

Self-Care (The End Game)
 Describe the basics of ensuring good mental health including sleep, diet and balanced lives in relation to transition and exams
 Describe strategies to cope with stressful situations e.g. exams and transitions and explain which are most effective to supporting good mental wellbeing

Love and Relationships I
 Describe informed consent specifically considering issues of alcohol and drugs in relation to sexual consent
 Describe a healthy, romantic sexual with boundaries that are respected and what unhealthy romantic sexual relationships are ensuring that information around support is provided
 Describe myths around sexual relationships as a teenager including the frequency at which sex is being had and is 'acceptable'
 Describe different gender and sexual orientations and respecting orientations
 Describe what pornography is and the potential problems that can be caused by pornography including unhealthy ideas of bodies, types of sex, boundaries, consent or lack thereof and addiction

Love and Relationships II
 Describe different perspectives on the right time for individuals to take part in sex including abstinence until marriage and abstinence until the right relationship
 Describe informed consent specifically relating to romantic relationships and how someone appropriately ascertains whether informed consent has been provided
 Identify and describe different forms of contraception that are available for men and women and where contraception can be accessed including information about local services

Amy Winehouse Substances and Addiction

Love and Relationships II
 Describe STDs and be able to explain the effects on physical health and implications for sexual relationships including the importance of honesty around infections.
 Describe where to go for regular checks as well as seeking support if they suspect they do have an STI
 Describe the nature of infertility and diseases including STIs that can cause infertility.
 Explain the effects these have on physical and mental health as well as the emotional implications of infertility.

Self-Care (Life for beginners I)
 Explain how to manage their own health including how to sign up for medical care, knowing and understanding appropriate numbers to call in different medical situations.
 Know and understand how to self-check and screen with particular focus on skin and mole checks but additionally, lumps and bumps.
 Describe the symptoms of addiction to drugs, alcohol and sugar being able to identify unhealthy relationships and where they need to seek advice and support for addiction.
 Describe and understand the different forms of domestic violence, they will be able to identify situations that are abusive and understand where to seek support.

Self-Care (Life for beginners I)
 Describe basic living standards including recapping budgeting, debit and credit cards but also how to open different types of accounts, setting up different types of financial services e.g. SO and DDs. renting and buying properties, accessing services such as gas, electricity and water, broadband, TV and mobile
 Describe the importance of E-safety online particularly in relation to protecting identity and future employment

YEAR 11

Employable Me I
 Describe the nature of portfolio work and how careers will continually change
 Explain what Post-16/18 pathways exist and identifying how these fit with their career plans using Career Pilot
 Identify the differences between school, college and university in ways that studying take place, campuses and courses
 Describe the different types of university e.g. Redbrick, Russell Group
 Explain what factors should be taken into consideration for university choices e.g. finance, distance, types of courses
 Identify where to find and describe what the local and national trends of the labour market are and how these may impact on qualifications and careers pathways

Citizenship
 Describe how the government works.
 Describe what the devolved governments are and how they can make decisions that are separate for the UK government
 Describe the role of the local and regional governance examining the role in a local context
 Identify areas of life that are affected by politics and how to make an informed decision
 Describe the history of voting and how being informed about political parties and policies can inform voting behaviour

Employable Me III
 Describe and be able to independently write a personal statement and CV that can be adapted over time
 Describe behaviours and qualities that will support in preparing and taking part in an interview.
 Describe how jobs can be found including using online forums, university and college careers guidance

Amy Winehouse Substances and Addiction

Fire Safety
 Dark Nights SYP and SYFD

YEAR 10

Self-Care (Mental Health)
 Describe what mindfulness is, where they can seek support including charities, self-help, therapy, friends, GP and from the school
 Explain how the internet can be beneficial and also negatively impact on mental health and being able to identify where mental health is affected by poorly by internet usage
 Mental health and body image can be impacted by poor mental health and vice versa
 Impact of drugs from prescription to Class As and the impact these can have on mental health including drugs that seek to control poor mental health
 Discuss whether sadness is a legitimate feeling and whether there are times and opportunities in which we need to be sad

