

## PSHE Education and Citizenship Scheme of Work

### Year 7

An overview of the topics to be covered in each term

The programme is flexible to cope with different lengths of terms, disruptions due to unforeseen circumstances and being able to react to local, national and global events

<b>ONE LESSON PER WEEK</b>					
<b>TERM</b>	<b>CORE THEME(S)</b>	<b>TOPIC(S)</b>	<b>VISITS, SPEAKERS and OBSERVABLE DATES</b>	<b>OTHER LINKS</b>	<b>TUTORIAL LINKS</b>
Autumn term 1  (7 weeks)  (Lose 1 week due to hikes)	Health and wellbeing	<i>Growing and changing</i>  What is PSHE Education and Citizenship education? <ul style="list-style-type: none"> <li>● An introduction</li> </ul> How will we work together? <ul style="list-style-type: none"> <li>● The values of PSHCE Education</li> <li>● Creating a group agreement</li> </ul> How is year 7 different? <ul style="list-style-type: none"> <li>● Transition from junior to senior school</li> </ul>	Health Centre presentation - Growing and changing  World Mental Health day – October  Possibility of Odd Balls speaker or Copafeel	Digital learning <ul style="list-style-type: none"> <li>● iPad introduction and use</li> </ul> Science <ul style="list-style-type: none"> <li>● Puberty and reproduction</li> </ul> Fundamental British Values <ul style="list-style-type: none"> <li>● Democracy</li> <li>● Rule of Law</li> <li>● Mutual respect and tolerance of those of different beliefs</li> </ul>	<i>Transition to senior/new school and going on hikes</i>  How will I cope in the first few weeks? <ul style="list-style-type: none"> <li>● Who to go to for help</li> <li>● Worries and anxieties</li> </ul> How can I make new friends? <ul style="list-style-type: none"> <li>● Making and losing friends</li> </ul> Why do we have rules? <ul style="list-style-type: none"> <li>● School rules</li> <li>● iPad/mobile device guidelines</li> </ul>

