

PSHE and RSE Programme

St Peter's Centre 2020-21



St Peter's Centre: PHSE and SRE Programme 2020-21

Collecting the Tools you need to Navigate life

Introduction

This programme has been put together to provide the best in PSHE and SRE provision for the students at St Peter's Centre. The programme meets all of the compulsory aspects of the new SRE curriculum as well as delivering an engaging and relevant PSHE programme. The programme is informed by using contextual information looking at local as well as school trends in behaviour, attitudes, and lifestyles. This includes data that highlights the most important contextual factors locally for our students such as data on child and maternal health trends, data on surveys of sexual attitudes and lifestyles as well as local youth crime and safeguarding trends. This means that issues that affect our students locally have been prioritised in the programme. In addition, the programme has importantly been informed by the voice of the students themselves, by way of an initial survey when they join to ascertain significant gaps in knowledge as well as areas students feel they need to cover. As our students are dual registered at St Peter's Centre they come with varying degrees of knowledge and some significant gaps. Many students have not received any PSHE or RSE education for 18 months or more. The programme is bespoke to each group of students and each cohort will benefit from a sequence of learning based on prior learning and potential gaps. The programme sequences knowledge over time, spiralling, re-visiting and building upon knowledge from the three main themes across Key Stage 3 and 4. From our main curriculum, based on clear assessment of gaps and evaluating student need, a bespoke and personalised programme is collated to address areas of greatest need, sequence, gap and student self-evaluations to attempt to rapidly ensure students build knowledge and understanding.

Curriculum Intent

Our knowledge-rich curriculum will inspire students to become well-rounded individuals who can develop into assertive adults by playing a positive and successful role in society. Our intention is to provide our students with the tools they need to navigate the moral, social and cultural issues that are part of growing up in the community, Modern Britain and the Global community. They will develop an understanding of how our personal and social development forms our sense of identity and place in the world, and through studying a range of moral and social issues will become more empathetic and open-minded young people. Our teaching will ensure students are able to consider a range of perspectives on relationships, both personal and sexual and develop the ability to make balanced arguments and well sustained judgements and decisions. The curriculum will be driven by a focus on positive mental health, sexual health and healthy relationships. In equal measure that focus will be on respect and understanding of those people with protected characteristics as well as digital safety and well-being.

Context and Assessing Need (making sure the programme is right for the cohort)

The most important aspect of this PSHE and RSE programme is that it is tailored to the needs of the students at St Peter's Centre. The programme is informed by where students are now, and targets where they need to be. It has been informed by national trends and local health and social data which has informed the greatest need. It has also been informed by student voice and need, forming an integral focus of content. This has been achieved by student questionnaires and focus groups. We provide a bespoke approach to PSHE and RSE ensuring our students leave with the tools they need to navigate life.

Policy

This programme is underpinned by a new school policy that ensures that all staff are aware of the vision, aims, and intentions of teaching PHSE and SRE in school. Currently, we are discussing the curriculum with parents as they come in for induction interviews to ensure there is consent to teach RSE. However, our new policy will go out to consultation when we have a full cohort of students. Staff training has been given on the statutory requirements of the new RSE curriculum.

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Curriculum (Overview, medium and short term plans)

The curriculum will be summarised here in an overview for all year groups. The overview will then be broken down into a bespoke programme based on information from home schools and students/families. We will ensure this overview is a clear sequence of learning (scheme of work) personalised for the group and relevant to their age and stage. Finally, this sequence of learning will be broken down into individual lessons for delivery in PSHE and RSE lessons on Wednesdays.

Staff CPD

Staff CPD was delivered in Term 1 2020 for all staff so that they understand the new requirements of the statutory guidance. An experienced RSE/PSHE teacher is working alongside another experienced Maths teacher to develop subject knowledge and expertise in teaching PSHE units. Training for RSE delivery will take place in Term 3 2022.

Monitoring and Evaluation

Students and staff will be asked to feedback by way of questionnaire and focus groups to ensure feedback is considered and informs future planning. Teachers delivering the PSHE/RSE curriculum will be asked to work together to support the monitoring and evaluation of the delivery.

