions also include: literacy, numeracy and reading.

Parents have the right to withdraw from the non-statutory components of RSE (intimate and sexual relationships, including sexual health).

Our Careers curriculum is taught throughout every term for each key stage.

Some of our RSHE content is delivered through cross curricular lessons and events. All departments support 'Theme of the Week' and 'Key Celebration Dates' throughout the academic year either through their curriculum, assemblies and/or events.

PSHE Long Term Plan Year 7 - HT1

	Week Commencing	11/09/2023	18/09/2023	25/09/2023	02/10/2023	09/10/2023	16/10/2023	23/10/2023
PSHE YEAR 7	**Theme**	TGBS Values	TGBS Values	TGBS Values	TGBS Values	TGBS Values	TGBS Values	TGBS Values
	Subtopic	Values	Values	Values	Values	Values	Values	Values
	TGBS Values	Telling School	Understanding Towards Others	Respectful to All	Valuable Contribution	Everyone is Equal	Self-Motivated to Achieve	All
	Key Question	What does it mean to be a telling school and why is it important?	What does it mean have an understanding towards others and why is it important?	What does it mean to be respectful to all and why is it important?	What does it mean to have a valuable contribution and why is it important?	What does it mean by everyone is equal and why is it important?	What does it mean to be self-motivated to achieve and why is it important?	All previous questions
	PSHE Association	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?

PSHE Long Term Plan Year 7 – HT2

Week Commencing	06/11/2023	13/11/2023	20/11/2023	27/11/2023	04/12/2023	11/12/2023	18/12/2023
Theme	Staying Safe			Life Beyond School		Health	Sex and Relationships
Subtopic	Bullying			British Values and Equality		Mental Health	Puberty and emotions
TGBS Values	Respect	Respect	Telling School	Everyone is Equal	Everyone is Equal	Respect	Respect
Key Question	Introduction to PSHE and Avoiding toxic Friendships.	Bullying or Banter?	What is Cyberbullying? Why do people bully online?	British Values: Identity	Equality and Race: What makes us British?	How can we manage our anger?	Why do we fall in love?
PSHE Association	R2. indicators of positive, healthy relationships and unhealthy relationships, including online	R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including wider world, family and friendships, including online).	R38. To recognise bullying and its impact in all its' forms; the skills and strategies to manage being targeted or witnessing others being bullied.	R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online		R19. to develop conflict management skills and strategies to reconcile after disagreements	R18. to manage the strong feelings that relationships can cause (including sexual attraction). R5. to recognise that sexual attraction and sexuality are diverse. R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships. R9. to clarify and develop personal values in friendships, love and sexual relationships

(row label: PSHE YEAR 7)

PSHE Long Term Plan Year 7 – HT3

Week Commencing		08/01/2024	15/01/2024	22/01/2024	29/01/2024	05/02/2024
Theme		Health			Staying Safe	
Subtopic		Healthy lifestyles			E Safety	
TGBS Values		Self-Motivated to Achieve	Self-Motivated to Achieve	Self-Motivated to Achieve	Telling School	Telling School
Key Question		What do we mean by a Healthy Lifestyle?	How can I keep Healthy? Food Groups, diet and nutrition.	Healthy Living: Exercise and keeping active.	How do we keep safe? Positive Relationships	How do we keep positive relationships? Online and in person.
PSHE Association		H14. the benefits of physical activity and exercise for physical and mental health and wellbeing. H15. the importance of sleep and strategies to maintain good quality sleep. H21. how to access health services when appropriate	H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices	H16. to recognise and manage what influences their choices about physical activity. H14. the benefits of physical activity and exercise for physical and mental health and wellbeingH21. how to access health services when appropriate	R9. to clarify and develop personal values in friendships, love and sexual relationships R10. the importance of trust in relationships and the behaviours that can undermine or build trust. R2. indicators of positive, healthy relationships and unhealthy relationships, including online	

(Row label: PSHE YEAR 7)

