

SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

YEAR 7 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Health & wellbeing	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid PoS refs: H1, H2, H30, H33, R13, L1, L2	<ul style="list-style-type: none"> • how to identify, express and manage their emotions in a constructive way • how to manage the challenges of moving to a new school • how to establish and manage friendships • how to improve study skills • how to identify personal strengths and areas for development • personal safety strategies and travel safety, e.g. road, rail and water • how to respond in an emergency situation • basic first aid 	P1xL 3cs autumn 1 – organisation lesson 1- P1xL 3cs autumn 2 – week 1 – My life P1xL 3cs autumn 2 – week 6 – our words can harm Spring 1 – week 2 – coping with change Spring 1 – week 3 – resilience British Heart Foundation.org.co.uk/ St Johns Ambulance British Red Cross – First Aid RiseAbove – Dealing with change
Autumn 2 Living in the wider world	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	<ul style="list-style-type: none"> • how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about a broad range of careers and the abilities and qualities required for different careers • about equality of opportunity • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • about the link between values and career choices 	Spring 2 – week 2 – oracy Summer 1 – week 1 – initiative Spring 1 – week 3 – resilience Summer 2 – week 1 to 3 – leadership Bank of England - EconoME Barclays - Life Skills
Spring 1 Relationships	Diversity Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41	<ul style="list-style-type: none"> • about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online • how to support others 	Summer 1 – week 5 – digital footprint Dove self esteem (workshop 3) - confront comparisons Childnet – Crossing the line RiseAbove - Bullying and cyberbullying

<p>Spring 2 Health & wellbeing</p>	<p>Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM</p> <p>PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34</p>	<ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking and alcohol • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact about FGM and how to access help and support 	<p>PiXL 3cs – autumn 2 – week 2 – hobbies PiXL 3cs – autumn 2 – week 3 - emotions Summer 2 – week 5 – health assessment Summer 2 – week 6 – being active Dove self esteem (workshop) – appearance ideals Medway secondary PSHE ed Lesson 1 – puberty and emotional changes Brook: body changes Brook – emotional and mental health PSHE Association - The Sleep Factor Medway Public Health Directorate – Relationships and Sex Education Freedom Charity - FGM and Forced Marriage FORWARD - FGM Schools Resource Pack Betty - it's perfectly natural RiseAbove - Puberty - Sleep</p>
<p>Summer 1 Relationships</p>	<p>Building relationships 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"> • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent 	<p>PiXL 3cs – autumn 1 week 4/5 –kindness week 6 – pushing yourself to the limits for others PiXL 3cs – autumn 2 – harmful actions week 5 –harm in the community Spring 2 – week 1 – effective communication Dove self esteem (workshop 2) Media messages Dove self esteem project (workshop) - banish body talk - be the change (workshop 5) Medway secondary PSHE ed Lesson 2 – Healthy and unhealthy relationships</p>

			<p>Lesson 3 – introducing consent</p> <p>PSHE Association - Teaching about consent</p> <p>Medway Public Health Directorate – Relationships and Sex Education</p> <p>NSPCC - Making sense of relationships</p> <p>BBFC- Making choices: sex, relationships and age ratings</p> <p>Diana Award & ASOS - #MySenseOfSelf</p> <p>RiseAbove</p> <p>– Forming positive relationships</p>
<p>Summer 2</p> <p>Living in the wider world</p>	<p>Financial decision making</p> <p>Saving, borrowing, budgeting and making financial choices</p> <p>PoS refs: H32, L15, L16, L17, L18</p>	<ul style="list-style-type: none"> • how to make safe financial choices • about ethical and unethical business practices and consumerism • about saving, spending and budgeting • how to manage risk-taking behaviour 	<p>Barclayslifeskills.com</p> <p>11-14 money skills</p> <p>11-14 money skills lesson 2 : value for money</p> <p>Bank of England - EconoME</p>

