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| **Year 7 Lessons - Term and Content** | **Embedding RSE** |
| **Autumn 1: Keeping yourself safe and happy**  Transition to secondary  Managing friendship | Talking about emotions accurately and sensitively, using appropriate vocabulary.  Know that happiness is linked to being connected to others and know practical steps they can take in a range of different contexts to improve or support respectful relationships. |
| **Autumn 2: What do I stand for?**  Diversity, prejudice and bullying  Exploring family life | Know the impact of bullying and be able to identify harmful behavior online. Know how stereotypes based on race, religion or sexual orientation can cause damage.  Know the variety of types of committed, stable relationships and how relationships contribute to human happiness. |
| **Spring 1: Health, wellbeing and relationships**  Diet, exercise and healthy choices  Alcohol, tobacco and other risks | Know the benefits and importance of physical exercise and time outdoors on mental wellbeing and happiness. Know how to maintain healthy eating and the links between poor diet and health risks, including cancer.  Know the facts about the harms from smoking tobacco and the benefits to quitting and how to access support to do so. Know the risks associated to drinking alcohol. |
| **Spring 2: Health, wellbeing and relationships**  Puberty, unwanted contact and FGM  Body Image | Know the key facts about puberty, the changing adolescent body and menstrual wellbeing. Know the concept and laws of forced marriage, honour-based violence and FGM and the affect it has on relationships  The impact of unhealthy or obsessive comparison with others online, setting unrealistic expectations for body image. |
| **Summer 1: Keeping yourself safe and happy**  Self-esteem, romance and friendships  Online safety and safeguarding | Know that happiness is linked to being connected to others.  Know what to do and where to get support to report material or manage issues online. Know the similarities and differences between the online world and the physical world. Know the law about online behaviours including image and information sharing, including sexting, youth-produced sexual imagery and nudes. |
| **Summer 2: My future**  Challenge career stereotypes  Financial decision making | Know how stereotypes based on sex and gender can cause damage.  Develop skills and attributes necessary for adult life. |

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| **Year 8 Lessons - Term and Content** | | **Embedding RSE** | |
| **Autumn 1: Health, wellbeing and relationships**  Relationships  Introduction to sexuality and consent  Introduction to contraception and the pill | | Recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, loyalty, trust, shared interests and outlook, sex, and friendship  Know the law about consent. Know the laws about pornography, sexuality and gender identity.  Know the full range of contraceptive choices, efficacy and options available. Know how to get further advice, confidential sexual and reproductive advice and treatment | |
| **Autumn 2: Health, wellbeing and relationships**  Managing change and loss  Alcohol and drug misuse and managing peer influence | | Know how to seek support during difficult circumstances.  Know the facts about legal and illegal drugs and their associated risks including the link between drug use and serious mental health conditions. Know the laws about substance misuse. | |
| **Spring 1: My future**  Options and careers | | Know how to reflect objectively as part of the personal review process. To learn how to evaluate their changing aspirations and know their strengths, attributes and interests. | |
| **Spring 2: Keeping yourself safe and happy**  Online safety, digital literacy and safeguarding  Road safety, first aid and personal safety | | Know the impact of viewing harmful content. Know that sharing and viewing indecent images of children is a criminal offence which carries severe penalties including jail. Understand the term radicalisation and associated risks.  Know how to maintain healthy eating and the links between a poor diet and tooth decay. Understand personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and antibiotics  Know the facts and science relating to immunisation and vaccination. Know the basic treatment for common injuries. | |
| **Summer 1: Health, wellbeing and relationships**  Mental health and body image  Age and disability discrimination  Racism and religious discrimination | | Recognise the early signs of mental wellbeing concerns. Know common types of mental ill health (anxiety and depression). Critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health. Recognise the importance of developing resilience and learn strategies to manage disappointment to promote mental wellbeing. Recognise the link between healthy self-esteem and body image.  Know how stereotypes based on disability can cause damage.  Know what is classed as hate crime. Know stereotypes based on race and religion can cause damage. | |