PSHE Long Term Plan Year 7 – HT4

Week Commencing		19/02/2024	26/02/2024	04/03/2024	11/03/2024	18/03/2024
	Theme	Health		Life Beyond	Relationships	
	Subtopic	Mental Health		Managing Money	Managing Feelings	
	TGBS Values	Understanding of Others	Self-Motivated to achieve	Valuable Contribution	Respect	Respect
PSHE YEAR 7	Key Question	Introduction to Mental Health: Depression.	Being Resilient	What are savings and loans and interest?	Family Relationships: The different types and why we don't always get along.	Love and Relationships: Falling in love and dealing with new feelings.
	PSHE Association	H7. the characteristics of mental and emotional health and strategies for managing these H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support	H4. simple strategies to help build resilience to negative opinions, judgements and comments H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing	L17. to manage emotions in relation to money L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions. L13. about young people's employment rights and responsibilities	R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them R2. indicators of positive, healthy relationships and unhealthy relationships, including online	R18. to manage the strong feelings that relationships can cause (including sexual attraction). R5. to recognise that sexual attraction and sexuality are diverse. R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships. R9. to clarify and develop personal values in friendships, love and sexual relationships

PSHE Long Term Plan Year 7 – HT5

Week Commencing	08/04/2024	15/04/2024	22/04/2024	29/04/2024	13/05/2024	20/05/2024
Theme	Health			Health		Relationships
Subtopic	Drugs and Alcohol			Responsible lifestyle choices		Puberty for girls and boys
TGBS Values	Telling School	Telling School	Telling School	Self-Motivated to Achieve	Self-Motivated to Achieve	Respect
Key Question	What are Drugs?	The Dangers of Cigarettes and Alcohol	The Dangers of Cigarettes and Alcohol	Not being Healthy: What are the consequences?	Energy Drinks: What's the big deal?	Puberty: What happens when and why?
PSHE Association	H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use H27. the personal and social risks and consequences of substance use and misuse including occasional use H28. the law relating to the supply, use and misuse of legal and illegal substances H29. about the concepts of dependence and addiction including awareness of help to overcome addictions			. H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities H14. the benefits of physical activity and exercise for physical and mental health and wellbeing H15. the importance of sleep and strategies to maintain good quality sleep H16. to recognise and manage what influences their choices about physical activity H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices		H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual well-being. H21. how to access health services when appropriate. H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection

Theme (left vertical): PSHE YEAR 7

PSHE Long Term Plan Year 7 – HT6

Week Commencing		10/06/2024	17/06/2024	24/06/2024	01/07/2024	08/07/2024	15/07/2024
PSHE YEAR 7	**Theme**	Staying Safe		Life beyond School			Health
	Subtopic	Equality: Racism and PREVENT		Managing Money			Mental Health
	TGBS Values	Telling School	Everyone is Equal	Valuable Contribution	Valuable Contribution		Respect
	Key Question	Extremism: Why does radicalisation happen and how does it challenge our values?	What is Stereotyping and Prejudice? Racism Focus.	How can we budget our money?	How can we create a personal budget plan?		What is self-esteem and why is it important?
	PSHE Association	R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online		L15. to assess and manage risk in relation to financial decisions that young people might make L16. about values and attitudes relating to finance, including debt L17. to manage emotions in relation to money L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams. L13. about young people's employment rights and responsibilities	L15. to assess and manage risk in relation to financial decisions that young people might make L16. about values and attitudes relating to finance, including debt L17. to manage emotions in relation to money L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions		H1. how we are all unique; that recognising and demonstrating personal strengths.H4. simple strategies to help build resilience to negative opinions, judgements and comments H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing

Long Term Plan – Year 8 – HT1

Week Commencing	11/09/2023	18/09/2023	25/09/2023	02/10/2023	09/10/2023	16/10/2023	23/10/2023
Theme	TGBS Values	TGBS Values	TGBS Values	TGBS Values	TGBS Values	TGBS Values	TGBS Values
Subtopic	Values	Values	Values	Values	Values	Values	Values
TGBS Values	Telling School	Understanding Towards Others	Respectful to All	Valuable Contribution	Everyone is Equal	Self-Motivated to Achieve	All
Key Question	What does it mean to be a telling school and why is it important?	What does it mean have an understanding towards others and why is it important?	What does it mean to be respectful to all and why is it important?	What does it mean to have a valuable contribution and why is it important?	What does it mean by everyone is equal and why is it important?	What does it mean to be self-motivated to achieve and why is it important?	All previous questions
PSHE Association	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?