YEAR 8 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Lesson overviews / Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Health & wellbeing	Emotional wellbeing 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"> • about medicinal and reactional drugs • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes 	Drugwise.org.uk BBC bitesize.co.uk RiseAbove - Smoking - Alcohol
Autumn 2 Living in the wider world	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work PoS refs: R39, R41, L3, L8, L9, L10, L11, L12	<ul style="list-style-type: none"> • about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relation to work and pay • about employment, self-employment and voluntary work • how to set aspirational goals for future careers and challenge expectations that limit choices 	PiXL 3cs – spring 1 week 2/3 – initiative week 4 – careers – routes to work PiXL 3 cs – summer 2 week 4 – My life - Personal growth pt week 6 – opportunities Barclays - Life Skills
Spring 1 Relationships	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia PoS refs: R39, R40, R41, R3, R4, R42, R43	<ul style="list-style-type: none"> • how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination 	PiXL 3cs – autumn 1 – week 7 – dare to be different Summer 1 – week 4 – respect – open and closed characters Summer 1 – week 4/5 – what is an open and closed character Summer 1 – week 6 – seeing each other as humans Stand up Education against discrimination Workshop

			GEO - Anti-homophobic, biphobic and transphobic bullying project Dimensions - #ImwithSam
Spring 2 Health & wellbeing	Drugs and alcohol 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"> • about attitudes towards mental health • how to challenge myths and stigma • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self-harm and eating disorders) • about healthy coping strategies 	PiXL 3cs – spring 1 week 5 – my mind stigma week 6 – my mind positivity PiXL 3cs – spring 2 Week 6 – self regulation PiXL – 3cs – summer 2 - week 1 – growth mindset PSHE Association - Mental Health and Emotional Wellbeing Movember - Happier, healthier, longer Media Smart - Body Image and Advertising Diana Award & ASOS - #MySenseOfSelf RiseAbove - Dealing with change - Online stress and FOMO
Summer 1 Relationships	Identity and relationships 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 	PiXL 3cs – autumn 1 – week 6 – kindness Mermaidsuk.org.uk/professionals/resources The Proud Trust.org/training-and education/training for professionals - PSHE Association - Teaching about consent Medway Public Health Directorate – Relationships and Sex Education NSPCC - Making sense of relationships BBFC- Making choices: sex, relationships and age ratings GEO - Anti-homophobic, biphobic and transphobic bullying project

<p>Summer 2</p> <p>Living in the wider world</p>	<p>Digital literacy</p> <p>Online safety, digital literacy, media reliability, and gambling hooks</p> <p>PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27</p>	<ul style="list-style-type: none"> • about online communication • how to use social networking sites safely • 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 protect financial security online • how to assess and manage risks in relation to gambling and chance-based transactions 	<p>PixL 3cs – autumn 2</p> <p>week 4 – E safety – social media part 1</p> <p>PixL 3cs – autumn 2</p> <p>week 5 – E safety – social media part 2</p> <p>week 6 – E safety - cyber bullying</p> <p>Cifas - Anti-Fraud Education</p> <p>Childnet – Trust Me</p> <p>National Crime Agency - Exploring Cybercrime</p> <p>BBFC- Making choices: sex, relationships and age ratings</p> <p>RiseAbove</p> <p>- Online stress and FOMO</p> <p>- Body image in a digital world</p>
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YEAR 9 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Lesson overviews / Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Health & wellbeing	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid PoS refs: H3, H14, H15, H16, H17, H18, H19, H21	<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 	P1xL 3cs – summer 1 week 3 – My life – confidence PSHE Association # Knife free PSHE Association – Disrespect nobody Session 1 – teenage relationship abuse Medway Public Health – Gangs: Managing risks and staying safe Home Office - #knifefree RiseAbove - Alcohol NaCTSO – Run, hide, tell
Autumn 2 Living in the wider world	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	<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 	P1xL 3cs – Spring 2 – week 2 – organising goals Summer 1 week 4 – no risk takers = no progress week 5 – overcoming barriers week 6 – overcoming barriers P1xL 3cs – summer 2 week 1 - careers – competitive advantage Barclayslifeskills.com – exploring persona strength