Love and Relationships II
 Describe different perspectives on the right time for individuals to take part in sex including abstinence until marriage and abstinence until the right relationship
 Describe informed consent specifically relating to romantic relationships and how someone appropriately ascertains whether informed consent has been provided
 Identify and describe different forms of contraception that are available for men and women and where contraception can be accessed including information about local services

Love and Relationships I
 Describe the qualities that make a healthy relationship as well as rights and responsibilities that individuals have in a relationship
 Identify coercive and qualities in an abusive relationship and where support can be sought
 Describe what FGM, honour violence, forced marriage, harassment, up skirting and grooming are, the law and illegalities of these actions and where to find support
 Describe different forms of abuse in relationships

Communicable diseases – The importance of contraception

Citizenship
Describe what a democracy is and compare democracies across the world evaluating the effectiveness
Describe the political spectrum and identify political parties and the values/ideas/policies
Describe how parliament, elections and the voting systems in the UK
Students describe what the monarchy is and the role of the monarchy in the UK today

Self-Care (Physical)
Describe food groups and the importance of balanced grouping
Describe the benefit of exercise on physical and mental wellbeing
Describe the media implications for 'acceptable' or 'normative' bodies
Identifying the symptoms of body dysmorphia in men and women and where to seek support
Describing STIs, transmission and effect on physical health
Describing self-harm and the impact on physical and mental health
Describing the dangers of smoking and vaping and dangers for others

Social-cultural issues in sport

Drugs in sport

Self-Care (Money Management)
Describing what a budget is and explain the importance of managing money effectively
Describing the difference between debit and credit cards, borrowing and 'good and bad' debt
Describing what tax and National Insurance is and the benefit for the country and for citizens
Describing the impact money may have on mental health and discussing support and strategies

Love and Relationships I
Describing the different types of stable relationships e.g. hetero/homo/reconstituted/blended and discussing the importance for raising children and emotional and domestic labour
Legalities and rights associated with marriage, separation, divorce and cohabitation
Identifying feelings associated with familial changes including loss, separation, divorce and bereavement and how to manage these emotions
Describing a single parent family and reasons for single parent families and 'myths'
Describing 'modern families' and emotions and associated with navigating new roles

Communicable disease (STIs)

Self-Care II (Physical)
Important of physical hygiene e.g. washing daily and regular hand washing, dental hygiene
Menstruation and health menstruation
Dangers and impact of smoking and vaping

Self Care I (E-Safety)
Link to relationships and protecting online privacy
Understanding radicalisation, extremism and fundamentalism and identifying what features may be linked and contact online
Being able to recognise credible news and media sources and identifying markers which may make it suspicious
Describing how information and data is generated shared and used online
Where to seek support

Menstrual Cycle Male and Females changes in Puberty

Employable Me
Recap the skills and qualities questionnaire from Year 8 and consider the consequences of a weak skill set
Discuss and decide the purpose of a career e.g. making lots of money, job satisfaction
Describe and explain careers becoming 'portfolio'
Describe myths within the workplace and problems of stereotypical ideals of people in the workplace

Self-Care (Physical)
Describe what vaccinations, blood and organ donations are and their purpose
Describe how to self-check for lumps and bumps, particularly skin
Identify and describe reproductive changes of concern and where to seek support
Recap alcohol abuse and explain responsible drinking including use of units and impact on health
Identify how stress affects the body and impact on lives

Employable Me
Describe the importance of informed options at GCSE and impact on future educational decisions
Describe the difference between academic and vocational qualifications
Describe what an apprenticeship is and the levels of apprenticeships explaining the skills and industries that are available
Describe and know where to research good quality apprenticeships and how to effectively apply
Describe what a T Level is an explain the benefits of T Levels for different career pathways
Explain how to access and use career pilot effectively to support with identifying careers and qualifications

YEAR 9

Love and Relationships II
Describing the qualities of health and unhealthy relationships with friends, family and work
Describing consent in a familial and friendship context. Rights and responsibilities associated with this.
Describing how to manage romantic relationships safely, in particular online, e.g. sexting and imagery .
Identifying emotions in a relationship and post-break up effectively and explaining the difficulty in a digital era
Explaining how to deal sensibly with the digital aspect of relationships making reference to revenge porn or imagery without consent and defamation.