(left vertical label: PSHE YEAR 8)

Long Term Plan – Year 8 – HT2

Week Commencing	06/11/2023	13/11/2023	20/11/2023	27/11/2023	04/12/2023	11/12/2023	18/12/2023

	Theme	Life Beyond School		Sex and Relationships				Staying Safe
	Subtopic	Prejudice and Discrimination		LGBTQ+	Consent and the Law			PREVENT
	TGBS Values	Everyone is Equal	Everyone is Equal	Everyone is Equal	Respect	Telling School	Respect	Telling School
PSHE YEAR 8	**Key Question**	How can we stop disability prejudice?	What is stereotyping and how can we avoid it?	How can we support the LGBTQ+ Community?	Consent: What is consent and why is it important we know about it?	Sexting: What is sexting and why is it so risky to send images over the internet?	Pornography: What is pornography and why can it be dangerous?	Where does Extremism come from?
	PSHE Association	R39. The impact of stereotyping, prejudice and discrimination on individuals and society. R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism, and faith-based prejudice. R41 the need to promote inclusion and challenge discrimination, and how to do so safely, including online. R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation		R39. The impact of stereotyping, prejudice and discrimination on individuals and society. R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism, and faith-based prejudice. R41 the need to promote inclusion and challenge discrimination, and how to do so safely, including online. R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation	R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances. R25. about the law relating to sexual consent R26. how to seek, give, not give and withdraw consent (in all contexts, including online) R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected	R29. the impact of sharing sexual images of others without consent. R30. how to manage any request or pressure to share an image of themselves or	R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex. R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex. L24. to understand how the way people present themselves online can have positive and negative impacts on them L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them	R42. to recognise peer influence and to develop strategies for managing it, including online R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support. L26. that on any issue there will be a range

Long Term Plan – Year 8 – HT3

Week Commencing	08/01/2024	15/01/2024	22/01/2024	29/01/2024	05/02/2024

	Theme	Staying Safe				Health
	Subtopic	PREVENT			Female Genital Mutilation	Cancer
	TGBS Values	Telling School	Telling School	Telling School	Telling School	Respect
PSHE YEAR 8	**Key Question**	Radicalism: How can we prevent radicalism and what are the signs of extremism?	Extremist Groups: Who are the extremist groups and why are they so dangerous?	Religious Extremism: How do religious extremists attract converts?	What is FGM?	What is cancer and how does it affect us?
	PSHE Association	R42. to recognise peer influence and to develop strategies for managing it, including online R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support. L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platform			H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM	H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination. H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection. H21. how to access health services when appropriate. H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society

Long Term Plan – Year 8 – HT4

Week Commencing		19/02/2024	26/02/2024	04/03/2024	11/03/2024	18/03/2024
P1	**Theme**	Health	Sex and Relationships			Staying Safe

Subtopic	Cancer	Dangerous Relationships	Sexual Health		Bullying and Body shaming
TGBS Values	Respect	Telling School	Respect	Respect	Respect
Key Question	What is cancer and how does it affect us?	Domestic Abuse: What does an abusive relationship look like?	Contraception: How do we have safe sex and what is contraception?	Sexual Health: How do we avoid STIs?	What is body positivity and is why is this controversial?
PSHE Association	H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination. H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection. H21. how to access health services when appropriate. H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society	R10. the importance of trust in relationships and the behaviours that can undermine or build trust. R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them	H35. about the purpose, importance and different forms of contraception, how and where to access contraception and advice.	H36. that certain infections can be spread through sexual activity and that barrier contraception offers some protection against certain sexually transmitted infections (STIs).	L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events. H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing

Long Term Plan – Year 8 – HT5

Week Commencing	08/04/2024	15/04/2024	22/04/2024	29/04/2024	13/05/2024	20/05/2024
Theme	Staying Safe	Sex and Relationships	Health	Relationships		Health