Parental Communication

St Peter's Centre will regularly relay information to parents regarding the content and delivery of the PSHE and RSE curriculum so that themes and topics can be discussed and developed at home. We are aware that parents have the right to remove their children from the SRE elements of the curriculum and the policy will explain how in further detail. Parents do not have the right to remove their children from all PSHE teaching and this is again explained in the PSHE and RSE policy. It will be key to explain to parents that the SRE elements of the PSHE programme are now legal and compulsory. It will also be useful to gather parental feedback on the curriculum.

Inspection

PSHE and SRE provision now transcends all of the four Ofsted categories, a factor that many schools still do not understand.

With its emphasis on 'personal development', and reports of PSHE being the focus of "deep dives" in recent inspections, it's clear that PSHE education will play a key role in providing evidence under the new framework.

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This new framework emphasises the need for high quality provision through a broad and rich curriculum, and aims to support the future success of all individuals, with a focus on supporting those from disadvantaged backgrounds.

The Personal Development judgement requires evidence that schools have worked to prepare young people for the next step in their education and their later employment. It's hard to envisage how a school could do this well without a comprehensive and thoroughly planned PSHE education programme.

Beyond Personal Development, a well-considered and comprehensive PSHE programme can contribute to all four judgement areas, as well as being essential to safeguarding.

Personal Development

By calling for evidence of broader development, Ofsted's new framework emphasises the need to think of the pupil as more than a set of academic results. It stresses schools' responsibility to prepare pupils for success in their ongoing education or career, and for life in modern Britain. It's clear from the framework that simply knowing the facts regarding the wider world is not enough. Resilience, confidence and independence are highlighted as attributes that should be developed in our pupils. It's unlikely that Personal Development would be judged 'Outstanding' unless provision is being delivered effectively and consistently to all pupils. Therefore, the need for lessons to be timetabled and regular is clear. At St Peter's Centre, PSHE/RSE will be delivered in timetables slots

The framework acknowledges that a wide range of factors affect pupils, such as home life and their communities. Schools will not be judged on the results of personal development in the lives of students, but on the intent, effectiveness and quality of the provision in place to address it. As such, it is absolutely essential that teachers delivering lessons are confident, trained in PSHE education and have access to a well-planned curriculum, tailored to their pupils' needs.

In an Inspection, we would want to highlight and celebrate the curriculum intent, and to see that live and breathe in a classroom with staff who feel confident and comfortable in delivery. We would want to highlight the very tailored curriculum, bespoke to our students and born of their own input as well that of local trends and data. Quality assurance, monitoring and evaluation as well as ongoing students and staff feedback should also be highlighted.

Behaviour and Attitudes

The importance of the curriculum shouldn't be overlooked in the whole-school approach to developing positive behaviour and attitudes. For example, inspectors are likely to look for evidence that bullying, peer-on-peer abuse and discrimination are not tolerated in schools. Preventative PSHE education that teaches acceptance, tolerance and empathy — as well as strategies to respond appropriately to bullying, prejudice and discrimination — plays an important part alongside an effective behaviour and sanctions policy. To be considered 'Outstanding' in terms of behaviour and attitudes, schools need to show that their students have high levels of respect for each other, are supportive of one another's well being and can demonstrate high levels of self-control. PSHE education helps our pupils to know how they can support each other, manage their own behaviour and get help for themselves or their friends when they need it

