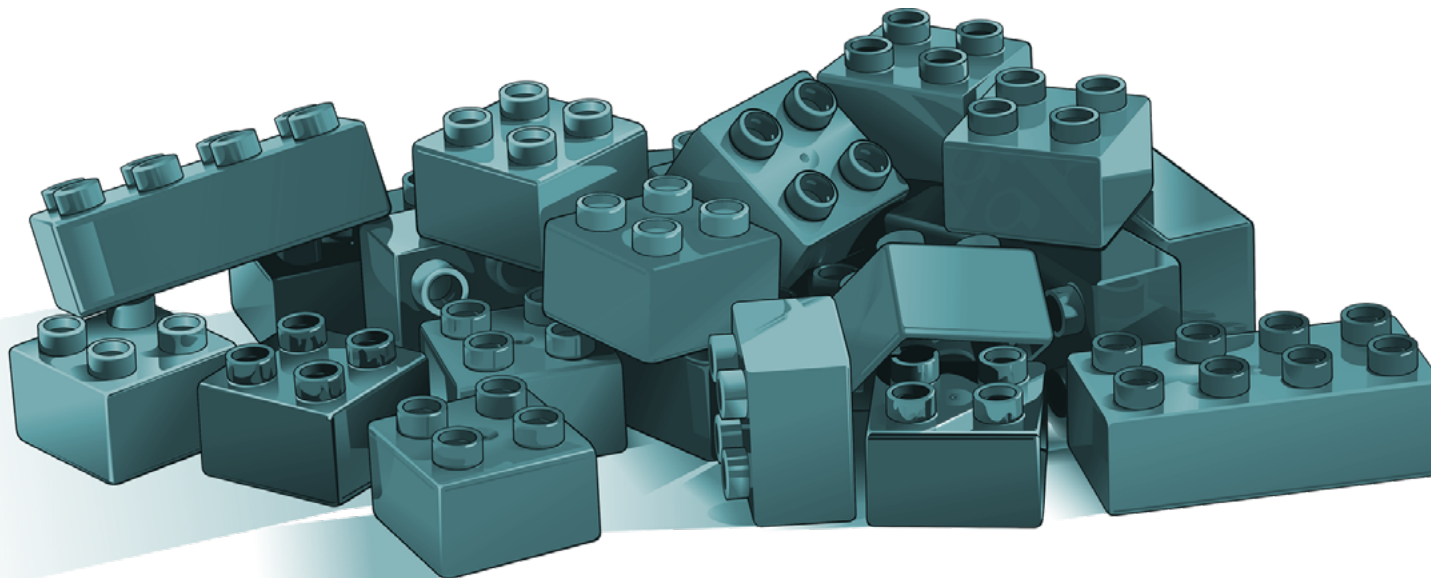


PROGRAMME BUILDERS FOR PSHE EDUCATION

KEY STAGES 3-4

5. COMPETENCIES-BASED MODEL



INTRODUCTION

Welcome to our PSHE education Programme Builders for key stage 1 to 4, designed to accompany the 2020 edition of the [Programme of Study for PSHE education](#).

The Programme of Study sets out learning opportunities for each key stage, in three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. The Programme Builders are designed to support the next step in planning your school's curriculum. The Programme Builders provide five different model programmes (two for the primary phase, two for secondary and one for middle/prep schools), each one comprising:

- **a long term plan** for the year across all year groups
- **separate grids** for each year group, setting out learning objectives for each half-term
- **links to resources** (both PSHE Association resources and resources carrying the Association's Quality Mark*) that support each module. We will add new quality assured resources to the Programme Builders as they are published.

We have provided this range of models, in recognition that no two schools organise PSHE education in exactly the same way and no two PSHE leads will face exactly the same opportunities or challenges in designing their schemes of work. Schools should also tailor their PSHE education curriculum to the needs of their students, so are free to use and adapt the Programme Builder that best suits their school's needs.

Whilst each Programme Builder illustrates a different way of organising a PSHE curriculum, they all follow the same best practice principles. They build in developmental progression by revisiting themes year on year, building on and extending prior learning.

COVERING THE STATUTORY CONTENT

Although the Programme Builders organise content under different headings from those used in the content grids of the Department for Education's statutory guidance on [Relationships Education, RSE and Health education](#), each Programme Builder covers all of the statutory requirements for their phase, within a comprehensive PSHE education programme. And although each takes a slightly different approach, they each cover all of the Programme of Study learning opportunities for their phase as well.

* Not all Quality Assured resources are free to access. A "£" symbol is used to symbolise those for which there is a charge.

USING THE PROGRAMME BUILDERS

Each Programme Builder begins with an overview of suggested content for each year group, for each half term. This is followed by more detailed grids for each year group, setting out broad learning objectives for each half term block and a list of regularly-updated links to relevant PSHE Association lessons and other resources that have gained our Quality Mark.