Subtopic	Bullying and Body shaming	Dangerous Relationships	Vaping	Modern Britain		Mental Health
TGBS Values	Telling School	Telling School	Telling School	Understanding of Others	Understanding of Others	Telling School
Key Question	Bullying – Body Shaming	How are children lured into dangerous relationships?	The dangers of vaping. Is it as bad as smoking?	Diverse Britain: What is Immigration?	What is prejudice and discrimination?	Body Image and the media.
PSHE Association	L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events. H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing	R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support. L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms	H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use. H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use H27. the personal and social risks and consequences of substance use and misuse including occasional use H28. the law relating to the supply	R39. The impact of stereotyping, prejudice and discrimination on individuals and society. R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism, and faith-based prejudice. R41 the need to promote inclusion and challenge discrimination, and how to do so safely, including online. R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation	R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online	H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health H4. simple strategies to help build resilience to negative opinions, judgements and comments H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing

Long Term Plan – Year 8 – HT6

Week Commencing	03/06/2024	10/06/2024	17/06/2024	24/06/2024	01/07/2024	08/07/2024	15/07/2024
Theme	Life Beyond School	Relationships				Health		Health
Subtopic	Careers	Religious Prejudice and Tolorance				Mental Health		First Aid
TGBS Values	Self Motivated to Achieve	Respect	Everyone is Equal	Everyone is Equal		Respect	Respect	Valuable Contribution
Key Question	Why are good communication skills so important?	Islamophobia: Do Muslims really want Sharia law in the UK?	Prejudice: Religious Focus.	Tolerance: How can British Values teach us tolerence and respect for others?		Mindfulness: What is mindfulness and how can it aid mental health?	Emotional Literacy: Why is self awareness in our actions towards other important?	First Aid : How can we look after ourselves and others in an emergency?
PSHE Association	What communication skills are and how they will support you in later life	R42. to recognise peer influence and to develop strategies for managing it, including online R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support. L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms	R39. The impact of stereotyping, prejudice and discrimination on indicivuals and society. R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism, and faith based prejudice. R41 the need to promote inclusion and challenge discrimination, and how to do so safely, including online. R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation	R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online. SMSC/British Values: (9) Accept and engage with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain.		H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary H7. the characteristics of mental and emotional health and strategies for managing these H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support		H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators

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Long Term Plan – Year 9 – HT1

Week Commencing	11/09/2023	18/09/2023	25/09/2023	02/10/2023	09/10/2023	16/10/2023	23/10/2023
Theme	TGBS Values	TGBS Values	TGBS Values	TGBS Values	TGBS Values	TGBS Values	TGBS Values
Subtopic	Values	Values	Values	Values	Values	Values	Values
TGBS Values	Telling School	Understanding Towards Others	Respectful to All	Valuable Contribution	Everyone is Equal	Self-Motivated to Achieve	All
Key Question	What does it mean to be a telling school and why is it important?	What does it mean have an understanding towards others and why is it important?	What does it mean to be respectful to all and why is it important?	What does it mean to have a valuable contribution and why is it important?	What does it mean by everyone is equal and why is it important?	What does it mean to be self-motivated to achieve and why is it important?	All previous questions
PSHE Association	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?

(Row label down left side: PSHE YEAR 9)

Long Term Plan – Year 9 – HT2

Week Commencing	06/11/2023	13/11/2023	20/11/2023	27/11/2023	04/12/2023	11/12/2023	18/12/2023
Theme	Health	Life Beyond School			Staying Safe		Health
Subtopic	Mental Health	Charity			E-Safety		Mental Health
TGBS Values	Understanding of Others	Everyone is Equal	Everyone is Equal	Everyone is Equal	Telling School	Telling School	Understanding of others.
Key Question	Mental Health: Anxiety. How can I deal with and manage anxiety?	Human Rights and Extremism: How can extremism lead to human rights abuses?	UNICEF: How does UNICEF help throughout the world?	Should we send AID to foreign countries? Is Aid always the answer?	Internet Safety: What is the Dark Web?	What is Cyber Crime?	What is the obsession with selfies?
PSHE Association (PSHE YEAR 9)	H7. the characteristics of mental and emotional health and strategies for managing these H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns	R41 the need to promote inclusion and challenge discrimination, and how to do so safely, including online. R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation	R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online	L17. to manage emotions in relation to money L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions	R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime		H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health H4. simple strategies to help build resilience to negative opinions, judgements and comments H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing

Long Term Plan – Year 9 – HT3

Week Commencing	08/01/2024	15/01/2024	22/01/2024	29/01/2024	05/02/2024
Theme	Health	Sex and Relationships		Staying Safe	
Subtopic	Mental Health	Abusive Relationships		Gangs and the Law	
TGBS Values	Understanding of others.	Telling School	Telling School	Telling School	Telling School
Key Question	Body Image: What is an eating disorder?	What does an abusive relationship look like?	Domestic Abuse: Why do people run away from home and why is this so dangerous?	Knife Crime: How does knife crime impact our communities? Why do teens get involved?	Acid Attacks: Why are these on the increase and what can we do if we witness one?
PSHE Association	H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health H4. simple strategies to help build resilience to negative opinions, judgements and comments H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing	R10. the importance of trust in relationships and the behaviours that can undermine or build trust. R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them	R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them	R47. motivations, misconceptions and consequences of carrying weapons and	R42. to recognise peer influence and to develop strategies for managing it, including online R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support. H33. how to get help in an emergency.

PSHE YEAR 9

Long Term Plan – Year 9 – HT4

Week Commencing		19/02/2024	26/02/2024	04/03/2024	11/03/2024	18/03/2024
PSHE YEAR 9	**Theme**	Staying Safe	Sex and Relationships	Health		
	Subtopic	Gangs and the Law	Abusive Relationships	Lifestyle Choices		
	TGBS Values	Telling School	Telling School	Telling School	Telling School	Respect
	Key Question	Young Offenders: How does the law deal with young offenders?	What are forced and arranged marriages and what do we need to know	Illegal Drugs: What does the law say?	Alcohol: What are the long- and short-term consequences of drinking alcohol?	Can tattoos and piercings be dangerous?
	PSHE Association	R42. to recognise peer influence and to develop strategies for managing it, including online R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support. H33. how to get help in an emergency.	R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support. R29. the law relating to abuse in relationships, including coercive control and online harassment R30. to recognise when a relationship is abusive and strategies to manage this R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships. R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality R2. the role of pleasure in intimate relationships, including orgasms R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships	H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use H27. the personal and social risks and consequences of substance use and misuse including occasional use H28. the law relating to the supply, use and misuse of legal and illegal substances H29. about the concepts of dependence and addiction including awareness of help to overcome addictions		H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds H18. the ways in which industries and advertising can influence health and harmful behaviours

Long Term Plan – Year 9 – HT5

Week Commencing	08/04/2024	15/04/2024	22/04/2024	29/04/2024	13/05/2024	20/05/2024
Theme	Relationship's		Life Beyond School	Sex and Relationships		Health
Subtopic	Equality		Careers	Harmful Sexual Behaviour		Health Choices
TGBS Values	Everyone is Equal	Everyone is Equal	Self-Motivated to Achieve	Respect	Respect	Valuable Contribution
Key Question	What is the Equality Act and how does it affect me?	Why does prejudice against the LGBTQ+ Community still exist?	What are employability skills?	Consent, rape and sexual assault: how can we establish clear boundaries?	How does date rape and sexual assault happen and how do we report it?	Responsible Health Choices: Vaccinations
PSHE Association	R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online	R39. The impact of stereotyping, prejudice and discrimination on individuals and society. R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism, and faith-based prejudice. R41 the need to promote inclusion and challenge discrimination, and how to do so safely, including online. R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation	What different employability skills are and why they are important, what skills do pupils have?	R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances. R25. about the law relating to sexual consent		H15. the purpose of blood, organ and stem cell donation for individuals and society1. H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics. H24. to evaluate myths, misconceptions, social norms and cultural values. L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours. H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society. SMSC/British Values: (2) Have a sense of enjoyment and fascination in learning about themselves, others and the world around them.