		<ul style="list-style-type: none"> <li>• Ways to support yourself and others</li> </ul> <p>What happens at puberty?</p> <ul style="list-style-type: none"> <li>• Physical changes and emotional changes</li> <li>• Managing change and sexual feelings</li> </ul> <p>Why am I feeling like this?</p> <ul style="list-style-type: none"> <li>• How feelings change as you grow up</li> <li>• Ways to build confidence to cope with these changes</li> </ul>		and faiths, and those with none	<p>What am I good at?</p> <ul style="list-style-type: none"> <li>• Thinking about personal qualities</li> <li>• Reflect on personal strengths</li> <li>• Appreciate how others see you</li> </ul>
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Autumn term 2  (7 weeks)	Relationships	<p><i>Healthy relationships</i></p> <p>Boys and girls – is there a difference?</p> <ul style="list-style-type: none"> <li>• Treating girls and boys with equal respect</li> <li>• Range of situations related to gender and stereotypes</li> </ul> <p>How can we tackle bullying?</p> <ul style="list-style-type: none"> <li>• Sexist and gender bullying</li> </ul> <p>Who am I?</p> <ul style="list-style-type: none"> <li>• Identity is affected by a range of factors</li> </ul>	<p>Parliament Week – Start of November</p> <p>Anti-bullying week Mid November</p>	<p>Digital learning</p> <ul style="list-style-type: none"> <li>• Online behaviour and reputation – digital footprint</li> <li>• Reporting online abuse</li> </ul>	<p><i>Building/reinforcing positive relationships (friendships/school community)</i></p> <p>Anti-bullying week assembly</p> <p>How can we tackle bullying?</p> <ul style="list-style-type: none"> <li>• How to prevent bullying from happening</li> <li>• Importance of speaking out against bullying</li> </ul> <p>What is the school's policy on bullying?</p>
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		<ul style="list-style-type: none"> <li>• Self-esteem and personal circumstances</li> </ul> <p>What does family mean?</p> <ul style="list-style-type: none"> <li>• Different types of families</li> <li>• Family relationships and wellbeing</li> </ul>			<ul style="list-style-type: none"> <li>• Identification of what bullying is – different forms and types (inc. cyberbullying)</li> <li>• What to do and where to get help</li> </ul> <p>What qualities are needed to form positive relationships?</p> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Team work – cooperation</li> <li>• Positive language and communication skills</li> </ul> <p>What does assertiveness mean?</p> <ul style="list-style-type: none"> <li>• Meaning of assertiveness</li> <li>• Difference between being assertive and aggressive</li> </ul>
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Spring terms 1 & 2  (12 weeks)	Health and Wellbeing	<p><i>Keeping safe</i></p> <p>What is my digital footprint?</p> <ul style="list-style-type: none"> <li>• Online reputation</li> <li>• Using the internet safely and responsibly</li> </ul> <p>What do we mean by drugs?</p> <ul style="list-style-type: none"> <li>• Definition of the word ‘drug’</li> </ul>	<p>Time to talk day – February</p> <p>Children’s Mental Health Week</p> <p>Internet safety day February</p> <p>Holocaust Memorial Day 27th January</p>	<p>Digital learning</p> <ul style="list-style-type: none"> <li>• Privacy settings</li> <li>• Passwords</li> <li>• Appropriate online behaviour</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• Medicines – over the counter and prescription drugs</li> </ul>	<p><i>Taking risks and personal health</i></p> <p>Holocaust memorial assembly – January</p> <p>Activity in tutor time for time to talk day.</p> <p>Activities in tutor time for childrens mental health week</p>
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		<ul style="list-style-type: none"> <li>• Some of the risks involved with taking legal drugs</li> </ul> <p>What are legal drugs?</p> <ul style="list-style-type: none"> <li>• Medicines</li> <li>• Caffeine</li> <li>• Alcohol</li> <li>• Tobacco</li> </ul>		<ul style="list-style-type: none"> <li>• Alcohol – general facts and perception</li> <li>• Caffeine – effect on the body</li> <li>• Tobacco - diseases</li> </ul> <p>Fundamental British Values</p> <ul style="list-style-type: none"> <li>• Individual Liberty</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>• Awareness of needing vaccinations to travel to some countries</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• Importance of a balanced diet</li> <li>• Prevention of diseases</li> </ul> <p>PE</p> <ul style="list-style-type: none"> <li>• Importance of exercise</li> </ul> <p>Food technology</p> <ul style="list-style-type: none"> <li>• Food choices</li> </ul>	<p>International Women’s day assembly - March</p> <p>What do we mean by ‘risk’?</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Positive and negative risks</li> <li>• Different attitudes towards risk</li> </ul> <p>How do we manage risky situations? (Context – personal, road and rail safety as a starting point)</p> <ul style="list-style-type: none"> <li>• How to respond</li> <li>• Recognise ways to keep safe</li> </ul> <p>How do I practise refusal skills?</p> <ul style="list-style-type: none"> <li>• What are refusal skills</li> <li>• Using good communication to reduce risks</li> <li>• Dealing with peer pressure</li> </ul> <p>What do we need to keep healthy?</p> <ul style="list-style-type: none"> <li>• What ‘being healthy’ means</li> <li>• The importance of healthy routines in life</li> </ul> <p>What is my personal health profile?</p> <ul style="list-style-type: none"> <li>• Recognising an appropriate balance between work,</li> </ul>
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					leisure and exercise to promote health <ul style="list-style-type: none"> <li>Assessing your own health profile</li> </ul>
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Summer term 1  (5 weeks)	Relationships	<i>Valuing difference</i>  <b>Who is in our communities?</b> <ul style="list-style-type: none"> <li>Different groups in communities</li> <li>Appreciate some of the differences between people and respect feelings</li> </ul> How do I feel about difference? <ul style="list-style-type: none"> <li>Reflect on ‘difference’ and what it means to individual people</li> <li>Consider how prejudice and discrimination might be challenged</li> </ul> What is disability? <ul style="list-style-type: none"> <li>Attitudes and perspective</li> <li>Different disabilities</li> <li>The reality (case studies)</li> </ul>	<b>Mental Health Awareness Week - May</b>	Religious Studies <ul style="list-style-type: none"> <li>How some religious groups are perceived in the UK</li> </ul> Fundamental British Values <ul style="list-style-type: none"> <li>Mutual respect and tolerance of those of different faiths and beliefs, and those with none</li> </ul> PSHCE Education – drop down morning <ul style="list-style-type: none"> <li>Wants and needs</li> <li>Poverty in the UK</li> <li>Poverty in other parts of the world</li> <li>Paper bag game</li> <li>Homelessness</li> <li>Awareness of charitable organisations</li> </ul>	<i>Financial Education</i>  How do I save and how do I budget? <ul style="list-style-type: none"> <li>Managing your money can help you save</li> <li>Setting up a budget and coping with the unexpected</li> </ul> What is money and what does it mean? <ul style="list-style-type: none"> <li>Rich v poor</li> <li>Ethical uses on money</li> <li>Different forms and currencies</li> </ul> What happens if I borrow money? <ul style="list-style-type: none"> <li>Definition of ‘interest’</li> <li>How to calculate interest</li> <li>Interest rates and spending (basic facts)</li> </ul>
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				<p>(Christian Aid/Amnesty International)</p> <p>Geography</p> <ul style="list-style-type: none"> <li>• Economic development in different parts of the UK</li> <li>• The UK compared to other countries in the world</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>• Balancing money coming in and out</li> <li>• Percentages</li> </ul> <p>Business Studies &amp; Careers</p> <ul style="list-style-type: none"> <li>• Introduction of key terms</li> <li>• Basic principles of managing money</li> </ul>	<p>Mental Health Awareness Week activities throughout week such as taskmaster challenges.</p>
<p>Summer term 2 (5 weeks)  (Lose 1 week for</p>	<p>Living in the Wider World/Citizenship</p>	<p><i>Being a UK citizen</i></p> <p>What is democracy?</p> <ul style="list-style-type: none"> <li>• UK Government and Parliament</li> <li>• The role of the monarchy</li> <li>• British citizens and values</li> </ul>	<p>Parliament online tour</p> <p>Parliamentary elections (2024)</p>	<p>History</p> <ul style="list-style-type: none"> <li>• Parliamentary history</li> <li>• Monarchy history</li> <li>• Magna Carta</li> </ul> <p>Geography</p>	<p><i>Our local community</i></p> <p>Who are our local MPs and what do they do?</p> <ul style="list-style-type: none"> <li>• Dealing with local issues</li> </ul> <p>Why do we need to take care of the environment?</p> <ul style="list-style-type: none"> <li>• Recycling</li> </ul>

exams & camps)		<b>What are Fundamental British Values?</b> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Rule of Law</li> <li>• Individual Liberty</li> </ul>		<ul style="list-style-type: none"> <li>• Human influences on the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Saving water</li> <li>• Pollution issues – car fumes</li> </ul>
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**Highlighted areas refer to RSE within PSHCE lessons.**

**Highlighted areas refer to SMSC within PSHCE lessons.**

**Suggested tutorial themes are intended to compliment work carried out in PSHCE Education lessons. Tutorials are a period of time where there may be an opportunity for pupils to explore issues further. However, there are a number of other important aspects – developing essential skills and dealing with pastoral issues**

**All years carry out ‘In The News’ activity weekly in tutor time. Looking at current affairs allowing for further exploration of different current issues in the news and enabling debate and discussion within this time.**

## Year 8

An overview of the topics to be covered in each term

The programme is flexible to cope with different lengths of terms, disruptions due to unforeseen circumstances and being able to react to local, national and global events

<b>ONE LESSON PER WEEK</b>					
<b>TERM</b>	<b>CORE THEME(S)</b>	<b>TOPIC(S)</b>	<b>VISITS, SPEAKERS and OBSERVABLE DATES</b>	<b>OTHER LINKS</b>	<b>TUTORIAL LINKS</b>
Autumn term 1  (7 weeks)  (Lose 1 week due to hikes)	Health and wellbeing	<p><i>Emotional wellbeing</i></p> <p>What's it like here?</p> <ul style="list-style-type: none"> <li>● Review the changes you experienced last year</li> <li>● Supporting those who are new to the school</li> </ul> <p>What happens when we are feeling down?</p>	<p>World Mental Health day – October</p> <p>Possibility of Odd Balls speaker or Copafeel</p>	<p>Digital Learning</p> <ul style="list-style-type: none"> <li>● Exposure to the media and its effect on emotional and mental health</li> </ul>	<p><i>Starting Year 8</i></p> <p>How is Year 8 different?</p> <ul style="list-style-type: none"> <li>● Settling back into a routine</li> <li>● Higher expectations</li> </ul> <p>What is self-esteem?</p> <ul style="list-style-type: none"> <li>● Understanding what self-esteem is</li> </ul>



