

PSHE

(Personal, Social, Health & Economic
education, and Citizenship)

Secondary: Key Stage 3



Brine Leas School

An Academy

'Believe, Learn, Succeed'

Curriculum intent 2022-2023

The intent of our PSHE curriculum at Brine Leas School is to deliver an inspirational curriculum that meets the needs of our students and directly supports their pastoral education. We strive to give students a sense of empowerment and the knowledge skills and understanding to become aware, active and responsible citizens, both at local, national and global level. We aim to build the confidence in our students to make well informed decisions on how to stay safe and be involved in their communities and be the best possible version of themselves. It ensures that each of our students will know more, remember more and understand more about how to play a positive and successful role within our society, both as a child and as an adult within the future. Students will have access to a broad and in-depth curriculum that provides life-long learning on issues such as RSE (Relationships & Sex Education) and Health & Well-being, as well as financial and careers education. PSHE contributes to the whole school SMSC (spiritual, moral, social and cultural education) which helps students develop a breadth knowledge of the world around them. The breadth of our curriculum ensures future preparation for our students to help them become well rounded individuals that are prepared for life after Brine Leas School. Our aim is to provide students with a challenging curriculum that develops knowledge of their surroundings; whether it be locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up within different contexts. We hope our curriculum guides our students into making good life decisions and helps them decide their future pathway and career.

A core purpose of our PSHE programme is to tackle barriers to learning, raise aspirations, and improve the life chances of all students, including the most vulnerable and disadvantaged. PSHE helps a school to create a good and safe ethos, where students feel safe and supported by peers and staff, and this ultimately boosts attainment and helps build resilience and wellbeing, therefore PSHE is vital for our young people.

Our students' personal development is vital to their success and happiness. Through RSHE (Relationships, Sex, Health Education) students enhance their understanding of the importance of family life, stable and loving relationships and respect for others, love and care. RSHE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSHE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents while always with the aim of providing students with the knowledge they need of the law. Additionally, within the curriculum student's health and well-being is key to their success and for them to excel during High School. This essential aspect of our curriculum focuses on mental wellbeing, encouraging students to talk about their emotions accurately, their happiness, and ensuring they are aware of mental illness. We share with students the benefits of healthy eating and exercising on their mental wellbeing. Along with other subjects we promote physical health and fitness to combat problems such as stress. Students also learn statistics and laws about drugs, alcohol and tobacco and their associated health risks. Moreover, to add to our student's personal development and to equip them for life in high school the curriculum has a range of topics including; changing adolescent bodies, personal hygiene, germs, bacteria, viruses, puberty and dental care which are all vital aspects that will help to prepare students for a healthy and independent life.

The internet and the media, and the role it plays in today's society is covered through the in-depth curriculum themes of RSE, Health & Well-being, and SMSC to ensure students know their rights and responsibilities online. This includes the consequences of sharing material with others and the difficulty of removing potentially compromising material placed online. We inform students of the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online; over-reliance on online relationships including social media; the risks related to online gambling including the accumulation of debt; how advertising and information is targeted at them; and how to be a discerning consumer of information online. In addition, we help students to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. Moreover, we prepare students for the dangers of viewing harmful content online, specifically sexually explicit material (e.g. pornography) and how this presents a distorted picture of sexual behaviour and can damage the way people perceive themselves in relation to others. Everything that Brine Leas High School covers is to ensure our students are well protected and safe, and to develop their skills to prepare them for real life.

Our PSHE curriculum delivers supports the delivery of SMSC. The spiritual development of students is delivered through several topics that allow students to be reflective about their own beliefs, and respect for different people's faiths, feelings and values, which ultimately allows them to reflect on their own experiences. We aim to provide our students with opportunities for them to learn about British Values, the law, rights and responsibilities and appreciate what it means to be a member of a diverse society. The curriculum enables the moral education of students as it allows them to debate the rights/wrongs of societies, for example the appropriate punishment for crimes. In addition, the curriculum teaches that there are consequences of their behaviour and actions. Students develop their understanding of civil and criminal law in England and this provides students with challenging opportunities to discuss and debate moral and ethical issues, as well as being encouraged to understand and appreciate the viewpoints of others on these issues. Furthermore, cultural development in PSHE provides students with opportunities to look at the law and different types of governments around the world. Our curriculum enhances our student's knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. They are encouraged to develop their appreciation of a range of cultures that prepares them for life in modern Britain.

