



**Slough and Eton PSHE Programme-23-24**



	Autumn Term 1 Health & Wellbeing	Autumn 2 Living in the wider world	Spring Term 1 Relationships (RSE)	Spring 2 Health & Wellbeing	Summer Term 1 Relationships	Summer Term 2 Living in the wider world
Year 7	<b>Introduction</b> <b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
Year 8	<b>Introduction</b> <b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting'	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks
Year 9	<b>Introduction</b> <b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang Exploitation	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence
Year 10	<b>Introduction</b> <b>Mental health</b> <b>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</b>	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Work experience</b> Work experience and readiness for work  <b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Work experience</b> evaluation of work experience and readiness for work
Year 11	<b>Introduction</b> <b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception relationship challenges and abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	Exam period starts

## YEAR 7 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...
<b>Autumn 1</b> Health & wellbeing	<b>Introduction to PSHE</b> <b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Standards, PSHE class rules/consent</b> how to identify, express and manage their emotions in a constructive way <ul style="list-style-type: none"> <li>• how to manage the challenges of moving to a new school</li> <li>• how to establish and manage friendships</li> <li>• how to improve study skills</li> <li>• how to identify personal strengths and areas for development</li> <li>• personal safety strategies and travel safety, e.g. road, rail and water</li> <li>• how to respond in an emergency situation</li> <li>• basic first aid</li> </ul>
<b>Autumn 2</b> Living in the wider world	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity <ul style="list-style-type: none"> <li>• about a broad range of careers and the abilities and qualities required for different careers</li> <li>• about equality of opportunity</li> <li>• how to challenge stereotypes, broaden their horizons and how to identify future career aspirations</li> <li>• about the link between values and career choices</li> </ul>
<b>Spring 1</b> Relationships	<b>Diversity</b> Diversity, prejudice, and bullying	about identity, rights and responsibilities <ul style="list-style-type: none"> <li>• about living in a diverse society</li> <li>• how to challenge prejudice, stereotypes and discrimination</li> <li>• the signs and effects of all types of bullying, including online</li> <li>• how to respond to bullying of any kind, including online</li> <li>• how to support others</li> </ul>
<b>Spring 2</b> Health & wellbeing	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact	how to make healthy lifestyle choices including diet, dental health, physical activity and sleep <ul style="list-style-type: none"> <li>• how to manage influences relating to caffeine, smoking and alcohol</li> </ul>
<b>Summer 1</b> Relationships	how to make healthy lifestyle choices including diet, dental health, physical activity and sleep <ul style="list-style-type: none"> <li>• how to manage influences relating to caffeine, smoking and alcohol</li> </ul>	how to develop self-worth and self-efficacy <ul style="list-style-type: none"> <li>• about qualities and behaviours relating to different types of positive relationships</li> <li>• how to recognise unhealthy relationships</li> <li>• how to recognise and challenge media stereotypes</li> <li>• how to evaluate expectations for romantic relationships</li> <li>• about consent, and how to seek and assertively communicate consent</li> </ul>
<b>Summer 2</b> Living in the wider world	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices	how to make safe financial choices <ul style="list-style-type: none"> <li>• about ethical and unethical business practices and consumerism</li> <li>• about saving, spending and budgeting</li> <li>• how to manage risk-taking behaviour</li> </ul>

## YEAR 8 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...
<b>Autumn 1</b> Health & wellbeing	<b>Introduction to Year</b> <b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Standards, PSHE class rules/consent</b> about medicinal and recreational drugs <ul style="list-style-type: none"> <li>• about the over-consumption of energy drinks</li> <li>• about the relationship between habit and dependence</li> <li>• how to use over the counter and prescription medications safely</li> <li>• how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>• how to manage influences in relation to substance use</li> <li>• how to recognise and promote positive social norms and attitudes</li> </ul>
<b>Autumn 2</b> Living in the wider world	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	about equality of opportunity in life and work <ul style="list-style-type: none"> <li>• how to challenge stereotypes and discrimination in relation to work and pay</li> <li>• about employment, self-employment and voluntary work</li> <li>• how to set aspirational goals for future careers and challenge expectations that limit choices</li> </ul>
<b>Spring 1</b> Relationships	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	about attitudes towards mental health <ul style="list-style-type: none"> <li>• how to challenge myths and stigma</li> <li>• about daily wellbeing</li> <li>• how to manage emotions</li> <li>• how to develop digital resilience</li> <li>• about unhealthy coping strategies (e.g. self-harm and eating disorders)</li> <li>• about healthy coping strategies</li> </ul>
<b>Spring 2</b> Health & wellbeing	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting'
<b>Summer 1</b> Relationships	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	the qualities of positive, healthy relationships <ul style="list-style-type: none"> <li>• how to demonstrate positive behaviours in healthy relationships</li> <li>• about gender identity and sexual orientation</li> <li>• about forming new partnerships and developing relationships</li> <li>• about the law in relation to consent</li> <li>• that the legal and moral duty is with the seeker of consent</li> <li>• how to effectively communicate about consent in relationships</li> <li>• about the risks of 'sexting' and how to manage requests or pressure to send an image</li> </ul>
<b>Summer 2</b> Living in the wider world	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks	about online communication <ul style="list-style-type: none"> <li>• how to use social networking sites safely</li> <li>• how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> <li>• how to respond and seek support in cases of online grooming</li> <li>• how to recognise biased or misleading information online</li> <li>• how to critically assess different media sources</li> <li>• how to distinguish between content which is publicly and privately shared</li> <li>• about age restrictions when accessing different forms of media and how to make responsible decisions</li> <li>• how to protect financial security online</li> <li>• how to assess and manage risks in relation to gambling and chance-based transactions</li> </ul>