Employable Me
Describing the different types of study, organisational and research skills and what is suited to different types of work/study
Identifying own skills and strengths through online questionnaire of skills and identifying strengths and weaknesses and how these could be used in the workplace
Describing the difference between an achievable and an unobtainable goal and how to set ambitious goals
Describing stereotypical expectations and explaining how to respectfully challenging them

Self-Care (Dugs)
Identifying what drugs are and explaining why drugs are taken
Identifying the difference legal and illegal drugs
Identification of the problems of legal highs and prescription substances
Explain the effects of drugs on the body, in particular, sugar, caffeine and illegal substances
Identifying what alcohol is and explaining an unhealthy relationship with alcohol is
Explaining the impact of the misuse of alcohol and drugs on mental and physical health

Love and Relationships I
Describing the different types of stable relationships e.g. hetero/homo/reconstituted/blended and discussing the importance for raising children and emotional and domestic labour
Legalities and rights associated with marriage, separation, divorce and cohabitation
Identifying feelings associated with familial changes including loss, separation, divorce and bereavement and how to manage these emotions
Describing a single parent family and reasons for single parent families and 'myths'
Describing 'modern families' and emotions and associated with navigating new roles

Extremism and Radicalization "There is no such thing as a religious extremism"

CSE a, exploitation and consent

Emotional Wellbeing Metal ;Health Self harm eating disorders Seeking support

Knife Crime SYP – Knives take lives

Fire Safety Heat of the Moment SYP and SYFD

Citizenship
Linking to Year 7 and respect students examine how to manage conflict in a safe and respectful way. Focus on cyber bullying.
Linking to Year 7 and extremism, radicalism and peer pressure to discuss the issues of gangs
Using this example, exploring the criminal justice system and the nature of prisons and the purpose of punishment in prisons
Describing other forms of punishment that exist and the consequences

YEAR 8

Self-Care III (Mental)
Describing what it means to have good mental health and what poor mental health may look like
Being able to describe how happiness looks for different people
Understanding where to seek support in school and wider society for mental health

Relationships
Students should be able to describe inequalities in society and what laws are in place to prevent damaging in modern Britain
Students should be able to describe where they can seek support in school and wider society where they believe that there are inequalities
Students should examine elements within politics that try to create a fairer society evaluating how effectively these create a fairer society

Self-Care II (Physical)
Important of physical hygiene e.g. washing daily and regular hand washing, dental hygiene
Menstruation and health menstruation
Dangers and impact of smoking and vaping

Somatotypes Impact of sedentary lifestyle

Self Care I (E-Safety)
Link to relationships and protecting online privacy
Understanding radicalisation, extremism and fundamentalism and identifying what features may be linked and contact online
Being able to recognise credible news and media sources and identifying markers which may make it suspicious
Describing how information and data is generated shared and used online
Where to seek support

Fire Safety Heat of the Moment SYP and SYFD

YEAR 7

Citizenship II
Link to prior understanding of Human Rights students examine laws in the UK
Introduction to what the government is, the role of citizens, parliament, government and the role of the police
Linking to the Oasis Ethos and 9 Habits to explore what it means to be a good citizen
Communities and examining different Oasis communities locally, nationally and internationally