Long Term Plan – Year 9 – HT6

Week Commencing	10/06/2024	17/06/2024	24/06/2024	01/07/2024	08/07/2024	15/07/2024
Theme	Health		Life Beyond School			
Subtopic	Mental Health		Our World		Finance	
TGBS Values	Telling School	Telling School	Understanding of Others	Understanding of Others	Valuable Contribution	Valuable Contribution
Key Question	Self Harm: What is self harm and why do people do this?	Stress: How can we manage the stress of school and exams?	Why do we pay Taxes? How is tax spent in the UK?	Caring for the planet: Why is our planet changing?	Are you financial ly Savvy?	Do you know your consumer rights?
PSHE Association (PSHE YEAR 9)	H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]	H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities.H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need	L15. to assess and manage risk in relation to financial decisions that young people might make L16. about values and attitudes relating to finance, including debt L17. to manage emotions in relation to money L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams. L13. about young people's employment rights and responsibilities	SMSC/British Values: Have a sense of enjoyment and fascination in learning about themselves, others and the world around them.	L15. to assess and manage risk in relation to financial decisions that young people might make L16. about values and attitudes relating to finance, including debt L17. to manage emotions in relation to money L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams. L13. about young people's employment rights and responsibilities	

Long Term Plan – Year 10 – HT1

Week Commencing	11/09/2023	18/09/2023	25/09/2023	02/10/2023	09/10/2023	16/10/2023	23/10/2023

	Theme	TGBS Values	TGBS Values	TGBS Values	TGBS Values	TGBS Values	TGBS Values	TGBS Values
	Subtopic	Values	Values	Values	Values	Values	Values	Values
	TGBS Values	Telling School	Understanding Towards Others	Respectful to All	Valuable Contribution	Everyone is Equal	Self-Motivated to Achieve	All
PSHE YEAR 10	**Key Question**	What does it mean to be a telling school and why is it important?	What does it mean have an understanding towards others and why is it important?	What does it mean to be respectful to all and why is it important?	What does it mean to have a valuable contribution and why is it important?	What does it mean by everyone is equal and why is it important?	What does it mean to be self-motivated to achieve and why is it important?	All previous questions
	PSHE Association	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?

Long Term Plan – Year 10 – HT2

Week Commencing	06/11/2023	13/11/2023	20/11/2023	27/11/2023	04/12/2023	11/12/2023	18/12/2023

	Theme	RE			Sex and Relationships			Health
	Subtopic	Ethical decisions	Abortion	Euthanasia	Different types of Relationships			Mental Health
	TGBS Values	Valuable Contribution	Valuable Contribution	Valuable Contribution	Respect	Everyone is Equal	Everyone is Equal	Telling School
PSHE YEAR 10	**Key Question**	What is an Ethical Decision?	When does life begin?	Do we all have the right to die?	Do we have healthy or unhealthy relationships with our role models?	Why do sexism, gender prejudice and stereotypes still exist?	Gender and Trans Identity LGBT+	Social Media and Self-Esteem
	PSHE Association	This links to the Birmingham SACRE. 24 dispositions are related to throughout. Pupils' appreciation of the dispositions is enriched through explicit reference to religious and non-religious traditions. In this way, pupils will encounter a variety of narratives, rituals, events and sacred texts, while gaining an understanding of why people act according to their beliefs and views in order to live well. In accordance with the law, the RE provision makes explicit reference to the fact that Britain is in the main a Christian country.	This links to the Birmingham SACRE. 24 dispositions are related to throughout. Pupils' appreciation of the dispositions is enriched through explicit reference to religious and non-religious traditions. In this way, pupils will encounter a variety of narratives, rituals, events and sacred texts, while gaining an understanding of why people act according to their beliefs and views in order to live well. In accordance with the law, the RE provision makes explicit reference to the fact that Britain is in the main a Christian country.	This links to the Birmingham SACRE. 24 dispositions are related to throughout. Pupils' appreciation of the dispositions is enriched through explicit reference to religious and non-religious traditions. In this way, pupils will encounter a variety of narratives, rituals, events and sacred texts, while gaining an understanding of why people act according to their beliefs and views in order to live well. In accordance with the law, the RE provision makes explicit reference to the fact that Britain is in the main a Christian country.	L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events. H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing	R5. the legal rights, responsibilities and protections provided by the Equality Act 2010.R34. strategies to challenge all forms of prejudice and discrimination.	R34. strategies to challenge all forms of prejudice and discrimination. L27. strategies to critically assess bias, reliability and accuracy in digital content L28. to assess the causes and personal consequences of extremism and intolerance in all their forms L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern	L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events. H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing

Long Term Plan – Year 10 – HT3

	Week Commencing	08/01/2024	15/01/2024	22/01/2024	29/01/2024	05/02/2024
P|	**Theme**	Sex and Relationships			Staying Safe	