<p>Spring 1 Relationships</p>	<p>Respectful relationships 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 • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services 	<p>PlXL 3cs – autumn 2</p> <p>week 4 – what is respect</p> <p>week 5 – Is my language always respectful</p> <p>week 6 – Breaking down language</p> <p>Spring 1 - week 1 – the impact of being offended</p> <p>Summer 2</p> <p>week 5 – The impact of valuing people</p> <p>week 6 – Different ways to show you value people</p> <p>Cumbria Council - Tackling homelessness</p> <p>Coram Life Education – Adoptables Schools Toolkit</p> <p>GEO - Anti-homophobic, biphobic and transphobic bullying project</p>
<p>Spring 2</p>	<p>Peer influence, substance use and gangs 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"> • 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 	<p>www.Brook.org.uk</p> <ul style="list-style-type: none"> - Somerset lifehacks website -The little book of mental health - Healthy weight <p>PSHE Association - The Sleep Factor</p> <p>RSPH & the Health Foundation - Health from here to where</p> <p>Samaritans - DEAL</p> <p>Movember - Happier, healthier, longer</p> <p>Teenage Cancer Trust – What is cancer?</p> <p>Coppafeel! – Breast cancer awareness</p> <p>RiseAbove</p> <ul style="list-style-type: none"> - Sleep - Exam stress

<p>Summer 1</p> <p>Relationships</p>	<p>Intimate relationships</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 	<p>Consent</p> <p>www.Brook.org.uk</p> <ul style="list-style-type: none"> - communicating consent - the meaning of consent - myths and misconception <p>Brook: contraception</p> <p>Brook: STIs</p> <p>Brook: developing sexual feelings</p> <p>PSHE Association - Teaching about consent</p> <p>Medway Public Health Directorate – Relationships and Sex Education</p> <p>Home Office & GEO - Disrespect NoBody</p> <p>NSPCC - Making sense of relationships</p> <p>BBFC- Making choices: sex, relationships and age ratings</p>
<p>Summer 2</p> <p>Living in the wider world</p>	<p>Employability skills</p> <p>Employability and online presence</p> <p>PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27</p>	<ul style="list-style-type: none"> • about young people’s employment rights and responsibilities • skills for enterprise and employability • how to give and act upon constructive feedback • how to manage their ‘personal brand’ online • habits and strategies to support progress • how to identify and access support for concerns relating to life online 	<p>PiXL 3cs – autumn 1</p> <p>week 1 – voice</p> <p>week 2 – body language</p> <p>week 3 – working with others</p> <p>week 4 – helping each other grow</p> <p>week 5 - feedback</p> <p>week 7 – how to handle receiving feedback</p> <p>Summer 2</p> <p>week 2 – initiative</p> <p>week 3 – initiative – mind set</p> <p>week 4 – solution based thinking</p> <p>Medway Secondary PSHE Education</p> <ul style="list-style-type: none"> - Gangs: managing risks and staying safe <p>Cifas - Anti-Fraud Education</p> <p>Bank of England - EconoME</p> <p>Barclays - Life Skills</p>

YEAR 10 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Lesson overviews / Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Health & wellbeing	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change PoS refs: H2, H5, H6, H7, H8, H9, H10	<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 	PiXL 3cs – autumn 1 week 1 – mind set assessment profile week 2 - mind training (pt 1) week 3 – mind training (pt 2) week 5 – Balancing the important and the urgent week 6 – organising things and organising myself Summer 1 week 4 – prepare to preform mental energy (pt 1) week 5 – prepare to perform mental energy (pt 2) PSHE Association - Mental Health and Emotional Wellbeing Movember - Happier, healthier, longer Alzheimer’s Society - Creating a dementia-friendly generation Samaritans - DEAL
Autumn 2 Living in the wider world	Work experience Preparation for and evaluation of work experience and readiness for work PoS refs: H1, L1, L2, L3, L5, L7, L8, L9 L10, L11, L12, L13, L14, L15, L23	<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 	PiXL 3cs – autumn 2 week 2 – active learning week 3 – initiative – independent learning week 4 – Prepare to perform week 5 – Careers development week 6 – career labour marketing Spring 2 week 3 – getting into the top universities week 6 – communication - applying for jobs Summer 2 - week 2 – chocies post 16 Barclays - Life Skills