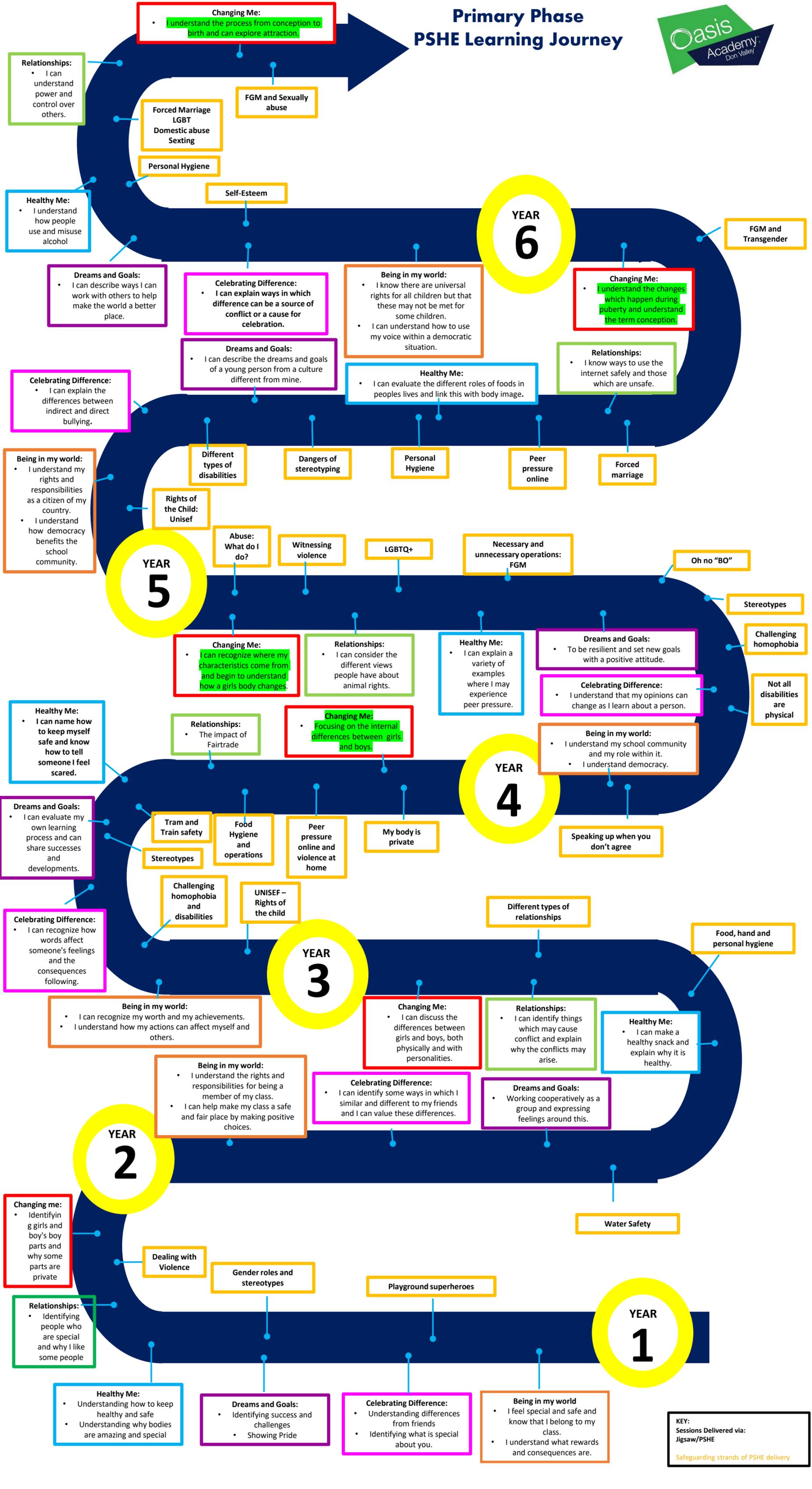
Citizenship I
Describing prejudice and discrimination and the formation of Human Rights
Link to prior understanding on relationships, bullying and peer pressure
The protections afforded to children and others

What are the immediate, short term and long-term impacts of exercise? Components of Fitness Women and Men in Sport

Relationships
Introduction to Oasis Ethos and 9 Habits
Friendships and good relationships, bullying and peer pressure
Introducing and signposting key support for mental health
Developing our identities and identity online and protecting them
Online relationships and E-safety

KEY:
Sessions delivered through:
Character development
Science
RE
Safeguarding strands of PSHE delivery

Primary Phase PSHE Learning Journey



Changing Me:
 • I understand the process from conception to birth and can explore attraction.