## YEAR 9 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...
<b>Autumn 1</b> Health & wellbeing	<b>Introduction to Year</b> <b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Standards, PSHE class rules/consent</b> how to distinguish between healthy and unhealthy friendships <ul style="list-style-type: none"> <li>• how to assess risk and manage influences, including online</li> <li>• about 'group think' and how it affects behaviour</li> <li>• how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>• to manage risk in relation to gangs</li> <li>• about the legal and physical risks of carrying a knife</li> <li>• about positive social norms in relation to drug and alcohol use</li> <li>• about legal and health risks in relation to drug and alcohol use, including addiction and dependence</li> </ul>
<b>Autumn 2</b> Living in the wider world	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	about transferable skills, abilities and interests <ul style="list-style-type: none"> <li>• how to demonstrate strengths</li> <li>• about different types of employment and career pathways</li> <li>• how to manage feelings relating to future employment</li> <li>• how to work towards aspirations and set meaningful, realistic goals for the future</li> <li>• about GCSE and post-16 options</li> <li>• skills for decision making</li> </ul>
<b>Spring 1</b> Relationships	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering <ul style="list-style-type: none"> <li>• about positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>• about conflict and its causes in different contexts, e.g. with family and friends</li> <li>• conflict resolution strategies</li> <li>• how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>• how to access support services</li> </ul>
<b>Spring 2</b> Health & wellbeing	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	about the relationship between physical and mental health <ul style="list-style-type: none"> <li>• about balancing work, leisure, exercise and sleep</li> <li>• how to make informed healthy eating choices</li> <li>• how to manage influences on body image</li> <li>• to make independent health choices</li> <li>• to take increased responsibility for physical health, including testicular self-examination</li> </ul>
<b>Summer 1</b> Relationships	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex <ul style="list-style-type: none"> <li>• about myths and misconceptions relating to consent</li> <li>• about the continuous right to withdraw consent and capacity to consent</li> <li>• about STIs, effective use of condoms and negotiating safer sex</li> <li>• about the consequences of unprotected sex, including pregnancy</li> <li>• how the portrayal of relationships in the media and pornography might affect expectations</li> <li>• how to assess and manage risks of sending, sharing or passing on sexual images</li> <li>• how to secure personal information online</li> </ul>
<b>Summer 2</b> Living in the wider world	<b>Employability skills</b> Employability and online presence	about young people's employment rights and responsibilities <ul style="list-style-type: none"> <li>• skills for enterprise and employability</li> <li>• how to give and act upon constructive feedback</li> <li>• how to manage their 'personal brand' online</li> <li>• habits and strategies to support progress</li> <li>• how to identify and access support for concerns relating to life online</li> </ul>