Before embarking on the development of your school's PSHE education provision, consider the needs of your students, the aims and ethos of the school, the local community and local environment in which the school is situated. This will help you to clarify your curriculum 'intent', and to ensure best practice curriculum design, tailored to your students' needs and your school's circumstances.

Local data (for example, from Public Health England's child and maternal health (CHIMAT) data sets and your local authority's joint strategic needs assessment (JSNA)), together with your knowledge of your students' needs, will help you to tailor your chosen Programme Builder to your specific needs if necessary. You might perhaps need to spend more time on a particular topic area, or bring content forward if your students need it sooner.

ABOUT THIS PROGRAMME BUILDER

5. COMPETENCIES-BASED MODEL

This programme builder takes a competencies-based approach to secondary PSHE education. It groups competencies (including skills and attributes) under three headings: Independence and Aspirations; Autonomy and Advocacy; and Choices and Influences. Risk management and help-seeking strategies are addressed throughout PSHE education, but in some units of work the Programme Builder highlights where these will be especially relevant or essential to the learning. Although the organisational starting point for this Programme Builder is developing competencies, this does not mean that building knowledge is not a central part of this model. The competencies are developed through the context of different topic areas, each with its own knowledge content. For example, 'developing agency, the ability to manage influence and access support' can be taught through the context of drugs and alcohol which would include the relevant factual knowledge.

SECONDARY PSHE EDUCATION: LONG TERM OVERVIEW – COMPETENCIES-BASED MODEL

	Autumn 1 Independence and aspirations	Autumn 2 Autonomy and advocacy	Spring 1 Choices and influences	Spring 2 Independence and aspirations	Summer 1 Autonomy and advocacy	Summer 2 Choices and influences
Year 7	Developing goal setting, organisation skills and self-awareness: <ul style="list-style-type: none">Personal identity and valuesLearning skills and teamworkRespect in school	Developing empathy, compassion and communication: <ul style="list-style-type: none">Making and maintaining friendshipsIdentifying and challenging bullyingCommunicating online	Developing agency, strategies to manage influence and decision making: <ul style="list-style-type: none">Regulating emotionsDiet and exerciseHygiene and dental healthSleep	Developing self-confidence and self-worth: <ul style="list-style-type: none">Puberty and managing changeBody satisfaction and self-concept	Developing assertive communication, risk management and support-seeking skills: <ul style="list-style-type: none">Rights in the communityRelationship boundariesUnwanted contactFGM and forced marriage	Developing agency and decision making skills: <ul style="list-style-type: none">Drugs, alcohol and tobaccoSafety and first aid
Year 8	Developing risk management skills, analytical skills and strategies to identify bias: <ul style="list-style-type: none">Managing online presenceDigital and media literacy	Developing respect for beliefs, values and opinions and advocacy skills: <ul style="list-style-type: none">Stereotypes, prejudice and discriminationPromoting diversity and equality	Developing agency and strategies to manage influence and access support: <ul style="list-style-type: none">Drugs and alcoholIntroduction to contraceptionResisting peer influenceOnline choices and influences	Developing goal setting, motivation and self-awareness: <ul style="list-style-type: none">Aspirations for the futureCareer choicesIdentity and the world of work	Developing communication and negotiation skills, clarifying values and strategies to manage influence: <ul style="list-style-type: none">Healthy relationshipsBoundaries and consentLGBT+ inclusivity‘Sexting’Managing conflict	Developing agency and strategies to manage influence and access support: <ul style="list-style-type: none">Maintaining positive mental healthImportance of physical activity
Year 9	Developing goal-setting, analytical skills and decision making: <ul style="list-style-type: none">GCSE optionsSources of careers adviceEmployability	Developing self-confidence, risk management and strategies to manage influence: <ul style="list-style-type: none">Friendship challengesGangs and violent crimeDrugs and alcoholAssertive communication	Developing empathy, compassion and strategies to access support: <ul style="list-style-type: none">Mental health (including self-harm and eating disorders)Change, loss and bereavementHealthy coping strategies	Developing analytical skills and strategies to identify bias and manage influence: <ul style="list-style-type: none">Financial decisionsSaving and borrowingGambling, financial choices and debt	Developing assertive communication, clarifying values and strategies to manage influence: <ul style="list-style-type: none">Healthy/unhealthy relationshipsConsentRelationships and sex in the media	Developing decision making, risk management and support-seeking skills: <ul style="list-style-type: none">Sexually transmitted infections (STIs)ContraceptionCancer awarenessFirst aid
Year 10	Developing self-awareness, goal-setting, adaptability and organisation skills: <ul style="list-style-type: none">Managing transition to key stage 4 including learning skillsManaging mental health concerns	Developing empathy and compassion, strategies to manage influence and assertive communication: <ul style="list-style-type: none">Relationship expectationsImpact of pornographyIdentifying and responding to abuse and harassment	Developing agency and decision making, strategies to manage influence and access support: <ul style="list-style-type: none">First aid and life-savingPersonal safetyOnline relationships	Developing goal setting, leadership and presentation skills: <ul style="list-style-type: none">Skills for employmentApplying for employmentOnline presence and reputation	Developing respect for diversity, risk management and support-seeking skills: <ul style="list-style-type: none">Nature of committed relationshipsForced marriageDiversity and discriminationExtremism	Developing motivation, organisation, leadership and presentation skills: <ul style="list-style-type: none">Preparation for, and reflection on, work experience
Year 11	Developing resilience and risk management skills: <ul style="list-style-type: none">Money managementFraud and cybercrimePreparing for adult life	Developing communication and negotiation skills, risk management and support-seeking skills: <ul style="list-style-type: none">Relationship valuesMaintaining sexual healthSexual health servicesManaging relationship challenges and endings	Developing confidence, agency and support-seeking skills: <ul style="list-style-type: none">Making safe and healthy lifestyle choicesHealth promotion and self-examinationBlood, organ, stem cell donation	Developing empathy and compassion, clarifying values and support-seeking skills: <ul style="list-style-type: none">Families and parentingFertility, adoption, abortionPregnancy and miscarriageManaging grief and loss	Developing confidence, self-worth, adaptability and decision making skills: <ul style="list-style-type: none">Recognising and celebrating successesTransition and new opportunitiesAligning actions with goals	