		<ul style="list-style-type: none"> <li>• How emotional and mental health affects our ability to lead fulfilling lives</li> <li>• How and where to get help and support</li> </ul> <p>What does 'resilience' mean?</p> <ul style="list-style-type: none"> <li>• Recognising the way in which your personal qualities, attitudes, skills and achievements affect your confidence and self-esteem</li> <li>• Reflect on personal strengths and weaknesses</li> <li>• How resilience and mindfulness can help you</li> </ul> <p>Is anybody perfect?</p> <ul style="list-style-type: none"> <li>• How you see and feel about yourself is affected by a range of factors</li> <li>• Explore differences between people and what 'empathy' means</li> </ul>			<ul style="list-style-type: none"> <li>• Strategies to overcome low self-esteem</li> </ul> <p>How can I deal with pressure?</p> <ul style="list-style-type: none"> <li>• Consider a range of factors</li> <li>• Peer pressure</li> <li>• The role the media plays</li> <li>• Getting ready for hikes</li> </ul>
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		<ul style="list-style-type: none"> <li>• Body image and growing up</li> </ul>			
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Autumn term 2  (7 weeks)	Relationships	<p><i>Healthy relationships</i></p> <p><b>Why are friends important?</b></p> <ul style="list-style-type: none"> <li>• Positive friendships are important</li> <li>• Friendships can cause strong feelings and emotions</li> </ul> <p><b>What are the different types of relationships?</b></p> <ul style="list-style-type: none"> <li>• Explore types</li> <li>• Qualities needed to maintain positive relationships</li> <li>• Identify positive and negative phases</li> </ul>	<p><b>Parliament Week – Start of November</b></p> <p>Anti-bullying week Mid November</p>	<p>Digital learning</p> <ul style="list-style-type: none"> <li>• Online behaviour and reputation – forming online relationships</li> </ul> <p>PSHCE Education – Living in the Wider World/Citizenship</p> <ul style="list-style-type: none"> <li>• Rights and responsibilities</li> <li>• Social harmony</li> </ul> <p>Fundamental British Values</p> <ul style="list-style-type: none"> <li>• Mutual respect and tolerance of those of different faiths and beliefs, and those with none</li> </ul>	<p>Anti-bullying week assembly</p> <p><i>Anti-bullying week and building/reinforcing positive relationships (friendships/school community)</i></p> <p>How do I respond to other people?</p> <ul style="list-style-type: none"> <li>• Relationship skills – communication, compromise and negotiation</li> <li>• Assertiveness</li> <li>• Forgiveness and reconciliation</li> </ul> <p>What does my body language say about me?</p>
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		<ul style="list-style-type: none"> <li>• How to maintain relationships</li> </ul> <p>How can I contribute to family life?</p> <ul style="list-style-type: none"> <li>• Roles and responsibilities</li> <li>• Building relationships</li> <li>• Social skills</li> <li>• Religious perspective</li> </ul> <p>Promoting positive relationships</p> <ul style="list-style-type: none"> <li>• Easy relationships</li> <li>• Difficult relationships</li> <li>• Romantic v friendships</li> </ul>			<ul style="list-style-type: none"> <li>• Non-visual cues</li> <li>• Link to self-esteem</li> <li>• Positive gestures</li> </ul> <p>What is faith and racial bullying?</p> <ul style="list-style-type: none"> <li>• Identification</li> <li>• Reporting it if you see it</li> </ul>
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Spring terms 1 & 2  (12 weeks)	Health and Wellbeing	<p><i>Keeping Safe</i></p> <p>How do drugs affect people?</p> <ul style="list-style-type: none"> <li>• Think about the different ways we view people who use drugs</li> </ul>	<p>Health Centre</p> <ul style="list-style-type: none"> <li>• Alcohol workshop (beer goggles, leaflets, binge drinking, units and perception)</li> </ul> <p>Time to talk day – February</p>	<p>Science</p> <ul style="list-style-type: none"> <li>• How drugs affect the body</li> <li>• Illnesses and disease</li> <li>• Understanding what is in food</li> </ul> <p>Business/Mathematics</p>	<p><i>Taking risks</i></p> <p>What is risking on purpose?</p> <ul style="list-style-type: none"> <li>• Assessing managing risk</li> <li>• Balancing health and safety with personal choices</li> </ul>
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		<ul style="list-style-type: none"> <li>• How drugs affect physical, mental and emotional health</li> <li>• Where to get help and support for those who have problems with drugs</li> </ul> <p>How does drinking alcohol affect you and others?</p> <ul style="list-style-type: none"> <li>• Short and long term effects</li> <li>• Behaviours and attitudes</li> </ul> <p>What is passive smoking?</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• The laws linked to the dangers of passive smoking</li> <li>• How it affects others</li> </ul> <p>What about risks online?</p> <ul style="list-style-type: none"> <li>• Assess behaviours and attitudes</li> <li>• Gaming and use of social media</li> <li>• Personal profiles</li> </ul>	<p>Children's Mental Health Week - February</p> <p>Internet safety day February</p> <p>Holocaust Memorial Day 27th January</p> <p>International Women's Day - March</p>	<ul style="list-style-type: none"> <li>• Money involved when using drugs and gambling</li> </ul> <p>Fundamental British Values</p> <ul style="list-style-type: none"> <li>• The Rule of Law</li> </ul> <p>Food technology</p> <ul style="list-style-type: none"> <li>• Additives in foods</li> <li>• Traffic light system when buying food</li> </ul> <p>Religious Studies</p> <ul style="list-style-type: none"> <li>• Temptation</li> <li>• Looking after your body</li> </ul>	<ul style="list-style-type: none"> <li>• Coping with dares and peer pressure</li> </ul> <p>How do I reduce risks?</p> <ul style="list-style-type: none"> <li>• Minimising harm and keeping safe in various situations</li> <li>• Own personal safety</li> <li>• Thinking about others</li> <li>• Basic first aid principles</li> </ul> <p>Can gambling be good?</p> <ul style="list-style-type: none"> <li>• Understanding of gambling</li> <li>• Risks attached to gambling</li> <li>• Attitudes to gambling and gamblers</li> </ul> <p><i>Personal health</i></p> <p>How do I keep healthy?</p>
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		<ul style="list-style-type: none"> <li>• Who to accept as ‘friends’</li> </ul> <p>What is vaping?</p> <ul style="list-style-type: none"> <li>• Definition and brief history</li> <li>• The law</li> <li>• Challenge perception of vaping</li> <li>• The effect on people</li> </ul> <p>What is VSA?</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• The hidden dangers</li> <li>• The short and long term effects</li> </ul> <p>What are illegal drugs?</p> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Types of drugs</li> <li>• The effect of these on people</li> </ul>			<ul style="list-style-type: none"> <li>• Making decisions that affect your health</li> <li>• Healthy choices</li> <li>• Body matters</li> </ul> <p>Buying food</p> <ul style="list-style-type: none"> <li>• Junk food</li> <li>• The role of advertising</li> <li>• The rising cost of food</li> </ul> <p>Holocaust memorial assembly - January</p> <p>Activity in tutor time for time to talk day.</p> <p>Activities in tutor time for childrens mental health week</p> <p>International Women’s day assembly - March</p>
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<p>Summer term 1</p> <p>(5 weeks)</p>	<p>Relationships</p>	<p><i>Valuing difference</i></p> <p>How can we value each other?</p> <ul style="list-style-type: none"> <li>Examine communities you belong to</li> <li>Explore similarities and differences between yourself and others</li> </ul> <p>What makes a successful community?</p> <ul style="list-style-type: none"> <li>Identify some guidelines for successful community life</li> <li>Consider the qualities that improve community life</li> </ul> <p>What can cause problems in communities?</p> <ul style="list-style-type: none"> <li>Consider range of perspectives</li> </ul>	<p>Mental Health Awareness Week - May</p>	<p>Religious Studies</p> <ul style="list-style-type: none"> <li>Social harmony</li> <li>Religious v non-religious values</li> <li>Prejudice and discrimination</li> <li>Racism</li> <li>Islamophobia</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>Demographic of communities, cultural similarities and differences</li> </ul> <p>Fundamental British Values</p> <ul style="list-style-type: none"> <li>Individual Liberty</li> <li>Mutual respect and tolerance of those of different beliefs and</li> </ul>	<p><i>Communities</i></p> <p>Case studies</p> <ul style="list-style-type: none"> <li>Explore a range of local, national and international issues which involve communities</li> </ul> <p>Mental Health Awareness Week activities throughout week such as taskmaster challenges.</p>