| **Summer 2: The world around me**  Rights and responsibilities to the community  Crime  Refugees  British values and politics | | Know the laws about violence and exploitation by gangs. Understand criminal exploitation through gang involvement or ‘county lines’ drug operations.  To understand safe and risky or unsafe social groups. Be able to identify gangs and the risks in belonging to a gang. Know the legal and physical risks of carrying a knife. | |
| **Year 9 Content** | **Embedding RSE** | | |
| **Structured Lessons**  Pregnancy  Intimate relationships  LGBT  Healthy Lifestyles  Blood, stem cell and organs | Know the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause. Know the facts around pregnancy including miscarriage. Know there are choices in relation to pregnancy. Know the laws about abortion.  Understand that all aspects of health can be affected by choices they make in sex and relationships, positively and negatively. Know that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. Know how to get further advice, confidential sexual and reproductive advice and treatment.  Know about diversity in sexual orientations and sexual attraction and how people face discrimination. Learn how to support someone who is facing discrimination due to their sexuality. Know how to seek support.  Learn strategies to achieve a balance between work, leisure and exercise. Understand what makes a healthy lifestyle.  The science relating to blood, organ and stem cell donation | | |
| **Drop Down Event**  Contraception (nurse)  Grooming, online safety and unhealthy relationships (pintsize theatre company)  Personal space (Equation)  Homelessness (Broxtowe Youth Homelessness)  Prison (Prison A Reality)  RAF/ Navy/ Army  First Aid (St. John’s Ambulance)  LGBT | Know the full range of contraceptive choices, efficacy and options available. Know how to get further advice, confidential sexual and reproductive advice and treatment  Know the concept and laws of grooming. Recognise the characteristics and positive aspects of healthy one-to-one relationships which include mutual respect, loyalty, trust, shared interests and outlook, sex and friendship.  Know the similarities and differences between the online world and physical world.  Understand the different levels of intimacy. Develop attributes and skills to effectively manage communication.  To understand why young people may choose to run away from home and the associated risks. To learn how to access support services.  Understand the consequences and risks of crime. Know that they are legally responsible for their actions from age 10.  Know about the range of options available to them in their next stage of education  Know lifesaving skills.    Know about diversity in sexual orientations and sexual attraction and how people face discrimination. | | |
| **Popcorn Day** | Develop enterprise and teamwork skills. | | |
| **Year 10 PSHE Days - Term and Content** | | | **Embedding RSE** |
| **Autumn 2: My future**  CV introduction  CV writing  Body Language  Careers (CV support focus)  First aid (St. John’s ambulance) | | | Know the factors that make someone ‘employable’. Know the importance of looking for opportunities to enhance their CV.  Lifesaving skills, including how to administer CPR and know the purpose of defibrillators and when one might be needed. |
| **Spring 1: My scholarship**  Careers (Mock interview day) | | |  |
| **Summer 2: Health, wellbeing and relationships**  Resilience (Making Generation R)  Eat yourself healthy  Art Therapy  Relaxing strategies  Mindfulness  Chair yoga  Positive mindset  Drumba  Relationships  My healthy body | | | Know how to maintain healthy eating and the links between poor diet and health risks, including cancer.  Know common anxieties that learners face in key stage 4 and ways of overcoming these anxieties. Explore the link between lifestyle choices and emotional and mental wellbeing.  Know some types of behavior within relationships are criminal, including violent behavior and coercive control. Know what constitutes sexual harassment and sexual violence and why these are always unacceptable.  The benefits of regular self-examination and screening. |

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| **Year Group** | **Assembly Theme** | | | | | | | | | | | | | | | | | | |
| **Year 7** | Safeguarding   * Safeguarding support * DSL team * How to access support to stay safe and happy   Children in Need  Anti-bullying   * Types of bullying * Respectful relationships * Stereotypes * Equality * Diversity | | | | | | Mental health support   * Emotions * Anxiety * Depression * Happiness * Signposting support   World mental health day   * Facts * Importance of kindness * Support in relationships | | | | | The online world   * Online risks * Rights and responsibilities * ‘sharing’ * Data collection and generation * Reporting harmful content   Online safety and the law   * Online behaviours * Information sharing * Sexting * Youth-produced sexual imagery | | | | | | | |
| Healthy family team   * Meet the school nurse * Eating disorder   FGM | | | Healthy Active Lifestyle   * Physical activity and positive wellbeing * Stress, healthy lifestyles, weight, sedentary individuals and ill health | | | | | | | Health and prevention   * Personal hygiene * Dental health | | | | | | | | How 2 Save a Heart   * Treatment * CPR * Defibrillators |