	Subtopic	Abusive Relationships			Gangs and the Law	
	TGBS Values	Telling School	Telling School	Telling School	Telling School	Telling School
	Key Question	What does an abusive relationship look like?	Domestic Abuse: Why do people run away from home and why is this so dangerous?	What are forced and arranged marriages and what do we need to know	Knife Crime: How does knife crime impact our communities? Why do teens get involved?	Acid Attacks: Why are these on the increase and what can we do if we witness one?
PSHE Association		R10. the importance of trust in relationships and the behaviours that can undermine or build trust. R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them	R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them	R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support. R29. the law relating to abuse in relationships, including coercive control and online harassment R30. to recognise when a relationship is abusive and strategies to manage this R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships. R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality R2. the role of pleasure in intimate relationships, including orgasms R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships	R47. motivations, misconceptions and consequences of carrying weapons and	R42. to recognise peer influence and to develop strategies for managing it, including online R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support. H33. how to get help in an emergency.

Long Term Plan – Year 10 – HT4

Week Commencing	19/02/2024	26/02/2024	04/03/2024	11/03/2024	18/03/2024
Theme	Staying Safe	RE		Staying Safe	

	Subtopic	Gangs and the Law	Crime and Punishment	The Death Penalty	Gangs and Knife Crime	
	TGBS Values	Telling School	Valuable Contribution	Valuable Contribution	Telling School	Telling School
	Key Question	Young Offenders: How does the law deal with young offenders?	What are the aims of punishment?	Is it ever right to kill to show killing people is wrong?	What is anti-social behaviour and how does this affect communities?	Crime, gangs and county lines. (2 hours)
PSHE Association		R42. to recognise peer influence and to develop strategies for managing it, including online R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support. H33. how to get help in an emergency.	This links to the Birmingham SACRE. 24 dispositions are related to throughout. Pupils' appreciation of the dispositions is enriched through explicit reference to religious and non-religious traditions. In this way, pupils will encounter a variety of narratives, rituals, events and sacred texts, while gaining an understanding of why people act according to their beliefs and views in order to live well. In accordance with the law, the RE provision makes explicit reference to the fact that Britain is in the main a Christian country.	This links to the Birmingham SACRE. 24 dispositions are related to throughout. Pupils' appreciation of the dispositions is enriched through explicit reference to religious and non-religious traditions. In this way, pupils will encounter a variety of narratives, rituals, events and sacred texts, while gaining an understanding of why people act according to their beliefs and views in order to live well. In accordance with the law, the RE provision makes explicit reference to the fact that Britain is in the main a Christian country.	R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime	R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime

Long Term Plan – Year 10 – HT5

Week Commencing	08/04/2024	15/04/2024	22/04/2024	29/04/2024	13/05/2024	20/05/2024
Theme	Staying Safe	Life Beyond School		Sex and Relationships		Health

Subtopic	Gangs and Knife Crime	Rights and Responsibilities		Harmful Sexual Behaviour		Talking about death
TGBS Values	Telling School	Everyone is Equal	Everyone is Equal	Respect	Respect	Understanding towards Others
Key Question	Crime, gangs and county lines. (2 hours)	Why do we still need an International Women's Day?	Why do some people become homeless and why is homelessness on the increase?	Revenge Porn – what is this and how can we prevent ourselves from being victims?	Harassment and stalking – what are these things and what does the law say about it?	Why do some people commit suicide?
PSHE Association	R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime	R5. the legal rights, responsibilities and protections provided by the Equality Act 2010. R29. the law relating to abuse in relationships, including coercive control and online harassment R30. to recognise when a relationship is abusive and strategies to manage this R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships	H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences	R29. the law relating to abuse in relationships, including coercive control and online harassment R30. to recognise when a relationship is abusive and strategies to manage this R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships. R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks R15. the legal and ethical responsibilities people have in relation to online aspects of relationships. R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help		H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).] H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help