		<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Role of mediation</li> </ul> <p>What does immigration mean?</p> <ul style="list-style-type: none"> <li>• Clarification of terms – refugees and asylum seekers</li> <li>• Attitudes and perceptions</li> <li>• The media</li> </ul>		<p>faiths, and those with none</p>	
<p>Summer term 2</p> <p>(5 weeks)</p> <p>(Lose 1 week for exams)</p>	<p>Living in the Wider World/ Citizenship</p>	<p><i>Being a UK citizen</i></p> <p>What are laws?</p> <ul style="list-style-type: none"> <li>• The process of making laws</li> <li>• The importance of laws</li> </ul> <p>What do MP's do?</p> <ul style="list-style-type: none"> <li>• Who are MP's</li> <li>• How are they elected?</li> <li>• What do they do on a day to day basis?</li> </ul>	<p>Parliamentary Education – how to be an MP online game.</p> <p>General Election (2024)</p>	<p>Fundamental British Values</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Individual Liberty</li> <li>• The Rule of Law</li> </ul> <p>History</p> <ul style="list-style-type: none"> <li>• Law making – what has happened in the past</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>• Voting constituencies and areas</li> </ul> <p>Business Studies &amp; Careers</p>	<p><i>Financial Education</i></p> <p>What influences our spending?</p> <ul style="list-style-type: none"> <li>• Reasons why we spend money</li> <li>• How we choose to support different kinds of shops</li> <li>• Price and competition – consumer decisions</li> <li>• The effect of consumer decisions on others</li> </ul>

		<p><b>What is the General Election?</b></p> <ul style="list-style-type: none"> <li>• Facts and figures</li> </ul> <p>Why is it important to vote?</p> <ul style="list-style-type: none"> <li>• Pros and cons</li> <li>• The process of voting</li> <li>• Different systems</li> </ul>		<ul style="list-style-type: none"> <li>• Careers day and workshops</li> <li>• Understanding what influences how we spend our money</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>• Money</li> </ul>	<p>How do charitable organisations operate?</p> <ul style="list-style-type: none"> <li>• Donations</li> <li>• Look at some examples</li> </ul>
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## Year 9

An overview of the topics to be covered in each term

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<b>ONE LESSON PER WEEK</b>					
<b>TERM</b>	<b>CORE THEME(S)</b>	<b>TOPIC(S)</b>	<b>VISITS/SPEAKERS</b>	<b>OTHER LINKS</b>	<b>TUTORIAL LINKS</b>
Autumn term 1  (7 weeks)  (Lose 1 week)	Health and wellbeing	<i>Emotional wellbeing</i>  What do I value and why?  <ul style="list-style-type: none"> <li>What values are</li> <li>Consider what values you hold</li> <li>Reflect on values shared with others</li> </ul>	World Mental Health day – October  Possibility of Odd Balls speaker or Copafeel	Religious Studies  <ul style="list-style-type: none"> <li>Personal values</li> <li>How different religions deal with loss and bereavement</li> <li>Family values – marriage and divorce</li> </ul> Fundamental British Values	<i>Being in Year 9</i>  How do I get through adolescence?  <ul style="list-style-type: none"> <li>Consider situations which occur in school</li> <li>How to deal with and manage these situations</li> <li>Emotional resilience</li> </ul>