YEAR 7 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn 1 Independence and aspirations	Developing goal setting, organisation skills and self-awareness: <ul style="list-style-type: none"> Personal identity and values Learning skills and teamwork Respect in school PoS Refs: H1, R9, R14, R15, L2, L3, L21	<ul style="list-style-type: none"> self awareness through exploring their personal identity and identifying core values how identity and values can support goal setting for the future skills to support learning e.g. teamwork and organisation about school rules and people who can help with transition how to demonstrate respect in the school community 	NCA-CEOP – Respecting me, you, us PSHE Association – Developing learning skills NSPCC – Talk Relationships
Autumn 2 Autonomy and advocacy	Developing empathy, compassion and communication: <ul style="list-style-type: none"> Making and maintaining friendships Identifying and challenging bullying Communicating online PoS Refs: H2, H4, H6, R2, R9, R10, R13, R14, R16, R38	<ul style="list-style-type: none"> skills to make and maintain new friendships how to empathise with, and show compassion for peers to recognise loneliness and isolation, and strategies to include others to communicate safely online to recognise bullying in all its forms strategies for challenging bullying, including online how and where to communicate concerns about friendships and bullying, including online 	Medway Public Health Directorate – Relationships and sex education Every Mind Matters CRESST: Curious about conflict Home Office - Preventing Involvement in Serious and Organised Crime PSHE Association – Mental health and emotional wellbeing NSPCC – Talk Relationships PSHE Association – Friendship and bullying PSHE Association – Belonging and community: addressing discrimination and extremism NCA-CEOP Education – Connect
Spring 1 Choices and influences	Developing agency, strategies to manage influence and decision making: <ul style="list-style-type: none"> Regulating emotions Diet and exercise Hygiene and dental health Sleep PoS Refs: H6, H7, H13, H14, H15, H16, H17, H18, H19, H20, H34, R42	<ul style="list-style-type: none"> how to recognise, express and manage emotions to promote daily wellbeing about influences on diet and exercise choices how to make healthy and informed decisions about maintaining hygiene and dental health about the importance of sleep and maintaining healthy sleep habits 	PSHE Association - Mental Health and Emotional Wellbeing PSHE Association: Health Education lesson packs PSHE Association - The Sleep Factor Every Mind Matters- Sleep PSHE Association - Dental Health AYPH: A fair and equal opportunity to be healthy Sure – Breaking Limits BReal - Building stress resilience in early adolescents' lives

Spring 2 Independence and aspirations	Developing self-confidence and self-worth: <ul style="list-style-type: none"> • Puberty and managing change • Body satisfaction and self-concept PoS Refs: H1, H2, H3, H4, H5, H34, L24	<ul style="list-style-type: none"> • ways to develop self-confidence and feelings of self-worth • about the impact of puberty on emotional wellbeing and self-concept, and ways to manage this • about the physical changes that occur during puberty, including periods and wet dreams • about menstrual wellbeing and strategies to manage it • how to manage influences on body satisfaction e.g. online media 	Every Mind Matters – Dealing with change; Puberty Canesten – The Truth, Undressed
Summer 1 Autonomy and advocacy	Developing assertive communication, risk management and support-seeking skills: <ul style="list-style-type: none"> • Rights in the community • Relationship boundaries • Unwanted contact • FGM and forced marriage PoS Refs: H21, H22, R6, R13, R16, R26, R41, L21	<ul style="list-style-type: none"> • about rights, responsibilities and how to respect and advocate for them, including online • how to assertively communicate and negotiate boundaries with friends and in other relationships, including online • about the importance of consent • about the relationship between personal boundaries and human rights • how to seek help for themselves or others, in relation to unwanted contact • how to safely access help for themselves or others if concerned about FGM or forced marriage 	PSHE Association - Consent lesson packs Medway Public Health Directorate – Relationships and Sex Education Every Mind Matters Home Office - Something's Not Right (abuse disclosure) Home Office - Preventing Involvement in Serious and Organised Crime PSHE Association – ‘Keeping safe’ FGM guidance & lesson plan (Year 7-8) NSPCC – Talk Relationships Freedom Charity - Forced marriage and FGM NCA-CEOP Education – Connect
Summer 2 Choices and influences	Developing agency and decision making skills: <ul style="list-style-type: none"> • Drugs, alcohol and tobacco • Safety and first aid PoS Refs: H23, H24, H25, H26, H27, H28, H29, H30, H31, H33, R20, R42, R43	<ul style="list-style-type: none"> • how to manage peer influence in relation to substances, including energy drinks, nicotine and alcohol • skills and strategies to make responsible decisions and manage situations in relation to drugs, alcohol and tobacco • about personal safety in increasingly independent contexts e.g. travel safety • how to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuries • to assess when to contact emergency services 	St John Ambulance - ‘First Aid Training in School’ lesson plans, KS3 PSHE Association – Drug education PSHE Association - Firework safety Act for Youth: RUN HIDE TELL Motor Insurers’ Bureau – Staying safe on the roads