<p>Spring 1 Relationships</p>	<p>Healthy relationships 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 	<p>PiXL 3cs Spring 1</p> <p>week 3 – living without harm (online)</p> <p>week 4 – living without harm – group at risk</p> <p>week 5 – living without harm – helping those at risk</p> <p>PSHE Association lessons 1-3 – family life</p> <p>Brook: Pleasure</p> <p>PiXL 3cs spring 1</p> <p>week 1 – living without harm physically</p> <p>week 2 – living without psychological harm</p> <p>PSHE Association - Teaching about consent</p> <p>NSPCC - Making sense of relationships</p> <p>Home Office & GEO - Disrespect NoBody</p> <p>Alice Ruggles Trust – Relationship safety</p>
<p>Spring 2 Health & wellbeing</p>	<p>Exploring influence 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>The Ben Kinsella Trust</p> <p>PSHE Association #Knife free campaign</p> <ul style="list-style-type: none"> - role models - effectively assess and manage risk - steps to achieve goals <p>Home Office - #knifefree</p> <p>Medway Public Health – Gangs: Managing risks and staying safe</p>

<p>Summer 1 Relationships</p>	<p>Addressing extremism and radicalisation 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, mis-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>PSHE Association</p> <p>Lesson 1 – valuing diversity</p> <p>lesson 2 – understanding and preventing extremism</p> <p>lesson 3 – radicalisation</p> <p>Stand up –against discrimination</p> <p>www.truetube.co.uk</p> <p>- Extremists</p> <p>PSHE Association – Inclusion, belonging and addressing extremism</p>
<p>Summer 2 Living in the wider world</p>	<p>Financial decision making 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 	<p>Barclayslifeskills.com</p> <p>- budget game</p> <p>Cifas - Anti-Fraud Education</p> <p>Demos & GambleAware - Resilience to gambling</p> <p>National Crime Agency - Exploring Cybercrime</p>

YEAR 11 - MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Lesson overviews / Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Health & wellbeing	Building for the future Self-efficacy, stress management, and future opportunities PoS refs: H2, H3, H4, H8, H12, L22	<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 	PSHE Association - Mental Health and Emotional Wellbeing PSHE Association - The Sleep Factor RiseAbove - Dealing with change - Exam stress
Autumn 2 Living in the wider world	Next steps Application processes, and skills for further education, employment and career progression PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21	<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 	Barclayslifeskills.com 14-16 CV skills lesson 1: writing a successful cv 14-16 CV skills lesson 2 : fine tuning to stand out to employers

<p>Spring 1 Relationships</p>	<p>Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p> <p>PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32</p>	<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 	<p>PSHE Association - Teaching about consent NSPCC - Making sense of relationships Alice Ruggles Trust – Relationship safety</p>
<p>Spring 2 Health & wellbeing</p>	<p>Independence Responsible health choices, and safety in independent contexts</p> <p>PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24</p>	<ul style="list-style-type: none"> • how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills • how to assess emergency and non-emergency situations and contact appropriate services • about the links between lifestyle and some cancers • about the importance of screening and how to perform self examination • about vaccinations and immunisations • about registering with and accessing doctors, sexual health clinics, opticians and other health services • how to manage influences and risks relating to cosmetic and aesthetic body alterations • about blood, organ and stem cell donation 	<p>Movember - Happier, healthier, longer British Red Cross – First Aid British Heart Foundation – Call Push Rescue NaCTSO – Run, hide, tell Teenage Cancer Trust – What is cancer? Coppafeel! – Breast cancer awareness</p>
<p>Summer 1 Relationships</p>	<p>Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p> <p>PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33</p> <p>PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32</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 • about 'honour based' violence and forced marriage and how to safely access support • 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 	<p>Education for choice project based in medical schools and led by medical student Deliver: pregnancy decision making, contraception and abortion PSHE Association – Family Life: Exploring relationships, marriage and parenting Freedom Charity - FGM and Forced Marriage</p>