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Quality of Education

- **Intent:**
Ofsted expects to see a coherently planned curriculum that equips young people for the real world. PSHE ensures wider development of our pupils, so plays a key part, but we need to ask ourselves: 'How can we make sure our PSHE curriculum is planned to meet our own pupils' needs?', 'How do we know what these needs are?', 'What data have we got?', 'What baseline assessments can we do?'
- **Implementation:**
An approach in which earlier knowledge and skills are revisited is highlighted as a vital feature of a well implemented curriculum. Therefore, regular, planned lessons are necessary. Approaches such as squeezing PSHE into sporadic drop-down days, using circle time as a knee jerk reaction to incidents, or hasty form periods are no substitute. Even the best intentions cannot be realised without effective implementation and delivery by teachers who feel confident and qualified to teach PSHE education. As PSHE can do harm if not taught well, this calls for a suitably trained PSHE Lead and teachers who have good knowledge of the areas they are teaching and of PSHE pedagogy. This means that leaders are responsible for supporting teachers and providing appropriate professional development.
- **Impact:**
The aim of all of this is to have a positive impact on our pupils. Schools need to show Ofsted that young people at all stages of their education are prepared for life now and also for their next steps, whether that's moving up to secondary school, or into further education, employment or training. PSHE education not only contributes to these areas but is also linked to improved academic performance, particularly for the most disadvantaged.

Leadership and Management

It is schools leaders' responsibility to ensure that statutory regulations are met, including the new Relationships Education, RSE and Health Education requirements for PSHE education.

Ofsted's guidance on inspecting safeguarding makes clear that the responsibilities placed on governing bodies, boards of trustees, registered providers, proprietors and management committees include:

"Making sure that children and learners are taught how to recognise risk and know where to go for help when they need it"

And that inspectors should consider evidence that:

"as part of the curriculum, children and learners are supported to understand what constitutes a healthy relationship both online and offline, and to recognise risk, for example risks associated with criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism, and are aware of the support available to them"

Where else will this be effectively achieved for all pupils if not in the PSHE classroom?

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There is a clear need for a proactive approach to preparing pupils — not just responding when safeguarding issues arise, but instead equipping all pupils for some of the most complex decisions they will have to make. Schools need leaders who support PSHE education, with an understanding of its value and role in children and young people's lives, as well as knowing what best practice looks like in order to encourage it.

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	Autumn 1 Health and Wellbeing	Autumn 2 Living in the Wider World	Spring 1 Relationships	Spring 2 Health and Wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
7	<p>Welcome Ladies and Gentlemen</p> <p>Aspirations, self-esteem, diversity and ethics as students transition from primary to secondary school</p>	<p>Positive Masculinity</p> <p>What does it mean to be a man and how do we feel about masculinity as women?. How do men and women cope with mental health issues? Career aspirations and life beyond St Peter's Centre</p>	<p>No one an Outsider at SPC</p> <p>Diversity, Prejudice and discrimination. How do we ensure we enable everyone to fit in and be respected</p>	<p>Close Shave</p> <p>Healthy routines, influences on health, puberty, unwanted contact, and FGM</p>	<p>The Others</p> <p>Self-worth, romance and friendships (including online) and relationship boundaries</p>	<p>Financial Savvy</p> <p>Saving, borrowing, budgeting and making financial choices</p>
8	<p>Substance Misuse: The facts</p> <p>Alcohol and drug misuse and pressures relating to drug use</p>	<p>The world of Work: Life Beyond SPC</p> <p>Equality of opportunity in careers and life choices, and different types and patterns of work.</p>	<p>Don't Fear Equality</p> <p>Extremism and Discrimination in all its forms,</p>	<p>Head Ed</p> <p>Mental health and emotional wellbeing, including body image and coping strategies</p>	<p>Gender, Sex and Identity</p> <p>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p>	<p>Digital literacy</p> <p>Online safety, digital literacy, media reliability, and gambling hooks</p>
9	<p>Gender and Life</p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p>	<p>Life beyond Year 9</p> <p>Learning strengths, career options and goal setting as part of the GCSE options process</p>	<p>Relationship First Aid</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>	<p>Life Choices: Living your best life.</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid</p>	<p>Sex and Intimacy</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<p>Digital Delicacy</p> <p>Employability and online presence</p>
10	<p>Mental Health First Aid</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p>	<p>The Art of Financial Success</p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>	<p>Sex Myth Busters</p> <p>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p>	<p>Influencers</p> <p>The influence and impact of drugs, gangs, role models and the media</p>	<p>Life in Modern Britain</p> <p>Communities, belonging and challenging extremism</p>	<p>The world of Work: Life Beyond SPC</p> <p>Preparation for and evaluation of work experience and readiness for work</p>