YEAR 8 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn 1 Independence and aspirations	Developing risk management skills, analytical skills and strategies to identify bias: <ul style="list-style-type: none"> Managing online presence Digital and media literacy <p>PoS Refs: H3, H30, R7, R8, R17, R30, L20, L21, L22, L23, L24, L25, L26, L27</p>	<ul style="list-style-type: none"> that information online can be manipulated, misrepresented or fake how to critically analyse different sources of information how to assess the reliability of media sources and critique social media content how to safely manage personal information online strategies to maintain a positive presence online 	BBFC- Making choices: sex, relationships and age ratings Every Mind Matters – Online stress and FOMO; Body image in a digital world Cifas - Anti-Fraud Education Media Smart - Piracy: what's the big deal? CRESST: Curious about conflict National Crime Agency – Exploring Cybercrime
Autumn 2 Autonomy and advocacy	Developing respect for beliefs, values and opinions and advocacy skills: <ul style="list-style-type: none"> Stereotypes, prejudice and discrimination Promoting diversity and equality <p>PoS Refs: H1, R3, R37, R38, R39, R40, R41, L10</p>	<ul style="list-style-type: none"> about the importance of equality and diversity and how to celebrate these how to show respect for – or respectfully challenge when necessary – the values, beliefs and opinions of others how to recognise and challenge stereotypes the impact of stereotypes on perceptions of others strategies to communicate concerns about, and challenge, prejudice and discrimination 	Changing Faces - A World of Difference NCA-CEOP – Respecting me, you, us NSPCC – Talk Relationships PSHE Association – Belonging and community: addressing discrimination and extremism
Spring 1 Choices and influences	Developing agency and strategies to manage influence and access support: <ul style="list-style-type: none"> Drugs and alcohol Introduction to contraception Resisting peer influence Online choices and influences <p>PoS Refs: H3, H13, H23, H24, H25, H26, H27, H28, H29, H35, H36, R20, R32, R33</p>	<ul style="list-style-type: none"> how to make positive, informed decisions relating to substances, including drugs, alcohol and nicotine use about the laws relating to substances strategies to manage influence in relation to substances about contraception and how to access advice and support in relation to sexual health how to balance time online with other activities how to recognise and manage influences online 	Medway Public Health Directorate – Relationships and Sex Education Every Mind Matters - Smoking; Alcohol; Online stress and FOMO PSHE Association – Drug education NSPCC – Talk Relationships University of Bristol – EDUCATE (the HPV vaccine)