Furthermore, our financial education equips young people with the knowledge, skills and confidence to manage their money well. It ensures students grow to understand their attitude to risk and become aware of their own behaviour and emotions when making financial decisions through real-life scenarios.

In addition to RSHE, our careers programme is to raise aspirations, give students the skills to achieve their full potential and provide them with the opportunity to experience different career pathways. We provide a planned programme of activities during form time PSHE to support pupils in making decisions during the key transition points at 14, 16 and 18 years old. We also enable them to manage their careers and career progression and provide guidance on how to sustain employability throughout their lives. As a school we recognise the importance of students being aware of their skills and working to develop them. As such, activities during KS3 are focused on developing the employability skills of students and learning about the different types of jobs. By the end of Year 9, students will explore the career options their chosen GCSE subjects will provide them with. Building upon the learning of students from Key Stage 3, the Key Stage 4 programme focuses on preparing pupils for the workplace. The main vehicle for this takes place in Year 10 through work experience. The activities in Key Stage 4 are based on the practicalities

of the workplace, including how to create a good CV, interviews tips and customer service skills. The school prepares students for the post 16 transition through interviews with our Careers Adviser, guest speakers and PSHE form time activities. The intent of our Key Stage 5 provision is to continue to prepare our students for the world of work or university depending upon their choices. We provide students with the opportunity to experience university life through visits and with support through the application process.

Curriculum plan 2022-2023

Curriculum principles

The following document outlines the PSHE curriculum for Brine Leas Academy 2021-2022. The curriculum covers Year 7 to 13, with a full academic year of lessons, based on one lesson per fortnight and an additional 20 minutes a week during form time. This curriculum is completely rooted in the (September 2020) statutory guidance for RSHE. In developing the curriculum, we have followed a set of principles, which are outlined below:

Coherence and flexibility

The units within this RSHE curriculum are all directly related to the specific topics within the RSHE statutory guidance document, which schools must adhere to. The RSHE topic (as taken from the guidance) is clearly stated within the unit title, with the discrete element of that topic also noted. There are thirteen topics in the statutory guidance for secondary schools (two have been combined under one heading – with the shorter and related topics of 'Healthy Eating' and 'Physical Activity' under the umbrella of 'Healthy Lifestyles'). Of the twelve topics covered within this curriculum, not all are of equal length in terms of content. As a result, unit length varies. The RSHE topics are interleaved through the units and across the year groups. If following this full curriculum in its entirety, students would encounter at least half of the RSHE topics through a variety of units per academic year.

The sequence of units within each year is derived in such a way as to enable students to make connections and links between topics/units. The development of each topic, and how all the units relating to that topic build from Year 7 to 13, has been derived from a judgment regarding the age appropriateness of the content. This being said, each unit (and individual lessons) can be delivered completely as standalone, whilst being mindful that prior knowledge of the topic may be necessary (in line with the lessons within the topic that we have placed earlier in our curriculum) to fully access the lesson. The safeguarding leads within school have worked closely with the PSHE lead to carefully craft this plan to ensure it meets the needs of our students at Brine Leas School.

Parents, carers and teachers may also feel that the curricular decisions regarding the age-appropriateness of the content is not in line with their school/family vision. As a result, the flexibility of the curriculum allows for movement of units between year groups. The 'Intimate Relationships' topic does cover the sexual element of the statutory guidance. Within school settings, parents would be able to withdraw their child from these lessons (until three terms before their 16th birthday). Please see our RSE policy for information on withdrawal from PSHE lessons. The views of staff including safeguarding leads, parents, and students (form reps, SU, school council & pupil voice) have been taken into consideration and have had input into the sequence of the PSHE curriculum.

Knowledge organisation

All substantive knowledge is designed to be delivered in a sequence that allows for connection making and has become more complex and age-specific through the progression of units throughout the academic year. All substantive knowledge to be delivered is taken directly from the RSHE statutory guidance document, which teachers will be familiar with. Rather than choose creative enquiry questions through which to deliver the knowledge, which might combine more than one topic, it was felt that it would be clearer and of more use to schools to be very explicit, and deliver knowledge in units linked directly to the units. The framing of the units allows schools to easily cross-check coverage and adherence to the statutory guidance, thus helping teachers, especially as many schools are in the early stages of implementing the guidance fully. Each one of our topics becomes a thread of knowledge building throughout this entire secondary curriculum including BLS 6th form, although there are clear links across topics, which are highlighted throughout.