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11	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health and Wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
	Induction to Year 11 Self-efficacy, stress management, and future opportunities	Life Beyond Desborough Application processes, and skills for further education, employment and career progression	The Changing face of the Family Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	SRE Finale Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Examinations	Examinations

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Year 7 PSHE/RSE: Sequence of Learning			
Yr. 7 Term	Topic	Summary of Student Learning	Resources
Autumn 1 (Living in the wider World)	Welcome Ladies and Gentleman Transition to secondary school and personal safety in and outside school, including PoS refs: H1, H2, H4, H5, H6, H7, H9, H10, H30, H31, R2, R3, R7, R13, R14, R17, R21, R30, R39, R40, R41, L10, L16, L17, L18	<ul style="list-style-type: none"> • How to manage the challenges of moving to a new school • Knowing, understanding and setting aspirational goals • The importance of self-esteem • Wants and needs and growing up • Prejudice, discrimination and diversity: An introduction to Desborough • How to keep safe online and the transition to secondary • How to be an ethical consumer 	
Autumn 2 Health and Wellbeing	Positive Masculinity An exploration of positive masculinity and what it means to be a good man. How women see masculinity. How to be a physically and mentally well man and how to ensure this is maintained throughout your life at St Peter's Centre PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	<ul style="list-style-type: none"> • Are you part of an anti-success male subculture? • Positive and Toxic Masculinity • How do women see masculinity? • How to be solution focused: How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • Career Exploration. What is out there and what qualities and abilities are required? • Equality of opportunity (at St Peter's Centre and in the Wider world) • Challenge stereotypes: No holds barred – how do you identify future career aspirations • Career choice and your values. The perfect match? 	
Spring 1 Relationships	No one an outsider at SPC Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41	<ul style="list-style-type: none"> • What is your identity and what are the rights and responsibilities that go with this? • Life in modern Britain – we are a diverse society • Challenge prejudice, stereotypes and discrimination at school and outside • Bullying. What does it look like? Virtual and Real life • how to respond to bullying of any kind, including online 	

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Yr. 7 Term	Topic	Summary of Student Learning	Resources
<p>Spring 2 Relationships</p>	<p>A Close Shave Health and Wellbeing</p> <p>PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34</p>	<ul style="list-style-type: none"> • Homophobia and LGBT rights around the world 	
<p>Summer 1 Relationships</p>	<p>The Others Self-worth, romance and friendships (including online) and relationship boundaries</p> <p>PoS refs: H1, R2, R9, R11, R13, R14, R16, R24</p>	<ul style="list-style-type: none"> • A men's guide to periods and puberty • How to shave effectively • How food can keep you healthy and active • The dangers of smoking and vaping • A guide to drugs and consequences • A men's guide to energy drinks and other dietary issues 	<p>Spring 2 A Close Shave Lessons 1-7 Year 7 Folder</p>
<p>Summer 2 Living in the wider world</p>	<p>Financial Savvy Saving, borrowing, budgeting and making financial choices</p> <p>PoS refs: H32, L15, L16, L17, L18</p>	<ul style="list-style-type: none"> • How do you have positive relationships – qualities and behaviours needed • How to create expectations for romantic relationships • What does an unhealthy relationship look like? • Healthy online relationships • Sex and Consent • FGM and what you need to know • Why is budgeting important and personal budgets • Is there any such thing as a safe financial choice? How to make good choices with money • Financial products and processes • about ethical and unethical business practices and consumerism • about saving, spending and budgeting • how to manage risk-taking behaviour 	