<p>Spring 2</p> <p>Independence and aspirations</p>	<p>Developing goal setting, motivation and self-awareness:</p> <ul style="list-style-type: none"> Aspirations for the future Career choices Identity and the world of work <p>PoS Refs: H1, L2, L3, L4, L8, L9, L11, L12, L13, L14</p>	<ul style="list-style-type: none"> how to develop self-awareness by identifying personal and academic strengths and interests to increase motivation by setting aspirational goals about different careers and routes to employment about employment trends and how they can inform decision-making how to manage emotions relating to future employment and career choices 	<p>Environment Agency - Careers for change</p>
<p>Summer 1</p> <p>Autonomy and advocacy</p>	<p>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> Healthy relationships Boundaries and consent LGBT+ inclusivity 'Sexting' Managing conflict <p>PoS Refs: R2, R4, R5, R9, R10, R11, R12, R13, R14, R17, R18, R19, R23, R24, R25, R26, R27, R28, R29, R30, R31</p>	<ul style="list-style-type: none"> about the features of healthy and unhealthy relationships, including online how to maintain respectful relationships, including online about sexual orientation, gender identity and diversity in sexual attraction how to assertively communicate and negotiate boundaries in relationships about the law relating to consent and how to seek, give, and not give consent strategies to assess readiness for intimacy and manage pressure in relationships how to manage requests to share intimate images, including where, when and how to report concerns skills and strategies to manage conflict about sources of support and how to access them 	<p>PSHE Association - Consent lesson packs</p> <p>Medway Public Health Directorate – Relationships and Sex Education</p> <p>Home Office - Something's Not Right (abuse disclosure)</p> <p>NCA-CEOP – Respecting me, you, us</p> <p>NSPCC – Talk Relationships</p> <p>Every Mind Matters - One-to-one relationships; Positive friendships</p> <p>PSHE Association – Friendship and bullying</p> <p>PSHE Association - Not just flirting</p>
<p>Summer 2</p> <p>Choices and influences</p>	<p>Developing agency and strategies to manage influence and access support:</p> <ul style="list-style-type: none"> Maintaining positive mental health Importance of physical activity <p>PoS Refs: H7, H8, H9, H10, H11, H12, H16, H18, H21, H31, R42</p>	<ul style="list-style-type: none"> about the link between physical and mental wellbeing about the importance of positive mental health and emotional wellbeing and how to maintain these about attitudes towards mental health and how to challenge stigma and misconceptions how to recognise and manage influences and make healthy, informed decisions about maintaining physical health how to access appropriate support in relation to mental and physical health 	<p>PSHE Association - Health Education: food choices, physical activity & balanced lifestyles</p> <p>PSHE Association - Mental Health and Emotional Wellbeing</p> <p>AYPH - A fair and equal opportunity to be healthy</p> <p>Canesten – The Truth, Undressed</p> <p>University of Bristol – EDUCATE (the HPV vaccine)</p> <p>Highgate School & NHS Barts – Testicular Health</p> <p>Sure – Breaking Limits</p> <p>PSHE Association – Body modifications</p> <p>BReal - Building stress resilience in early adolescents' lives</p>

YEAR 9 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn 1 Independence and aspirations	Developing goal-setting, analytical skills and decision making: <ul style="list-style-type: none"> GCSE options Sources of careers advice Employability <p>PoS Refs: L1, L2, L3, L5, L6, L7, L8, L9, L23, L24, L26</p>	<ul style="list-style-type: none"> to evaluate influences on, and sources of advice for GCSE options and careers how to make informed decisions about GCSE options in relation to future goals skills for enterprise and employability laws and rights relating to young people's employment 	AYPH - A fair and equal opportunity to be healthy PSHE Association – Navigating work, study and careers Financial Literacy and Inclusion Campaign (FLIC)
Autumn 2 Autonomy and advocacy	Developing self-confidence, risk management and strategies to manage influence: <ul style="list-style-type: none"> Friendship challenges Gangs and violent crime Drugs and alcohol Assertive communication <p>PoS Refs: H26, H27, R19, R20, R37, R42, R43, R44, R45, R46, R47</p>	<ul style="list-style-type: none"> how to manage difficulties and challenges in friendships how to assertively communicate values and beliefs in challenging situations strategies to manage pressure to join a gang and/or engage in substance use, anti-social behaviour or violent crime to evaluate attitudes and social norms in relation to substance use the risks and consequences of substance misuse exit strategies in risky or dangerous situations and how to access support 	Medway Public Health - Gangs: Managing risks and staying safe Every Mind Matters - Alcohol PSHE Association – Drug education Home Office - Something's Not Right (abuse disclosure) CRESST: Curious about conflict Home Office - Preventing Involvement in Serious and Organised Crime PSHE Association - Vaping lesson pack PSHE Association – Friendship and bullying Act for Youth: RUN HIDE TELL University of Essex – Communication matters
Spring 1 Choices and influences	Developing empathy, compassion and strategies to access support: <ul style="list-style-type: none"> Mental health (including self-harm and eating disorders) Change, loss and bereavement Healthy coping strategies <p>PoS Refs: H7, H8, H9, H10, H11, H12, R1, R14, R18, R21, R22</p>	<ul style="list-style-type: none"> to build digital resilience for emotional wellbeing about maintaining mental health and emotional wellbeing, including healthy coping strategies to recognise warning signs of unhealthy coping strategies, including self-harm and eating disorders how to access help and support in relation to mental health and emotional wellbeing to recognise new opportunities that change can bring strategies for managing loss and change and how to empathise with, and show compassion for peers 	PSHE Association - Mental Health and Emotional Wellbeing Every Mind Matters – Dealing with change; One-to-one relationships University of Exeter – The Rights Idea? BReal - Building stress resilience in early adolescents' lives