Relationships:
 • I can understand power and control over others.

Forced Marriage
 LGBT
 Domestic abuse
 Sexting

FGM and Sexually abuse

Personal Hygiene

Self-Esteem

YEAR 6

Healthy Me:
 • I understand how people use and misuse alcohol

FGM and Transgender

Dreams and Goals:
 • I can describe ways I can work with others to help make the world a better place.

Celebrating Difference:
 • I can explain ways in which difference can be a source of conflict or a cause for celebration.

Being in my world:
 • I know there are universal rights for all children but that these may not be met for some children.
 • I can understand how to use my voice within a democratic situation.

Changing Me:
 • I understand the changes which happen during puberty and understand the term conception.

Dreams and Goals:
 • I can describe the dreams and goals of a young person from a culture different from mine.

Relationships:
 • I know ways to use the internet safely and those which are unsafe.

Celebrating Difference:
 • I can explain the differences between indirect and direct bullying.

Healthy Me:
 • I can evaluate the different roles of foods in peoples lives and link this with body image.

Being in my world:
 • I understand my rights and responsibilities as a citizen of my country.
 • I understand how democracy benefits the school community.

Different types of disabilities

Dangers of stereotyping

Personal Hygiene

Peer pressure online

Forced marriage

YEAR 5

Rights of the Child: Unisef

Abuse: What do I do?

Witnessing violence

LGBTQ+

Necessary and unnecessary operations: FGM

Oh no "BO"

Changing Me:
 • I can recognize where my characteristics come from and begin to understand how a girls body changes.

Relationships:
 • I can consider the different views people have about animal rights.

Healthy Me:
 • I can explain a variety of examples where I may experience peer pressure.

Dreams and Goals:
 • To be resilient and set new goals with a positive attitude.

Stereotypes

Challenging homophobia

Not all disabilities are physical

Healthy Me:
 • I can name how to keep myself safe and know how to tell someone I feel scared.

Relationships:
 • The impact of Fairtrade

Changing Me:
 • Focusing on the internal differences between girls and boys.

Celebrating Difference:
 • I understand that my opinions can change as I learn about a person.

Being in my world:
 • I understand my school community and my role within it.
 • I understand democracy.

YEAR 4

Dreams and Goals:
 • I can evaluate my own learning process and can share successes and developments.

Tram and Train safety

Food Hygiene and operations

Peer pressure online and violence at home

My body is private

Speaking up when you don't agree

Celebrating Difference:
 • I can recognize how words affect someone's feelings and the consequences following.

Challenging homophobia and disabilities

UNISEF – Rights of the child

Different types of relationships

Food, hand and personal hygiene

YEAR 3

Being in my world:
 • I can recognize my worth and my achievements.
 • I understand how my actions can affect myself and others.

Changing Me:
 • I can discuss the differences between girls and boys, both physically and with personalities.

Relationships:
 • I can identify things which may cause conflict and explain why the conflicts may arise.

Healthy Me:
 • I can make a healthy snack and explain why it is healthy.

Being in my world:
 • I understand the rights and responsibilities for being a member of my class.
 • I can help make my class a safe and fair place by making positive choices.

Celebrating Difference:
 • I can identify some ways in which I similar and different to my friends and I can value these differences.

Dreams and Goals:
 • Working cooperatively as a group and expressing feelings around this.

YEAR 2

Changing me:
 • Identifying girls and boy's boy parts and why some parts are private

Dealing with Violence

Gender roles and stereotypes

Playground superheroes

Water Safety

Relationships:
 • Identifying people who are special and why I like some people

YEAR 1

Healthy Me:
 • Understanding how to keep healthy and safe
 • Understanding why bodies are amazing and special

Dreams and Goals:
 • Identifying success and challenges
 • Showing Pride

Celebrating Difference:
 • Understanding differences from friends
 • Identifying what is special about you.

Being in my world
 • I feel special and safe and know that I belong to my class.
 • I understand what rewards and consequences are.

KEY:
 Sessions Delivered via:
 Jigsaw/PSHE
 Safeguarding strands of PSHE delivery