Long Term Plan – Year 10 – HT6

Week Commencing	03/06/2024	10/06/2024	17/06/2024	24/06/2024	01/07/2024	08/07/2024	15/07/2024
Theme	Health	Staying Safe				Health	RE	
Subtopic	Talking about death	PREVENT				Alcohol	Just War	Animal Rights
TGBS Values	Understanding towards Others	Telling School	Telling School	Telling School		Telling School	Valuable Contribution	Valuable Contribution
Key Question	How can we manage grief and bereavement?	What is overt and covert racism and why are people still prejudiced?	What are hate crimes and why do these still happen?	Why do some religious people become terrorists?		What is binge drinking, what are the risks and why do people still do it?	Is War ever Justified?	Do Aminals have the same rights as humans?
PSHE Association	H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of	R34. strategies to challenge all forms of prejudice and discrimination. L27. strategies to critically assess bias, reliability and accuracy in digital content L28. to assess the causes and personal consequences of extremism and intolerance in all their forms L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern				H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help. H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle	This links to the Birmingham SACRE. 24 dispositions are related to throughout.Pupils' appreciation of the dispositions is enriched through explicit reference to religious and non-religious traditions. In this way, pupils will encounter a variety of narratives, rituals, events and sacred texts, while gaining an understanding of why people act according to their beliefs and views in order to live well. In accordance with the law, the RE provision makes explicit reference to the fact that Britain is in the main a Christian country.	This links to the Birmingham SACRE. 24 dispositions are related to throughout.Pupils' appreciation of the dispositions is enriched through explicit reference to religious and non-religious traditions. In this way, pupils will encounter a variety of narratives, rituals, events and sacred texts, while gaining an understanding of why people act according to their beliefs and views in order to live well. *In accordance with the law, the RE provision makes explicit reference to the fact that Britain is in the main a Christian country.*

(Left row label: PSHE YEAR 10)

Long Term Plan – Year 11 – HT1

Week Commencing	11/09/2023	18/09/2023	25/09/2023	02/10/2023	09/10/2023	16/10/2023	23/10/2023
Theme	TGBS Values	TGBS Values	TGBS Values	TGBS Values	TGBS Values	TGBS Values	TGBS Values
Subtopic	Values	Values	Values	Values	Values	Values	Values
TGBS Values	Telling School	Understanding Towards Others	Respectful to All	Valuable Contribution	Everyone is Equal	Self-Motivated to Achieve	All
Key Question	What does it mean to be a telling school and why is it important?	What does it mean have an understanding towards others and why is it important?	What does it mean to be respectful to all and why is it important?	What does it mean to have a valuable contribution and why is it important?	What does it mean by everyone is equal and why is it important?	What does it mean to be self-motivated to achieve and why is it important?	All previous questions
PSHE Association	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?	TGBS Values and British Values: What are they?

(Left row label spanning: PSHE YEAR 11)

Long Term Plan – Year 11

Staying Safe	Health

Gangs and Knife Crime			Healthy Choices	
Telling School	Telling School	Telling School	Self-Motivated to Achieve	Telling School
Peer Pressure: What is it, why is it so tough and how can we manage it?	Knife Crime: What are County Lines?	What is money laundering and why are some students taken in by this crime?	Why do we need sleep and how does sleep deprivation affect us?	Internet Safety – the dangers of excessive screen time
R42. to recognise peer influence and to develop strategies for managing it, including online R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking;	R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon	R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime. L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks L18. to recognise and manage the range of influences on their financial decisions L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights	H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking helpH11. to make informed lifestyle choices regarding sleep, diet and exercise	H11. to make informed lifestyle choices regarding sleep, diet and exercise H12. the benefits of having a balanced approach to spending time online. H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation

Long Term Plan – Year 11

Life beyond School	Health	Life Beyond School
Managing Money	Mental Health	Finance and Taxes

Valuable Contribution	Valuable Contribution	Self-Motivated to Achieve	Self-Motivated to Achieve	Self-Motivated to Achieve
Financial Transactions.	How can Self Confidence boost our achievement?	Finance: Income and Expenditure	Budgeting: Saving and personal finances.	Careers in Finance: What is a payslip, tax and national insurance?
L15. to assess and manage risk in relation to financial decisions that young people might make L16. about values and attitudes relating to finance, including debt L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams.	H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health H4. simple strategies to help build resilience to negative opinions, judgements and comments H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing	L15. to assess and manage risk in relation to financial decisions that young people might make L16. about values and attitudes relating to finance, including debt L17. to manage emotions in relation to money L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams. L13. about young people's employment rights and responsibilities		