Spring 2 Independence and aspirations	Developing analytical skills and strategies to identify bias and manage influence: <ul style="list-style-type: none"> Financial decisions Saving and borrowing Gambling, financial choices and debt PoS Refs: H5, H32, R17, L15, L16, L17, L18, L19, L27	<ul style="list-style-type: none"> how to recognise and manage the impact of the media and advertising on decision making, including online about saving, borrowing and how to manage money how to make informed financial choices and where and how to seek help, advice and support if needed about the risks related to gambling behaviours and chance based transactions, including online to identify common forms of fraud and online scams how to access help in relation to gambling harms or fraud 	Cifas - Anti-Fraud Education Demos & GambleAware - Resilience to gambling Bank of England - EconoME Media Smart - Piracy: what's the big deal? National Crime Agency – Exploring Cybercrime Financial Literacy and Inclusion Campaign (FLIC)
Summer 1 Autonomy and advocacy	Developing assertive communication, clarifying values and strategies to manage influence: <ul style="list-style-type: none"> Healthy/unhealthy relationships Consent Relationships and sex in the media PoS Refs: R2, R7, R8, R9, R10, R11, R12, R16, R24, R25, R26, R27, R35, R36, L25	<ul style="list-style-type: none"> about the features of healthy, intimate relationships, including that they should be equitable and pleasurable how to recognise healthy and unhealthy relationship behaviours about stable, committed relationships and features of family life about personal values and their influence on relationship expectations about the influence of the portrayal of sex in the media, including pornography, on self-concept, relationship values and expectations about the legal and moral responsibilities in relation to seeking consent how to recognise factors that might affect capacity to consent 	PSHE Association - Consent lesson packs Medway Public Health Directorate – Relationships and Sex Education BBFC- Making choices: sex, relationships and age ratings Home Office - Something's Not Right (abuse disclosure) University of Exeter – The Rights Idea? You Before Two - The Fundamentals (£) NCA-CEOP – Respecting me, you, us NSPCC – Talk Relationships Every Mind Matters - One-to-one relationships; Positive friendships PSHE Association – Committed relationships and family life PSHE Association - Not just flirting FJYPB – Family Courts
Summer 2 Choices and influences	Developing decision making, risk management and support-seeking skills: <ul style="list-style-type: none"> Sexually transmitted infections (STIs) Contraception Cancer awareness First aid PoS Refs: H19, H20, H21, H30, H31, H33, H35, H36, R32, R33, R34	<ul style="list-style-type: none"> how to make informed decisions about sexual health and access reliable advice and support about sexually transmitted infections and how to reduce chances of transmission how to choose and access contraception about the consequences of unintended pregnancy and how to access appropriate support about health prevention measures, cancer awareness and the importance of self-examination, especially for early detection of testicular cancer to revisit and further develop first aid and life-saving skills 	St John Ambulance - 'First Aid Training in School' lesson plans, KS3 Medway Public Health Directorate – Relationships and Sex Education You Before Two - The Fundamentals (£) PSHE Association - Firework safety Highgate School & NHS Barts – Testicular Health

YEAR 10 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn 1 Independence and aspirations	Developing self-awareness, goal-setting, adaptability and organisation skills: <ul style="list-style-type: none"> Managing transition to key stage 4 including learning skills Managing mental health concerns <p>PoS Refs: H1, H2, H5, H6, H7, H8, H9, H10, H19, H20, H21, L1, L2, L3</p>	<ul style="list-style-type: none"> skills to improve adaptability and resilience during periods of change or transition and strategies to manage change learning skills for key stage 4, e.g. organisation, time management and goal setting about common mental health concerns, such as anxiety, depression and stress and how to respond to early warning signs of unhealthy coping strategies strategies for managing common mental health concerns, including stress management techniques about the impact and consequences of substance use, including addiction, on physical and mental health, life chances and personal safety 	PSHE Association - Mental Health and Emotional Wellbeing Every Mind Matters – Exam stress PSHE Association – Drug education PSHE Association – Developing learning skills
Autumn 2 Autonomy and advocacy	Developing empathy and compassion, strategies to manage influence and assertive communication: <ul style="list-style-type: none"> Relationship expectations Impact of pornography Identifying and responding to abuse and harassment <p>PoS Refs: R1, R3, R7, R8, R9, R10, R16, R17, R18, R19, R28, R29, R30, R31, R32</p>	<ul style="list-style-type: none"> about relationship expectations and how to identify and evaluate own beliefs and values in relation to these how to assertively communicate relationship expectations how to recognise manipulation and coercion, how to seek and assertively give or not give consent how to evaluate and manage the influence of pornography how to identify the signs of abusive relationships, and where and how to access support and report concerns, including online to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online how to respond to harassment, including online, and violence; where to seek help 	PSHE Association - Consent lesson packs Medway Public Health Directorate – Managing healthy and unhealthy relationship behaviours University of Exeter – Working out relationships? Home Office - Something's Not Right (abuse disclosure) Medway Public Health Directorate – Relationships and Sex Education NSPCC – Talk Relationships Every Mind Matters - One-to-one relationships; Positive friendships PSHE Association – Friendship and bullying Thames Valley Police – Tackling Violence Against Women and Girls PSHE Association - Not just flirting NCA-CEOP Education – Exploited