There are occurrences of similar lessons, but through the lens of different specific topics, which will allow students to make these connections (e.g. Year 10 lessons on 'Drugs and Alcohol' deal with addiction, and the consequences for mental health. Similarly, Year 10 lessons on 'Mental wellbeing' deal with understanding the impact of our own actions on our, and others' mental wellbeing. The impact of drugs/alcohol will come up here, as well, with the connection re-enforced).

To embed the substantive knowledge relating to RSHE, students need to reflect on the human experience. Students' understanding of the topics will be enhanced through stories and scenario based considerations and reflections. Their hinterland knowledge will complement the substantive through teachers sharing examples and stories that relate to the topics.

Knowledge selection

The selection of knowledge in this curriculum is taken directly from the RSHE, HEALTH EDUCATION, SMSC (including Fundamental British Values), PREVENT, CAREERS, CITIZENSHIP & FINANCIAL EDUCATION and Statutory Guidance documents, with more detailed and in depth specifics taken from the Department for Education teacher training PowerPoint slides (where available – for most, but not all, topics), which go into granular detail regarding the knowledge to be taught and also give a recommended age. For clarity, here listed are the topics from the guidance, from which all knowledge and units in this curriculum are derived:

Relationship/Sex education topics:	Health Education topics:	SMSC topics:	Citizenship & financial education	Careers
<ul style="list-style-type: none">• Online and Media• Being Safe• Respectful Relationships• Intimate Relationships• Families	Healthy Lifestyles (Umbrella term for the two topics of Healthy Eating and Physical Activity) <ul style="list-style-type: none">• Health and Prevention• Mental Wellbeing• Drugs and Alcohol	<ul style="list-style-type: none">• Spiritual development• Moral development• Social development• Cultural development• British Values	<ul style="list-style-type: none">• Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government	<ul style="list-style-type: none">• A stable careers programme.• Learning from career and labour market information.

	<ul style="list-style-type: none"> • First Aid • Internet Safety and Harms • Changing Adolescent Body 	<ul style="list-style-type: none"> • Prevent strategies <p>Please note that SMSC is contributed to across the entire curriculum in every subject.</p>	<ul style="list-style-type: none"> • Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced • Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs. 	<ul style="list-style-type: none"> • Addressing the needs of each pupil. • Linking curriculum learning to careers. • Encounters with employers and employees. • Experiences of workplaces. • Encounters with further and higher education
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In some cases, particularly in Year 10/11 content, lessons within the units relate to non-statutory examples (e.g. a Year 11 lesson on 'cocaine' (as part of understanding the dangers of recreational drug) relates to the statutory topic of 'Drugs and Alcohol'. This age appropriate substantive knowledge goes beyond the knowledge stated in the guidance and the Department for Education training PowerPoint slides, therefore will be flagged for both parental guidance and non-statutory content, to allow for informed choices to be made by schools and parents in utilising this lesson from our curriculum. Lesson does, however, build naturally from the Year 8 content on smoking and alcohol, Year 9 content on the differences between prescription and illegal drugs and Year 10 content on addiction and dependency.

The curriculum has been designed with a loose presumption that students will have been taught the statutory primary content. Knowing that the guidance only became statutory in September 2020, where necessary, lessons have been included that re-cap (re-teach) primary content, to ensure our secondary curriculum can be fully accessed. Lessons will also, less explicitly, link to prior KS2 level knowledge as and when required.

It is also important to note that any content delivered as part of this curriculum complies fully with the Equalities Act of 2020.

Inclusive and ambitious

Learning within this curriculum is, by law, an entitlement of all children in the UK. By nature of the subject matter, certain elements may resonate with specific students more than others, based on their background and life experience. However, the content is designed to be taught to all students on the basis that it aims to build understanding and appreciation of others in order to further strengthen relationships and preparedness for adult life. Content relating to sex and relationships will be taught in such a way as to be equally applicable to LGBT young people as to CIS opposite sex relationships. Through delivering this curriculum, teachers would be further embracing and enhancing inclusivity within their student cohorts.