| World book day | Cognition and Memory | | | | | | Importance of oracy | | | | | | Live feedback and purple pen | | | | | |
| Money management  Cultural festivals | | | Being a global citizen | | | | Black history month | | | | | | | | Leaders of the future | | | |
| WHBKTP  Student voice | | | WDISF   * Reflections in school standards | | | | | | | | Political parties in the UK  What does pride mean to you?   * ‘My character counts’ | | | | | | | |
| **Year 8** | Safeguarding   * Safeguarding support * DSL team * How to access support to stay safe and happy   Children in Need  Anti-bullying   * Types of bullying * Respectful relationships * Stereotypes * Equality * Diversity | | | | | | Mental health support   * Emotions * Anxiety * Depression * Happiness * Signposting support   World mental health day   * Facts * Importance of kindness * Support in relationships | | | | | | The online world   * Online risks * Rights and responsibilities * ‘sharing’ * Data collection and generation * Reporting harmful content   Online safety and the law   * Online behaviours * Information sharing * Sexting * Youth-produced sexual imagery | | | | | | |
| Healthy family team   * Meet the school nurse * Eating disorder   FGM | | Healthy Active Lifestyle   * Physical activity and positive wellbeing * Stress, healthy lifestyles, weight, sedentary individuals and ill health | | | | | | | Health and prevention   * Personal hygiene * Dental health | | | | | | | | How 2 Save a Heart   * Treatment * CPR * Defibrillators | |
| World book day | Cognition and Memory | | | | | | Importance of oracy | | | | | | | Live feedback and purple pen | | | | |
| Money management  Cultural festivals | | | | | Being a global citizen | | | Black history month | | | | | | | | Leaders of the future | | |
| WHBKTP  Student voice  WDISF   * Reflections in school standards | | | | | | | | Political parties in the UK  What does pride mean to you?   * ‘My character counts’ | | | | | | | | | | |
| **Year 9** | Safeguarding   * Safeguarding support * DSL team * How to access support to stay safe and happy   Children in Need  Anti-bullying   * Types of bullying * Respectful relationships * Stereotypes * Equality * Diversity | | | | | | Mental health support   * Emotions * Anxiety * Depression * Happiness * Signposting support   World mental health day   * Facts * Importance of kindness * Support in relationships | | | | | The online world   * Online risks * Rights and responsibilities * ‘sharing’ * Data collection and generation * Reporting harmful content   Online safety and the law   * Online behaviours * Information sharing * Sexting * Youth-produced sexual imagery | | | | | | | |
| Healthy family team   * Meet the school nurse * Eating disorder   FGM | | | Healthy Active Lifestyle   * Physical activity and positive wellbeing * Stress, healthy lifestyles, weight, sedentary individuals and ill health | | | | | | | Health and prevention   * Personal hygiene * Dental health | | | | | | | | How 2 Save a Heart   * Treatment * CPR * Defibrillators |
| World book day | Cognition and Memory | | | | | | Importance of oracy | | | | | | Live feedback and purple pen | | | | | |
| Money management  Cultural festivals | | | Being a global citizen | | | | Black history month | | | | | | | | Leaders of the future | | | |
| WHBKTP  Student voice  Holocaust Memorial | | | WDISF   * Reflections in school standards | | | | | | | | Political parties in the UK  What does pride mean to you?   * ‘My character counts’ | | | | | | | |
| **Year 10** | Safeguarding   * Safeguarding support * DSL team * How to access support to stay safe and happy   Children in Need  Anti-bullying   * Types of bullying * Respectful relationships * Stereotypes * Equality * Diversity | | | | | | Mental health support   * Emotions * Anxiety * Depression * Happiness * Signposting support   World mental health day   * Facts * Importance of kindness * Support in relationships | | | | | | The online world   * Online risks * Rights and responsibilities * ‘sharing’ * Data collection and generation * Reporting harmful content   Online safety and the law   * Online behaviours * Information sharing * Sexting * Youth-produced sexual imagery | | | | | | |
| Healthy family team   * Meet the school nurse * Support with eating disorders * Support with sexual health   FGM | | | | Healthy Active Lifestyle   * Physical activity and positive wellbeing * Stress, healthy lifestyles, weight, sedentary individuals and ill health | | | | | Health and prevention   * Personal hygiene * Dental health * Immunisation * Vaccinations * Screening * Sleep patterns | | | | | | | | How 2 Save a Heart   * Treatment * CPR * Defibrillators | |
| World book day | Cognition and Memory | | | | | | Importance of oracy | | | | | | | Live feedback and purple pen | | | | |
| Money management  Cultural festivals | | | | | Being a global citizen | | | Black history month | | | | | | | | Leaders of the future | | |
| WHBKTP  Student voice  WDISF   * Reflections in school standards | | | | | | | | Holocaust memorial  Political parties in the UK  What does pride mean to you?   * ‘My character counts’ | | | | | | | | | | |