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Year 8 PSHE/RSE: Sequence of Learning			
Yr. 8 Term	Topic	Summary of Student Learning	Resources
Autumn 1 Health & wellbeing	Substance Misuse: The Facts Alcohol and drug misuse and pressures relating to drug use PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	<ul style="list-style-type: none"> • What you need to know: Medicinal and recreational drugs • Overdose? The over-consumption of energy drinks • The relationship between habit and dependence • Over the counter and prescription medications: A safety guide • The Facts: The risks of alcohol, tobacco, nicotine and e-cigarettes • Peer group pressure and substance misuse • What's normal? (how to recognise and promote positive social norms and attitudes) 	
Autumn 2 Living in the wider world	The world of Work: Life Beyond SPC Equality of opportunity in careers and life choices, and different types and patterns of work. Discrimination in the workplace in relation to gender, disability, sexuality and age. PoS refs: R39, R40, R41, L3, L8, L9, L10, L11, L12	<ul style="list-style-type: none"> • Are we all equal in life and work? Equality of opportunity in the workplace • Gender and work: how to challenge stereotypes and discrimination in relation to work and pay • Different types of work:- employment, self-employment and volunteering • Set aspirational goals for future careers and challenge expectations that limit choices 	
Spring 1 Relationships	Don't Fear Equality An investigation of extremism in all its forms and how to prevent radicalisation. PoS refs: R39, R40, R41, R3, R4, R42,,	<ul style="list-style-type: none"> • What does it mean to be British and how is this linked to the British Value of tolerance? • Explanations for the rise in Xenophobia and racism • Who are the extremist groups and how do they radicalise people? • Where does extremism come from? • Preventing radicalisation and extremism • Understanding extremism is related to groups other than just Islam. 	

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Yr. 8 Term	Topic	Summary of Student Learning	Resources
Spring 2 Health & wellbeing	Head Ed Mental health and emotional wellbeing, including body image and coping strategies PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	<ul style="list-style-type: none"> • What are our attitudes towards Mental Health? Does being male make this different? • Being male: The myths and Stigma. Being anyone: The myths and Stigma • How to look after the daily wellbeing of your body and mind • Managing teenage emotions • How to develop digital resilience • about unhealthy coping strategies (e.g. self-harm and eating disorders) 	
Summer 1 Relationships	Gender, Sex and Identity Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32	<ul style="list-style-type: none"> • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill 	
Summer 2 Living in the Wider World	Digital Delicacy	<ul style="list-style-type: none"> • about online communication • how to use social networking sites safely 	

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	PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27	<ul style="list-style-type: none">• how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation• how to respond and seek support in cases of online grooming• how to recognise biased or misleading information online• how to critically assess different media sources• how to distinguish between content which is publicly and privately shared• about age restrictions when accessing different forms of media and how to make responsible decisions• how to manage your digital footprint	
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Year 9 PSHE/RSE: Sequence of Learning			
Yr. 9 Term	Topic	Summary of Student Learning	Resources
Autumn 1 Health & wellbeing	<p>Gender and Life Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p> <p>PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47</p>	<ul style="list-style-type: none"> • how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence 	
Autumn 2 Living in the wider world	<p>Life Beyond Year 9 Learning strengths, career options and goal setting as part of the GCSE options process</p> <p>PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14</p>	<ul style="list-style-type: none"> • about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making 	Year 9 Autumn 2 folder
Spring 1 Relationships	<p>Relationship First Aid Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p>PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36</p>	<ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people/ how to manage relationship and family changes, including relationship breakdown, separation and divorce • How to access support services • about conflict and its causes in different contexts, e.g. with family and friends/conflict resolution strategies 	Year 9 Spring 1 folder

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Yr. 9 Term	Topic	Summary of Student Learning	Resources
Spring 2 Health and Wellbeing	<p>Healthy lifestyle</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid</p> <p>PoS refs: H3, H14, H15, H16, H17, H18, H19, H21</p>	<ul style="list-style-type: none"> • about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices • to take increased responsibility for physical health, including testicular self-examination 	
Summer 1 Relationships	<p>Sexual Intimacy for men and for women</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21</p>	<ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online 	