The curriculum breaks down lengthy guidance into deliverable, manageable chunks. It aims to challenge students to deeply reflect, and to embrace a wide range of subject (and topic) specific vocabulary, to equip them with the tools needed to navigate their lives as teenagers and adults, and to understand experiences that might affect friends, relations, partners and colleagues both now and in the future, thus hopefully making them more empathetic individuals.

Student engagement and motivation

Through scenario-based teaching, coupled with clear, honest approaches, this curriculum will come to life for students as they will understand the relevance and applicability of the content to their own lives. The knowledge needed to access the building sequence of lessons will be challenging but will allow learners to recognise the worth in the lessons. By carefully matching the content to the age-appropriate level, the relevance and challenge level will further enhance engagement. It will be clearly recognisable how each topic builds vertically through the year groups over a long span of time, and how topics interconnect horizontally across a given academic year.

A curriculum of quality

Ultimately, this curriculum aims to equip young people to live their lives safely and happily, treating others with care and respect. It aims to give them the knowledge to make their own informed lifestyle decisions (within the law), and to maintain their own self-care, through the embedding of this knowledge and the skill of deep reflection and consideration of perspective.

Assessment

Although there is no formal examination for PSHE students will be tested on their understanding of PSHE topics through regular knowledge tests that will be given in lesson or for homework. In addition, the students will have exercise books and therefore evidence of the content being taught to them, and there will be evidence of learning throughout a topic, for example: Students will create a mind map "What do you know about Alcohol" question might be given at the beginning of a topic, then that mind map will be revisited at the end of the topic and students update their mind map to show progress over time. In addition, student voice will help to inform teachers lessons, and students can feedback on their PSHE journey. There will also be evidence of self and peer assessment in their books.

Future pathways

Learning about RSE and Sex Ed will introduce students into a range of careers that they will find interesting such as, counsellor to families/couples/ marriage, Policeman, Social worker, Family liaison officers, Nursing, Doctor, Teacher, Pastoral support within school, Magistrate, civil servant etc. These careers can be accessed through several further and higher education choices e.g. GCSES, A-levels, T-levels, BTEC, GNVQ, Diplomas, Apprenticeships & University

Year 7

Big idea/topic outline	Year 7 – Detail covered in lessons	Connections to learning
Relationships and human happiness	<p>Why are friends important?</p> <ul style="list-style-type: none"> • Features of healthy friendships (including online) • Typical behaviour within respectful relationships • What to do if a friendship/relationship causes unhappiness <p>What are the different kinds of committed, stable relationships?</p> <ul style="list-style-type: none"> • Marriage, Cohabitation, Same-Sex (including Civil Partnership), 'Blended' and 'Step' families • The importance of wider/extended family relationships in contributing to raising children • The value of wider/extended family relationships for helping maintain happiness and positive wellbeing <p>How stable, committed relationships contribute to human happiness?</p> <ul style="list-style-type: none"> • Partnership • Sharing responsibilities • Shared interests and opinions • Importance of recognising value of being single (and the choice of many to remain so) • Positive relationships for raising children • Create calm, caring and respectful environments • Model respect and kindness • Demonstrate how to respectfully disagree and share family responsibilities 	<p>RSE: 1a, 1b, 1c, 1d, 1e, 1f, 1g</p> <p>HE: 1a, 1b</p> <p>SMSC: 1a, 1b, 2a, 2b, 3a</p>
Respectful relationships	<p>What are different types of relationships?</p> <ul style="list-style-type: none"> • LGBTQ+ community <p>What are boundaries, privacy and consent</p> <ul style="list-style-type: none"> • Respecting privacy • Respecting boundaries (physical and otherwise) • Giving and withdrawing consent (e.g. changing one's mind) <p>Is the bystander just as bad as the bully?</p> <ul style="list-style-type: none"> • Definition and examples • Bystander intervention • Peer pressure <p>The impact of bullying</p> <ul style="list-style-type: none"> • Bullying scenarios • Responses to bullying 	<p>RSE: 2a, 2b, 2c, 2d, 2e, 2f</p> <p>HE: 1a, 1b</p> <p>SMSC: 1a, 1b, 2a, 2b, 2c, 3a</p>