<p>due to hikes)</p>		<p><b>How do I manage my feelings?</b></p> <ul style="list-style-type: none"> <li>● Recognise a range of emotions that affect how we feel</li> <li>● Reflect on how people overcome negative feelings</li> <li>● Building resilience/mindfulness</li> </ul> <p><b>What happens when relationships break down?</b></p> <ul style="list-style-type: none"> <li>● Families experience highs and lows</li> <li>● Consider strategies for coping when there are family arguments</li> <li>● Issues affecting young people in troubled families</li> </ul> <p>How do we cope with loss and bereavement?</p> <ul style="list-style-type: none"> <li>● Consider what this might mean</li> <li>● Ways in which people cope with loss</li> </ul>		<ul style="list-style-type: none"> <li>● Mutual respect and tolerance of those of different faith and beliefs, and those of none</li> </ul>	<ul style="list-style-type: none"> <li>● Relationships</li> </ul> <p>How do people express their values?</p> <ul style="list-style-type: none"> <li>● Religious and non-religious</li> <li>● Moral and ethical issues</li> <li>● Right and wrong</li> </ul>
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		<ul style="list-style-type: none"> <li>• Discuss ways of dealing with death</li> </ul>			
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Autumn term 2  (7 weeks)	Health and wellbeing	<p><i>Keeping safe</i></p> <p><b>What is sexting?</b></p> <ul style="list-style-type: none"> <li>• Consider online behaviour and reputation</li> <li>• The laws and young people</li> <li>• Sexually explicit images</li> </ul> <p><b>What do we see about sex in the media?</b></p> <ul style="list-style-type: none"> <li>• Sexualised images and the media – effect on consumers</li> </ul> <p><b>What about drugs and the law?</b></p> <ul style="list-style-type: none"> <li>• Find out about the Misuse of Drugs Act</li> <li>• Identify situations where people might be breaking the law</li> </ul>	<p><b>Parliament Week – Start of November</b></p> <p>Anti-bullying week Mid November</p>	<p>Digital learning</p> <ul style="list-style-type: none"> <li>• Online behaviours and attitudes</li> </ul> <p>Fundamental British Values</p> <ul style="list-style-type: none"> <li>• The Rule of Law</li> </ul> <p>PSHCE Education – Living in the wider world</p> <ul style="list-style-type: none"> <li>• Rights and responsibilities</li> </ul>	<p><i>Anti-bullying week and building/reinforcing positive relationships</i></p> <p>How is the media used to communicate positive and negative messages?</p> <ul style="list-style-type: none"> <li>• Reminder about schools’ policy and what it means</li> <li>• Consider cyber-bullying in more depth</li> <li>• The role of the media in spreading negative messages (not just bullying messages)</li> <li>• Using social media for positive means</li> </ul> <p>Anti-bullying week assembly</p>
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		<p>How do I manage situations involving drugs?</p> <ul style="list-style-type: none"> <li>• Different ways of looking at risk</li> <li>• Consider keeping yourself and others safe</li> <li>• Reflect on the impact of risk taking with drugs</li> </ul>			<p><i>Taking risks</i></p> <p>Who can help me keep safe?</p> <ul style="list-style-type: none"> <li>• Explore a range of issues which affect personal safety</li> <li>• Identify agencies that can help with these problems</li> </ul> <p>Where can I find help on....?</p> <ul style="list-style-type: none"> <li>• Consider the warning signals that tell us when we need help</li> <li>• Identify sources of help for young people</li> <li>• Consider different ways of responding to problem situations</li> </ul>
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Spring term 1	Relationships	<p><i>Valuing difference</i></p> <p>What are my rights and responsibilities?</p>	<p>Holocaust Memorial Day 27th January</p> <p>Time to talk day – February</p>	Religious Studies	<ul style="list-style-type: none"> <li>• The body beautiful</li> </ul>	<p><i>Relationships</i></p> <p>How are women viewed and treated?</p>
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<p>(6 weeks)</p>		<ul style="list-style-type: none"> <li>• People have rights regardless of race, religion, culture, ability or disability, gender, age or sexual orientation</li> <li>• Rights that apply to young people</li> <li>• Every right comes with its own responsibility</li> </ul> <p>What is sexual orientation and gender identity?</p> <ul style="list-style-type: none"> <li>• Explanation of terms</li> </ul> <p>How can we challenge prejudice and discrimination?</p> <ul style="list-style-type: none"> <li>• Consider a range of prejudice, but focus on sexual orientation and gender identity prejudice and discrimination</li> <li>• Policies and laws – reporting it</li> <li>• LGBT hate crime</li> </ul>	<p>Children’s Mental Health Week - February</p> <p>Internet safety day February</p> <p>International Women’s Day - March</p>	<p>PSHCE Education/History/Art/Geography/English - drop down day</p> <ul style="list-style-type: none"> <li>• Holocaust education</li> </ul>	<ul style="list-style-type: none"> <li>• In the UK</li> <li>• Other countries</li> <li>• Historically – the role of women</li> </ul> <p>How is society dealing with gender identity at the moment?</p> <ul style="list-style-type: none"> <li>• Unisex school uniforms, for example</li> <li>• Facilities and opportunities afforded to those who identify as transgender</li> </ul> <p>Holocaust memorial assembly – January</p> <p>Activity in tutor time for time to talk day.</p> <p>Activities in tutor time for childrens mental health week</p> <p>International Women’s day assembly - March</p>
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<p>Spring term 2</p> <p>(6 weeks)</p>	<p>Health and wellbeing</p>	<p><i>Keeping safe</i></p> <p><b>What is contraception?</b></p> <ul style="list-style-type: none"> <li>• Examine facts and myths about contraception</li> <li>• Investigate a variety of types</li> <li>• Consider advice given to young people</li> </ul> <p><b>What are STIs?</b></p> <ul style="list-style-type: none"> <li>• Find out about sexually transmitted infections</li> </ul> <p><b>What are HIV and AIDS?</b></p> <ul style="list-style-type: none"> <li>• The meanings of HIV and AIDS</li> <li>• Research some facts</li> <li>• Discuss how people can be affected by prejudice and how this might be challenged</li> </ul>	<p><b>Loudmouth – Trust Me - March</b></p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Workshop</li> </ul>	<p>Religious Studies</p> <ul style="list-style-type: none"> <li>• Attitudes towards contraception</li> <li>• Marriage</li> <li>• Sexual relationships</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• Sexual reproduction and contraception</li> <li>• Illness and diseases</li> </ul>	<p><i>Personal health</i></p> <p>Who can I talk to about my health?</p> <ul style="list-style-type: none"> <li>• Identify rights and ages of responsibility</li> <li>• Importance of confidentiality</li> <li>• Consider your rights to health and treatment</li> </ul> <p>What do others think about contraception?</p> <ul style="list-style-type: none"> <li>• Religious and non-religious beliefs</li> <li>• Different attitudes</li> </ul>
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<p>Summer term 1</p> <p>(5 weeks)</p>	<p>Relationships</p>	<p><i>Healthy relationships</i></p> <p><b>What does the law say?</b></p> <ul style="list-style-type: none"> <li>• The age of consent</li> <li>• Legal facts about sex</li> </ul> <p><b>How do I negotiate about contraception?</b></p> <ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Facts v myths – the reality</li> </ul> <p><b>STI testing and notification?</b></p> <ul style="list-style-type: none"> <li>• Where to go</li> <li>• What to expect</li> </ul> <p><b>What if I don't want to?</b></p> <ul style="list-style-type: none"> <li>• Making choices</li> <li>• Advising others</li> <li>• Dealing with 'early sex',</li> <li>• Learning what abuse is</li> <li>• Consider strategies for dealing with other</li> </ul>	<p><b>Mental Health Awareness Week - May</b></p>	<p>Business Studies</p> <ul style="list-style-type: none"> <li>• Enterprise</li> </ul>	<p><i>Financial Education</i></p> <p>How do we use money?</p> <ul style="list-style-type: none"> <li>• Explore social and moral dilemmas about the use of money, (including how the choices pupils make as consumers affect other people's economies and environments)</li> </ul> <p><b>Mental Health Awareness Week activities throughout week such as taskmaster challenges.</b></p>
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		potentially dangerous situations			
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<p>Summer term 2</p> <p>(5 weeks)</p> <p>(Lose 1 week for exams and 1 week for camps)</p>	<p>Living in the wider world/Citizenship</p>	<p><b>Being a UK citizen</b></p> <p><b>What role do our political parties play?</b></p> <ul style="list-style-type: none"> <li>Consider the main parties and their main priorities</li> <li>Becoming a MP</li> <li>What does a MP do?</li> </ul> <p><b>How can I contribute towards my community?</b></p> <ul style="list-style-type: none"> <li>Community services and who provides them</li> <li>How volunteers contribute to their communities</li> <li>Ways in which you can contribute</li> </ul> <p>What role do voluntary agencies play?</p>	<p>General Election (2024)</p>	<p>Geography</p> <ul style="list-style-type: none"> <li>Services in local communities and the impact these have on a community</li> </ul> <p>Fundamental British Values</p> <p>Democracy</p>	<p><i>Our local communities</i></p> <p>What does our local council do?</p> <ul style="list-style-type: none"> <li>Structure and overview</li> <li>Who is in charge?</li> </ul> <p>What services are afforded to UK citizens?</p> <ul style="list-style-type: none"> <li>NHS</li> <li>Police and Fire</li> <li>The Benefit system</li> <li>Others examples</li> </ul>
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		<ul style="list-style-type: none"> <li>• Consider some of the leading agencies that support young people</li> </ul>			
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**Highlighted areas refer to RSE within PSHCE lessons.**