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Summer 2 Living in the wider world	The world of Work, Life beyond SPC PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27	<ul style="list-style-type: none">• about young people's employment rights and responsibilities• skills for enterprise and employability/habits and strategies to support progress• how to give and act upon constructive feedback• how to manage their 'personal brand' online and to access support for concerns relating to online life	
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Year 10 PSHE/RSE: Sequence of Learning			
Yr. 10 Term	Topic	Summary of Student Learning	Resources
Autumn 1 Health & wellbeing	<p>Head Ed: Mental Health First Aid Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p> <p>PoS refs: H2, H5, H6, H7, H8, H9, H10</p>	<ul style="list-style-type: none"> • how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • how to access support and treatment • about the portrayal of mental health in the media • how to challenge stigma, stereotypes and misinformation 	
Autumn 2 Living in the wider world	<p>The Art of Financial Success The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p> <p>PoS refs: H25, R38, L16, L17, L18, L19, L20, L25</p>	<ul style="list-style-type: none"> • how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and pay day lending • how data is generated, collected and shared, and the influence of targeted advertising • how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling, including online • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities 	
Spring 1 Relationships	<p>Sex Myth Busters Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p> <p>PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31</p>	<ul style="list-style-type: none"> • about relationship values and the role of pleasure in relationships • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours • about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about asexuality, abstinence and celibacy 	

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Yr. 10 Term	Topic	Summary of Student Learning	Resources
<p>Spring 2</p> <p>Health & wellbeing</p>	<p>Peer Group Influence</p> <p>The influence and impact of drugs, gangs, role models and the media</p> <p>PoS refs: H19, H20, H21, R20, R35, R36, R37</p>	<ul style="list-style-type: none"> • about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction 	
<p>Summer 1</p> <p>Relationships</p>	<p>Life in Modern Britain</p> <p>Community cohesion and challenging extremism</p> <p>PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29</p>	<ul style="list-style-type: none"> • about communities, inclusion, respect and belonging • about the Equality Act, diversity and values • about how social media may distort, miss-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalisation 	
<p>Summer 2</p> <p>Living in the wider world</p>	<p>The world of Work: Life Beyond SPC</p> <p>Preparation for and evaluation of work experience and readiness for work</p> <p>PoS refs: H1, L1, L2, L3, L5, L7, L8, L9, L10, L11, L12, L13, L14, L15, L23</p>	<ul style="list-style-type: none"> • how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain a positive personal presence online • how to evaluate and build on the learning from work experience 	

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Collecting the Tools you need to Navigate life

Year 11 PSHE/RSE: Sequence of Learning			
Year 11 Term	Topic	Summary of Student Learning	Resources
Autumn 1 Health & wellbeing	<p>Building for the future Self-efficacy, stress management, and future opportunities</p> <p>PoS refs: H2, H3, H4, H8, H12, L22</p>	<ul style="list-style-type: none"> • how to manage the judgement of others and challenge stereotyping • how to balance ambition and unrealistic expectations • how to develop self-efficacy, including motivation, perseverance and resilience • how to maintain a healthy self-concept • about the nature, causes and effects of stress • stress management strategies, including maintaining healthy sleep habits • about positive and safe ways to create content online and the opportunities this offers • how to balance time online 	
Autumn 2 Living in the wider world	<p>Next steps Application processes, and skills for further education, employment and career progression</p> <p>PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21</p>	<ul style="list-style-type: none"> • how to use feedback constructively when planning for the future • how to set and achieve SMART targets • effective revision techniques and strategies • about options post-16 and career pathways • about application processes, including writing CVs, personal statements and interview technique • how to maximise employability, including managing online presence and taking opportunities to broaden experience • about rights, responsibilities and challenges in relation to working part time whilst studying • how to manage work/life balance 	
Spring 1 Relationships	<p>The Changing Face of the family</p> <p>PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33</p>	<ul style="list-style-type: none"> • about different types of families and changing family structures • how to evaluate readiness for parenthood and positive parenting qualities • about fertility, including how it varies and changes • about pregnancy, birth and miscarriage • about unplanned pregnancy options, including abortion • about adoption and fostering • how to manage change, loss, grief and bereavement 	

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Spring 2	SRE Finale Relationships PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32	<ul style="list-style-type: none">• about core values and emotions• about gender identity, gender expression and sexual orientation• how to communicate assertively• how to communicate wants and needs• how to handle unwanted attention, including online• how to challenge harassment and stalking, including online• about various forms of relationship abuse• about unhealthy, exploitative and abusive relationships• how to access support in abusive relationships and how to overcome challenges in seeking support	
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