Spring 1 Choices and influences	Developing agency, decision making and strategies to manage influence and access support: <ul style="list-style-type: none"> • First aid and life-saving • Personal safety • Online relationships <p>PoS Refs: H23, H24, H26, R14, R15, R20, R21, R22</p>	<ul style="list-style-type: none"> • how to identify risky and emergency situations, including online; how and when to seek help • about the importance of seeking help and giving accurate information, even in cases where there may be legal consequences for those involved • to identify and manage the impact of substance use on personal safety, decision making and sexual behaviour • to consolidate first aid and life-saving skills • to evaluate and manage the opportunities and risks of establishing and conducting relationships online • how to behave legally, ethically and responsibly online, including in online aspects of relationships • how to assess readiness for sexual intimacy, including online and in new relationships, and to evaluate the possible legal, emotional and social consequences 	Medway Public Health Directorate – Relationships and Sex Education Act for Youth: RUN HIDE TELL British Heart Foundation – Classroom RevivR BBFC - Emotional Wellbeing and the Media Medway Public Health Directorate – Managing healthy and unhealthy relationship behaviours PSHE Association – Drug education Home Office - Something's Not Right (abuse disclosure) St John Ambulance - 'First Aid Training in School' lesson plans, KS4 Highgate School & NHS Barts – Testicular Health Motor Insurers' Bureau – Staying safe on the roads
Spring 2 Independence and aspirations	Developing goal setting, leadership and presentation skills: <ul style="list-style-type: none"> • Skills for employment • Applying for employment • Online presence and reputation <p>PoS Refs: H1, L1, L2, L3, L12, L23</p>	<ul style="list-style-type: none"> • about options available in education, training and employment post-16 • how to prepare for employment, including how to write a CV, apply for a job and prepare for interviews • about the importance of skills for employability, e.g. leadership, teamwork and presentation skills • how to create and present a positive personal image and a positive online presence • how to assess and evaluate strengths to set realistic, aspirational goals 	Environment Agency – Growing careers for positive change PSHE Association - Careers Education lesson plans PSHE Association – Navigating work, study and careers
Summer 1 Autonomy and advocacy	Developing respect for diversity, risk management and support-seeking skills: <ul style="list-style-type: none"> • Nature of committed relationships • Forced marriage • Diversity and discrimination • Extremism <p>PoS Refs: R4, R5, R6, R9, R33, R34, R35, R37, L24, L25, L26, L27, L28, L29</p>	<ul style="list-style-type: none"> • how to make informed decisions about marriage and other long term commitments • about the unacceptability of forced marriage and how to safely seek help • to respect diversity in gender identity, sexual orientation, faith, race and disability • about rights, roles and responsibilities in a diverse society and how to respect and advocate for them • strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010) 	University of Exeter – The Rights Idea? PSHE Association – Belonging and community: addressing discrimination and extremism Medway Public Health Directorate – Relationships and Sex Education Google and ISD: Be Internet Citizens NSPCC – Talk Relationships

		<ul style="list-style-type: none"> • how to manage the influence of gender and sexual norms and stereotyping • about the support available to people with protected characteristics and how to access advice and help for self or others • how personal data is generated, collected and shared and may be used with the aim of influencing decisions • how to recognise when social media disproportionately features inaccurate information or extreme viewpoints; how to evaluate the potential impact of this • about extremism, how to reduce the risks and where to seek help 	University of Exeter - Modern Families Freedom Charity - Forced marriage and FGM PSHE Association – Committed relationships and family life
Summer 2 Choices and influences	Developing motivation, organisation, leadership and presentation skills: <ul style="list-style-type: none"> • Preparation for, and reflection on, work experience PoS Refs: H1, L1, L3, L4, L5, L6, L7, L8 L9, L10, L11, L13, L14, L15, L22, L24	<ul style="list-style-type: none"> • how to independently research and apply for work experience opportunities • about rights and responsibilities in the workplace, including in relation to health and safety • how to evaluate and reflect on work experience and use this evaluation to inform future goal-setting • how to evaluate the changing patterns and trends in the labour market, locally, nationally and internationally • how to benefit from opportunities online for career development and manage potential challenges • positive and safe ways to create and share content online and how to take advantage of the opportunities this may offer 	PSHE Association - Careers Education lesson plans Environment Agency – Growing careers for positive change PSHE Association – Navigating work, study and careers Financial Literacy and Inclusion Campaign (FLIC)