**Highlighted areas refer to SMSC within PSHCE lessons.**

**Suggested tutorial themes are intended to compliment work carried out in PSHCE Education lessons. Tutorials are a period of time where there may be an opportunity for pupils to explore issues further. However, there are a number of other important aspects – developing essential skills and dealing with pastoral issues.**

**All years carry out ‘In The News’ activity weekly in tutor time. Looking at current affairs allowing for further exploration of different current issues in the news and enabling debate and discussion within this time.**

## Year 10

An overview of the topics to be covered in each term

The programme is flexible to cope with different lengths of terms, disruptions due to unforeseen circumstances and being able to react to local, national and global events

<b>ONE LESSON PER WEEK</b>					
<b>TERM</b>	<b>CORE THEME(S)</b>	<b>TOPIC(S)</b>	<b>VISITS, SPEAKERS and OBSERVABLE DATES</b>	<b>OTHER LINKS</b>	<b>TUTORIAL LINKS</b>
Autumn term 1  (7 weeks)  (Lose 1 week due to hikes)	Health and Wellbeing	<p><i>Emotional wellbeing</i></p> <p><b>What is emotional health?</b></p> <ul style="list-style-type: none"> <li>● Recognising and managing emotions</li> </ul> <p><b>How can I manage stress?</b></p> <ul style="list-style-type: none"> <li>● Understanding stress</li> <li>● Triggers</li> <li>● Techniques</li> </ul>	<p><b>World Mental Health day – October</b></p> <p>Possibility of Odd Balls speaker or Copafeel</p>	<p>Physical Education</p> <ul style="list-style-type: none"> <li>● The role that exercise can play in maintaining a positive health profile</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>● Awareness of health conditions and physiological effects</li> <li>● Importance of a balanced diet</li> </ul> <p>Digital Learning</p>	<p><i>Being in Year 10</i></p> <p>What are the next couple of years going to be like?</p> <ul style="list-style-type: none"> <li>● Supporting those new to the year group</li> <li>● Transition and expectations</li> <li>● Coping with exam pressure</li> </ul>