| **Year 11** | Safeguarding   * Safeguarding support * DSL team * How to access support to stay safe and happy   Children in Need  Anti-bullying   * Types of bullying * Respectful relationships * Stereotypes * Equality * Diversity | | | | | | Mental health support   * Emotions * Anxiety * Depression * Happiness * Signposting support   World mental health day   * Facts * Importance of kindness * Support in relationships | | | | | | The online world   * Online risks * Rights and responsibilities * ‘sharing’ * Data collection and generation * Reporting harmful content   Online safety and the law   * Online behaviours * Information sharing * Sexting * Youth-produced sexual imagery | | | | | | |
| Healthy family team   * Meet the school nurse * Support with eating disorders * Support with sexual health   FGM | | | | Healthy Active Lifestyle   * Physical activity and positive wellbeing * Stress, healthy lifestyles, weight, sedentary individuals and ill health | | | | | Health and prevention   * Personal hygiene * Dental health * Immunisation * Vaccinations * Screening * Sleep patterns | | | | | | | | How 2 Save a Heart   * Treatment * CPR * Defibrillators | |
| World book day | Cognition and Memory | | | | | | Importance of oracy | | | | | | | Live feedback and purple pen | | | | |
| WHBKTP  Student voice  WDISF   * Reflections in school standards | | | | | | | | Holocaust memorial  Political parties in the UK  What does pride mean to you?   * ‘My character counts’ | | | | | | | | | | |

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| **Year Group** | **Active Tutoring Theme** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Year 7** | Conflict resolution  Personal space | | | | | | School support system   * HUB * School nurse | | | | | | | | | | | How do I stay safe online  Road safety | | | | | | | | |
| Importance of family and relationships   * Positive and healthy relationships * Boundaries * Communication * How to be a good friend | | | | | | | | | | | | | | Developing PRIDE | | | | | | | | | | | |
| Literacy and oracy project  Revision   * Curve, memory and retention * Target setting * Revision strategies | | | | | | | | Complete ATL reflections  Knowledge organisers | | | | | | | | | | | School email and email etiquette  Parents evening booking system | | | | | | |
| Community  Wearing the blazer with pride | | | | | | | | | School environment | | | | | | | | | | | | Recycling and eco-schools | | | | |
| Citizenship   * The political system * Democratic government * Citizens/ parliament/ monarchy | | | | | | Parliament   * Voting * Elections * Political parties   Children in Need | | | | | | | | | | | Liberties  British values and PRIDE  Be Kind   * Maintaining positive, social relationships   Charity | | | | | | | | |
| **Year 8** | How do I stay safe online   * Reporting an incident * support | | | | | |  | | | | | | | | | | | |  | | | | | | | |
| Health, wellbeing and relationships | | | | | | | | | | | | | Mindfulness | | | | | | | | | | | | |
| Learning to learn | | | | | | | | | | Revision strategies   * knowledge organisers * peer quizzing * using notes * read, cover, write, check method | | | | | | | | | | | | | | | |
| Recycling | Saving our endangered species | | | | | | | | | | | Climate change | | | | | | | | | | Community awareness | | | |
| Citizenship   * Justice system * Police * Courts | | | Communities   * Public institutions * Voluntary groups * Citizenship | | | | | | | | | | | Money   * Budgeting * Managing risk | | | | | | | | | | Student voice   * PRIDE * Role models | |
| **Year 9** | Consent   * Defining consent * Withdrawal of consent | | | | | | Keeping safe   * Gangs * Extremism * County lines * Hate crime * FGM | | | | | | | | | | | Online safety | | | | | | | | |
| Good health   * Immunisations * Vaccinations * Height/ weight * Healthy diet * Hydration | | | | | | | | | | | | Dangers to health  Substance misuse  Addiction  Smoking  Alcohol drugs | | | | | | | | | | | | | |
| Revision   * Effective strategies | | | | | Revision timetables | | | | | | | | | |  | | | |  | | | | | | |
| Homelessness | | Emergency services | | | | | | | | Our NHS | | | | | | | | | | |  | | | | |
| Parliament   * Democracy * Citizenship | |  | | | | | | | | | | | | | | |  | | | | | | | | |
| **Year 10** | Keeping safe in relationships   * Abuse * Harassment * Honour-based violence * FGM | | | | | | Online and the media   * Viewing harmful content * Explicit material * Impact on relationships | | | | | | | | | | | | | |  | | | | | |
| Stress management   * Mindfulness * Keeping calm * Combating stress * Resilience | | | | The importance of sleep | | | | | | | | | | | |  | | | | | | |  | | |
| Citizenship   * Human rights and international law * The legal system * Diversity * Community | | | | | | | | | | | Money   * Income/ expenditure * Credit/ debt * Insurance * Savings * Pensions * Public money | | | | | | | | | | | | | | |
| **Year 11** | Online safety   * Social media safety   Stress management and wellbeing | | | | | | | Consent | | | | | | | | Staying safe during free time   * Choices | | | | | | | | | | Signposting |
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