YEAR 11 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn 1 Independence and aspirations	Developing resilience and risk management skills: <ul style="list-style-type: none"> • Money management • Fraud and cybercrime • Preparing for adult life <p>PoS Refs: H4, H18, H22, H25, R35, R36, R37, R38, L16, L17, L18, L19, L20</p>	<ul style="list-style-type: none"> • how to make informed choices about money management • about the risks of gambling, fraud and cybercrime, how to assess these risks and reduce vulnerability to becoming involved • how to assess and evaluate the behaviours and influence of role models • how personal values influence decisions and behaviour in all aspects of life • about the challenges and opportunities transition to adulthood brings • strategies to promote personal safety in new and independent settings, including online 	PSHE Association - Mental Health and Emotional Wellbeing Bank of England - EconoME National Crime Agency - Exploring Cybercrime Cifas - Anti-Fraud Education Demos & GambleAware - Resilience to gambling Every Mind Matters – Dealing with change NCA CEOP: Online Blackmail Home Office - Something's Not Right (abuse disclosure) Motor Insurers' Bureau – Staying safe on the roads Thames Valley Police – Tackling Violence Against Women and Girls Financial Literacy and Inclusion Campaign (FLIC)
Autumn 2 Autonomy and advocacy	Developing communication and negotiation skills, risk management and support-seeking skills: <ul style="list-style-type: none"> • Relationship values • Maintaining sexual health • Sexual health services • Managing relationship challenges and endings <p>PoS Refs: H14, H27, H28, H29, R2, R7, R9, R11, R12, R13, R17, R23</p>	<ul style="list-style-type: none"> • how to communicate personal values in relationships • to recognise the importance of respect, pleasure and equity in intimate relationships • ways to effectively choose, negotiate and use contraception and maintain sexual health • about sexual health services, locally, nationally and online, and how to use and access them • how to manage relationship changes safely and respectfully • about relationship challenges, how to manage strong emotions and communicate effectively at such times 	PSHE Association - Consent lesson packs Medway Public Health Directorate – Managing healthy and unhealthy relationship behaviours University of Exeter – Working out relationships? Home Office - Something's Not Right (abuse disclosure) University of Exeter – The Rights Idea? Medway Public Health Directorate – Relationships and Sex Education You Before Two - The Fundamentals (£) NSPCC – Talk Relationships Highgate School & NHS Barts – Testicular Health PSHE Association – Friendship and bullying
Spring 1 Choices and influences	Developing confidence, agency and support-seeking skills: <ul style="list-style-type: none"> • Making safe and healthy lifestyle choices 	<ul style="list-style-type: none"> • how to manage influences to make healthy lifestyle choices • how and why to maintain a healthy balance between time online and other activities • how to access health services with confidence, e.g. smoking cessation, dental and GP services 	PSHE Association: Health Education lesson packs PSHE Association – Drug education Orchid - What is testicular cancer?

	<ul style="list-style-type: none"> Health promotion and self-examination Blood, organ, stem cell donation <p>PoS Refs: H2, H3, H4, H11, H12, H13, H14, H15, H16, H17, H18, H21</p>	<ul style="list-style-type: none"> how to monitor health, e.g. through self-examination and using screening services how to assess and manage risks associated with cosmetic and aesthetic procedures, e.g. tattooing, piercings and the use of sunbeds about blood, organ and stem cell donation and how to make informed decisions in relation to these 	AYPH - A fair and equal opportunity to be healthy NHS Blood and Transplant - Exploring blood, organ and stem cell donation You Before Two - The Fundamentals (£) Canesten - Thr Truth, Undressed You Before Two - Contraception Choices (£) PSHE Association - Body modifications
Spring 2 Independence and aspirations	Developing empathy and compassion, clarifying values and support-seeking skills: <ul style="list-style-type: none"> Families and parenting Fertility, adoption, abortion Pregnancy and miscarriage Managing grief and loss <p>PoS Refs: H5, H30, H31, H32, H33, R4, R6, R13, R17, R24, R25, R26, R27</p>	<ul style="list-style-type: none"> about different types of relationships and families, including single parents, step parents, same sex parents, blended families, foster and adoptive parents how to identify and evaluate parenting skills and assess readiness for parenthood to recognise that fertility changes over time and evaluate the implications of this to evaluate beliefs, influences and circumstances that inform decisions in relation to pregnancy how to access appropriate advice and support in relation to pregnancy, including miscarriage strategies to manage grief and loss, including bereavement and how to access support for self or others how to show compassion and empathy for others who are experiencing challenging situations 	PSHE Association - Fertility and pregnancy choices PSHE Association - Mental health and emotional wellbeing Medway Public Health Directorate - Relationships and sex education University of Exeter - The Rights Idea? University of Exeter - Modern Families PSHE Association - Committed relationships and family life University of Essex - Communication matters
Summer 1 Autonomy and advocacy	Developing confidence, self-worth, adaptability and decision making skills: <ul style="list-style-type: none"> Recognising and celebrating successes Transition and new opportunities Aligning actions with goals <p>PoS Refs: H1, H2, L1, L2, L3, L4, L10, L21</p>	<ul style="list-style-type: none"> how to build self-worth by reflecting on and celebrating successes and reframing setbacks or perceived failures how to make informed decisions about different education and career pathways about different types employment and their contractual terms, including full-time, part-time, self-employment and zero hours how to evaluate the financial advantages, disadvantages and risks in relation to different models of employment how to set realistic yet aspirational life goals 	Environment Agency - Growing careers for positive change Every Mind Matters - Exam stress PSHE Association - Navigating work, study and careers Financial Literacy and Inclusion Campaign (FLIC)