		<p>What are appearance ideals?</p> <ul style="list-style-type: none"> <li>• Understanding pressures</li> <li>• Coping strategies</li> </ul> <p>What is depression?</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Triggers</li> <li>• Symptoms and signs</li> <li>• Treatment and help</li> </ul>		<ul style="list-style-type: none"> <li>• The role that social media plays in perception of body image</li> </ul> <p>Food Technology</p> <ul style="list-style-type: none"> <li>• Awareness of health and food advertising</li> <li>• Nutritional value of food</li> </ul> <p>English</p> <ul style="list-style-type: none"> <li>• Use of language in the media</li> </ul>	<p>Should we look at the media with a critical eye?</p> <ul style="list-style-type: none"> <li>• Questioning what you see in the media</li> <li>• Explore media moguls – who owns them, who is their audience?</li> <li>• Discuss how young people are perceived in the media</li> </ul>
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Autumn term 2  (7 weeks)	Relationships	<p><i>Healthy relationships</i></p> <p><b>How do I conduct a positive sexual relationship?</b></p> <ul style="list-style-type: none"> <li>• Taking responsibility</li> <li>• Recognising positive and negative</li> </ul>	<p><b>Parliament Week - November</b></p> <p>Anti-bullying week - November</p>	<p>Science</p> <ul style="list-style-type: none"> <li>• Sexual reproduction, contraception and STIs</li> </ul> <p>Digital Learning</p> <ul style="list-style-type: none"> <li>• Online footprint</li> <li>• Making decisions</li> </ul>	<p><i>Anti-bullying week (one week)</i></p> <p>Anti-bullying week assembly</p> <p>What impact can bullying have?</p>
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		<p>behaviours and attitudes</p> <p><b>What is sexual consent?</b></p> <ul style="list-style-type: none"> <li>Asking for consent and understanding the law</li> </ul> <p>What is distortion of the media?</p> <ul style="list-style-type: none"> <li>Explore how sexual relationships are perceived</li> <li>Consider the effect of pornography on young people and their relationships, attitudes and behaviours</li> </ul>			<ul style="list-style-type: none"> <li>Consolidation of school policy, types, forms, where to go for support</li> <li>Consider the wider implications on those involved – the roles people play</li> <li>Banter v bullying</li> <li>Physical bullying and boundaries</li> </ul>
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Spring term 1  (6 weeks)	Relationships	<p><i>Valuing difference</i></p> <p><b>What do we mean by a shared identity?</b></p>	<p><b>Holocaust Memorial Day 27th January</b></p> <p><b>Time to talk day – February</b></p>	<p>Geography</p> <ul style="list-style-type: none"> <li>Awareness of multicultural Britain</li> </ul> <p>Religious Studies</p>	<p><i>Being a UK citizen</i></p> <p>What other electoral systems exist?</p>
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		<ul style="list-style-type: none"> <li>• British values</li> <li>• Explore similarities and differences within communities</li> </ul> <p>What is multiculturalism?</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Effects on society</li> </ul>	<p>Children's Mental Health Week - February</p> <p>Internet safety day February</p> <p>International Women's Day - March</p>	<ul style="list-style-type: none"> <li>• Social harmony and multicultural Britain</li> <li>• Human rights</li> </ul> <p>Fundamental British Values</p> <ul style="list-style-type: none"> <li>• The Rule of Law</li> <li>• Democracy</li> <li>• Individual Liberty</li> <li>• Mutual respect and tolerance of those of different faiths and beliefs, and those with none</li> </ul>	<ul style="list-style-type: none"> <li>• In the UK</li> <li>• Beyond the UK</li> <li>• Actions taken by citizens to influence decisions locally, nationally and internationally</li> </ul> <p>Why are there tensions between different cultural, ethnic and religious groups?</p> <ul style="list-style-type: none"> <li>• Stereotyping, prejudice and discrimination</li> </ul> <p>Holocaust memorial assembly – January</p> <p>Activity in tutor time for time to talk day.</p> <p>Activities in tutor time for childrens mental health week</p>
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					International Women's day assembly - March
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Spring term 2  (6 weeks)	Health and Wellbeing	<p><i>Keeping safe part 1</i></p> <p>Alcohol – What's your limit?</p> <ul style="list-style-type: none"> <li>• Alcoholic and calorific content</li> <li>• Evaluating situations involving heavy drinking</li> </ul> <p>Should cannabis be legalised?</p> <ul style="list-style-type: none"> <li>• Pros and cons</li> <li>• Understanding different perspectives</li> </ul> <p>What are legal highs?</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Laws</li> </ul>		<p>Science</p> <ul style="list-style-type: none"> <li>• Drugs and medicines, and their effects on the body</li> <li>• Contraception</li> <li>• STIs</li> <li>• Pregnancy</li> </ul> <p>Fundamental British Values</p> <ul style="list-style-type: none"> <li>• The Rule of Law</li> </ul> <p>Digital learning</p> <ul style="list-style-type: none"> <li>• Online safety and behaviour</li> </ul>	<p><i>Personal health</i></p> <p>How do my choices affect my health?</p> <ul style="list-style-type: none"> <li>• Consider lifestyle-work balance, diet, exercise etc</li> <li>• Discuss the role of the Government in their health eg. Sugar tax, alcohol prices</li> <li>• The role of the NHS compared to health care in other countries</li> </ul>
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		<p><b>Sexual health and behaviour</b></p> <ul style="list-style-type: none"> <li>• Condom usage</li> <li>• Attitudes</li> </ul>			
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<p>Summer term 1</p> <p>(5 weeks)</p>	Relationships	<p><i>Keeping safe part 2</i></p> <p><b>What is sexual exploitation?</b></p> <ul style="list-style-type: none"> <li>• The grooming process</li> <li>• Prostitution</li> </ul>	<p><b>Health Centre – Talk about reporting rape and testing.</b></p> <p><b>Mental Health Awareness Week - May</b></p>	<p>Digital Learning</p> <ul style="list-style-type: none"> <li>• Accessibility via social media</li> <li>• Exploiting vulnerabilities</li> </ul> <p>Science</p>	<p><i>Financial Education</i></p> <p>Should I know about personal finance?</p> <ul style="list-style-type: none"> <li>• Budgeting</li> <li>• Credit and debit cards</li> </ul>
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(Lose 1 week for camps)		<ul style="list-style-type: none"> <li>• Case study – Breck Bednar</li> </ul> <p><b>What is extremism and radicalisation?</b></p> <ul style="list-style-type: none"> <li>• Clarification of terms</li> <li>• Spotting the signs</li> <li>• Where to access help and support</li> </ul>		<ul style="list-style-type: none"> <li>• How contraception works</li> <li>• Transmitting infections</li> </ul>	<ul style="list-style-type: none"> <li>• Loans and interest rates</li> <li>• Advantages and risks of different types of borrowing</li> </ul> <p><b>Mental Health Awareness Week activities throughout week such as taskmaster challenges.</b></p>
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Summer term 2  (5 weeks)  (Lose 1 week for exams)	Living in the wider world	<p><b>Being a UK citizen</b></p> <p>What ethical and moral decisions could we be faced with?</p> <ul style="list-style-type: none"> <li>• Donation</li> <li>• Euthanasia</li> <li>• Abortion</li> </ul>		<p>Science</p> <ul style="list-style-type: none"> <li>• Physiology of the human body</li> <li>• Blood and organs</li> </ul> <p>Religious Studies</p> <ul style="list-style-type: none"> <li>• Moral dilemmas</li> <li>• Role of God</li> <li>• Attitudes towards specific ethical issues</li> </ul>	<p><i>Being a UK citizen</i></p> <p>What other ethical issues could affect our lives?</p> <ul style="list-style-type: none"> <li>• Human cloning</li> <li>• Animal rights</li> <li>• Genetical engineering</li> <li>• Sport enhancing aids</li> </ul>
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**Highlighted areas refer to RSE within PSHCE lessons.**