## YEAR 10 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...
<b>Autumn 1</b> Health & wellbeing	<b>Introduction to Year</b> <b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Standards, PSHE class rules/consent</b> how to manage challenges during adolescence <ul style="list-style-type: none"> <li>• how to reframe negative thinking</li> <li>• strategies to promote mental health and emotional wellbeing</li> <li>• about the signs of emotional or mental ill-health</li> <li>• how to access support and treatment</li> <li>• about the portrayal of mental health in the media</li> <li>• how to challenge stigma, stereotypes and misinformation</li> </ul>
<b>Autumn 2</b> Living in the wider world	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	how to effectively budget and evaluate savings options <ul style="list-style-type: none"> <li>• how to prevent and manage debt, including understanding credit rating and pay day lending</li> <li>• how data is generated, collected and shared, and the influence of targeted advertising</li> <li>• how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling</li> <li>• strategies for managing influences related to gambling, including online</li> <li>• about the relationship between gambling and debt</li> <li>• about the law and illegal financial activities, including fraud and cybercrime</li> <li>• how to manage risk in relation to financial activities</li> </ul>
<b>Spring 1</b> Relationships	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	about relationship values and the role of pleasure in relationships <ul style="list-style-type: none"> <li>• about myths, assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>• about the opportunities and risks of forming and conducting relationships online</li> <li>• how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> </ul> about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent <ul style="list-style-type: none"> <li>• how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> <li>• how to recognise and challenge victim blaming</li> <li>• about asexuality, abstinence and celibacy</li> </ul>
<b>Spring 2</b> Health & wellbeing	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	about positive and negative role models <ul style="list-style-type: none"> <li>• how to evaluate the influence of role models and become a positive role model for peers</li> <li>• about the media's impact on perceptions of gang culture</li> <li>• about the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>• how drugs and alcohol affect decision making</li> <li>• how to keep self and others safe in situations that involve substance use</li> <li>• how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</li> <li>• exit strategies for pressurised or dangerous situations</li> <li>• how to seek help for substance use and addiction</li> </ul>
<b>Summer 1</b> Living in the wider world	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work	how to evaluate strengths and interests in relation to career development <ul style="list-style-type: none"> <li>• about opportunities in learning and work</li> <li>• strategies for overcoming challenges or adversity • about responsibilities in the workplace</li> <li>• how to manage practical problems and health and safety</li> <li>• how to maintain a positive personal presence online</li> <li>• how to evaluate and build on the learning from work experience</li> </ul>
<b>Summer 2</b> Relationships	<b>Addressing extremism and radicalisation</b> Community cohesion and challenging extremism	about communities, inclusion, respect and belonging <ul style="list-style-type: none"> <li>• about the Equality Act, diversity and values</li> <li>• about how social media may distort, mis-represent or target information in order to influence beliefs and opinions</li> <li>• how to manage conflicting views and misleading information</li> <li>• how to safely challenge discrimination, including online</li> <li>• how to recognise and respond to extremism and radicalisation</li> </ul>

## YEAR 11 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...
<b>Autumn 1</b> Health & wellbeing	<b>Introduction to Year Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Standards, PSHE class rules/consent</b> how to manage the judgement of others and challenge stereotyping <ul style="list-style-type: none"> <li>• how to balance ambition and unrealistic expectations</li> <li>• how to develop self-efficacy, including motivation, perseverance and resilience</li> <li>• how to maintain a healthy self-concept</li> <li>• about the nature, causes and effects of stress</li> <li>• stress management strategies, including maintaining healthy sleep habits</li> <li>• about positive and safe ways to create content online and the opportunities this offers</li> <li>• how to balance time online</li> </ul>
<b>Autumn 2</b> Living in the wider world	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	how to use feedback constructively when planning for the future <ul style="list-style-type: none"> <li>• how to set and achieve SMART targets</li> <li>• effective revision techniques and strategies</li> <li>• about options post-16 and career pathways</li> <li>• about application processes, including writing CVs, personal statements and interview technique</li> <li>• how to maximise employability, including managing online presence and taking opportunities to broaden experience</li> <li>• about rights, responsibilities and challenges in relation to working part time whilst studying</li> <li>• how to manage work/life balance</li> </ul>
<b>Spring 1</b> Relationships	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	about core values and emotions <ul style="list-style-type: none"> <li>• about gender identity, gender expression and sexual orientation</li> <li>• how to communicate assertively</li> <li>• how to communicate wants and needs</li> <li>• how to handle unwanted attention, including online</li> <li>• how to challenge harassment and stalking, including online</li> </ul>
<b>Spring 2</b> Health & wellbeing	<b>Independence</b> Responsible health choices, and safety in independent contexts	how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) <ul style="list-style-type: none"> <li>• emergency first aid skills</li> <li>• how to assess emergency and non-emergency situations and contact appropriate services</li> <li>• about the links between lifestyle and some cancers</li> <li>• about the importance of screening and how to perform self-examination</li> <li>• about vaccinations and immunisations</li> <li>• about registering with and accessing doctors, sexual health clinics, opticians and other health services</li> <li>• how to manage influences and risks relating to cosmetic and aesthetic body alterations</li> <li>• about blood, organ and stem cell donation</li> </ul>
<b>Summer 1</b> Living in the wider world	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	about different types of families and changing family structures <ul style="list-style-type: none"> <li>• how to evaluate readiness for parenthood and positive parenting qualities</li> <li>• about fertility, including how it varies and changes</li> <li>• about pregnancy, birth and miscarriage</li> <li>• about unplanned pregnancy options, including abortion • about adoption and fostering</li> <li>• how to manage change, loss, grief and bereavement</li> <li>• about 'honour based' violence and forced marriage and how to safely access support</li> </ul>
<b>Summer 2</b> Relationships	<b>GCSE Exams</b>	