**Highlighted areas refer to SMSC within PSHCE lessons.**



**Suggested tutorial themes are intended to compliment work carried out in PSHCE Education lessons. Tutorials are a period of time where there may be an opportunity for pupils to explore issues further. However, there are a number of other important aspects – developing essential skills and dealing with pastoral issues.**

**All years carry out ‘In The News’ activity weekly in tutor time. Looking at current affairs allowing for further exploration of different current issues in the news and enabling debate and discussion within this time.**

## Year 11

An overview of the topics to be covered in each term

The programme is flexible to cope with different lengths of terms, disruptions due to unforeseen circumstances and being able to react to local, national and global events

<b>ONE LESSON PER WEEK</b>					
<b>TERM</b>	<b>CORE THEME(S)</b>	<b>TOPIC(S)</b>	<b>VISITS, SPEAKERS and OBSERVABLE DATES</b>	<b>OTHER LINKS</b>	<b>TUTORIAL LINKS</b>
Looking at 6 <sup>th</sup> form	Living in the Wider World/Citizenship	<i>Careers Education – Preparing for the future</i>  1 Lessons designed by Head of Sixth form	World Mental Health day - October  Possibility of Odd Balls speaker or Copafeel	Morrisby programme	<i>Being in Year 11</i>  What is this year going to be like?  <ul style="list-style-type: none"> <li>● Expectations</li> <li>● Coping with exam pressure</li> <li>● Lines of support – academic and pastoral</li> </ul>

<p>Autumn term 2</p> <p>(7 weeks)</p>	<p>Living in the Wider World/Citizenship</p>	<p>What next?</p> <ul style="list-style-type: none"> <li>• Looking at what courses are available to study after GCSE.</li> <li>• How to apply for 6<sup>th</sup> form.</li> </ul> <p>Money matters, financial education</p> <ul style="list-style-type: none"> <li>• What is finance</li> <li>• How to choose a bank account. What the fine print means.</li> <li>• Different types of insurance.</li> <li>• Wage slips and tax calculations</li> </ul>	<p>Parliament Week – Start of November</p> <p>Anti-bullying week Mid November</p>	<p>Financial education – cross curricular with Maths and Business studies. Looking at the laws in the UK, in relation to income tax and national insurance calculations.</p>	<p><i>Anti-bullying week (one week)</i></p> <p>Different types of bullying</p> <ul style="list-style-type: none"> <li>• Xenophobia</li> <li>• Islamophobia</li> <li>• Institutionalised racism</li> </ul>
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<p>Spring term 1</p> <p>(6 weeks)</p> <p>(Lose 1 week due to mock exams)</p>	<p>Living in the Wider World/Citizenship</p>	<p><i>The UK and its relationship with the rest of the world</i></p> <p><b>What is the Commonwealth?</b></p> <ul style="list-style-type: none"> <li>• The history</li> <li>• Membership countries</li> <li>• Pros and cons</li> </ul> <p><b>What is the UN?</b></p> <ul style="list-style-type: none"> <li>• Formation of the UN</li> <li>• Functionality</li> </ul> <p>How are other countries governed? Does this affect human rights?</p> <ul style="list-style-type: none"> <li>• Democratic</li> <li>• Non-democratic</li> <li>• Look at case studies</li> </ul>	<p><b>Holocaust Memorial Day</b> 27th January</p> <p><b>Time to talk day</b> – February</p> <p><b>Children’s Mental Health Week</b> - February</p> <p>Internet safety day February</p>	<p>History</p> <ul style="list-style-type: none"> <li>• World War 2 – the aftermath and what happened next</li> <li>• The British Empire</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>• Location of member countries</li> <li>• Economic development</li> </ul> <p>Religious Studies</p> <ul style="list-style-type: none"> <li>• War and peace – war crimes</li> </ul> <p>Fundamental British Values</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• The Rule of Law</li> <li>• Individual Liberty</li> </ul>	<p><i>Being a UK citizen</i></p> <p>Brexit - UK’s relationship with the rest of the world</p> <p><b>Holocaust memorial assembly</b> – January</p> <p><b>Activity in tutor time for time to talk day.</b></p> <p><b>Activities in tutor time for childrens mental health week</b></p>
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<p>Spring term 2</p> <p>(6 weeks)</p>	<p>Relationships</p>	<p><i>Healthy relationships</i></p> <p><b>Is commitment important in relationships?</b></p> <ul style="list-style-type: none"> <li>● Stable relationships</li> <li>● Ceremonies</li> <li>● Significance of vows</li> </ul> <p><b>How would you cope with pregnancy?</b></p> <ul style="list-style-type: none"> <li>● The reality</li> <li>● Consider male and female roles</li> <li>● Parenting skills</li> </ul> <p><b>How is forced marriage different to arranged marriage?</b></p> <ul style="list-style-type: none"> <li>● Discussion of the word consent</li> <li>● Religious and cultural expectations</li> </ul>	<p>International Women's Day - March</p>	<p>Religious Studies</p> <ul style="list-style-type: none"> <li>● Attitudes towards marriage, divorce and same sex marriage</li> <li>● Arranged marriage</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>● Human reproduction, pregnancy and birth</li> <li>● Drugs and medicines, and their effects on the body</li> </ul> <p>Fundamental British Values</p> <ul style="list-style-type: none"> <li>● Individual Liberty</li> <li>● The Rule of Law</li> <li>● Democracy</li> <li>● Mutual respect and tolerance of those of different faiths and beliefs, and those of none</li> </ul>	<p><i>Personal health</i></p> <p>International Women's day assembly - March</p>
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**Highlighted areas refer to RSE within PSHCE lessons.**

**Highlighted areas refer to SMSC within PSHCE lessons.**

**Suggested tutorial themes are intended to compliment work carried out in PSHE Education lessons. Tutorials are a period of time where there may be an opportunity for pupils to explore issues further. However, there are a number of other important aspects – developing essential skills, dealing with pastoral issues and delivering a Careers Education programme.**