	<p>Help for victims of stereotyping and bullying</p> <ul style="list-style-type: none"> • Advice and self-help for those who are victims of stereotyping/bullying 	
<p>Relationship and sex education (RSE)- Facts</p>	<p>How does the body change with puberty?</p> <ul style="list-style-type: none"> • Signs of puberty in boys and girls <p>What happens during a period?</p> <ul style="list-style-type: none"> • Key definitions (e.g. period, intersex, ovaries, testes etc.) • Understanding the penis and vulva/vagina (size, appearance, key parts etc.) <p>Menstrual health</p> <ul style="list-style-type: none"> • Menstrual health – Expectations and period products • 'Typical' cycle length • Reasons for irregular cycles • Variety of period products available • Understanding periods • Heavy bleeding (and what constitutes this) • Managing menstrual cramps • Why patterns of bleeding may change • When it may be necessary to seek help 	<p>HE: 8a, 8b</p>
<p>Relationship and sex education (RSE)- Feelings</p>	<p>How do feelings change with puberty?</p> <ul style="list-style-type: none"> • Neuron growth and 'rewiring' leading to emotional changes • The learning spurt <p>Can puberty affect your head as well as your body?</p> <ul style="list-style-type: none"> • Attraction (caused by sex hormones) • Link to body image and social behaviour • Beginning to masturbate as a common aspect of puberty <p>How might I feel if a relationship or friendship ends?</p> <ul style="list-style-type: none"> • 'Moving on' and mature responses to relationships that may end • Damaging nature of trying to maintain an unwanted friendship/relationship 	<p>HE: 1a, 1f, 8a, 8b</p>
<p>Health Education: Health and prevention</p>	<p>Personal hygiene</p> <ul style="list-style-type: none"> • Increasingly active sweat glands during puberty • Importance of washing, anti-perspirant and clean clothes • Importance of regular washing • Penis hygiene (smegma) • Vulva/Vaginal hygiene (no necessity to buy special cleaning products) <p>Dental care</p> <ul style="list-style-type: none"> • Tooth decay, plaque and gum disease • Flossing/Interdental cleaning 	<p>HE: 2a, 2b, 6a, 6b, 6d</p>

	<ul style="list-style-type: none"> • Sugar and impact on dental health Immune system <ul style="list-style-type: none"> • Non-specific and specific white blood cells • Antigens and antibodies Bacterial infection and Antibiotic resistance <ul style="list-style-type: none"> • Purpose of antibiotics • Viruses (e.g. colds and flu) that are not helped by antibiotics • Antibiotic resistance – definition and how to minimise 	
Emotional wellbeing	What is mental wellbeing? <ul style="list-style-type: none"> • Definition • Factors that affect positive wellbeing How do you manage your emotions? <ul style="list-style-type: none"> • Range of emotions • Emotions not being good/bad, but rather our choice of response • Including adverse effects of emotions even within positive relationships • Emotional intelligence How can screen time affect my mood? <ul style="list-style-type: none"> • Rationing/limiting screen time (including mobile phones) to aid positive mental wellbeing • Negative effects of too much time online for mental wellbeing 	HE: 1a, 1b, 1c, 1d, 1e, 1f
Respectful relationships	What are different types of relationships? <ul style="list-style-type: none"> • LGBTQ+ community • What are sex and gender? • How can we use the correct language? 	RSE: 2a, 2b, 2c, 2d, 2e, 2f HE: 1a, 1b SMSC: 1a, 1b, 2a, 2b, 2c, 3a
Online and media: Rights, responsibilities and keeping safe	What opportunities are there online? <ul style="list-style-type: none"> • Range of positive opportunities online (e.g. socialising, learning knowledge etc.) • The range of purposes of the internet as people get older (e.g. applying for a passport, registering to vote etc.) Digital Citizenship <ul style="list-style-type: none"> • Freedom of expression, Defamation, upholding our rights, and what to do if they are breached • Being respectful online to ourselves & being respectful online to others 	RSE: 3a, 3b, 3c, 3d HE: 2a, 2b SMSC: 1a, 1b, 2a, 2b, 3a

	<ul style="list-style-type: none"> Expectations of behaviour online as equivalent to offline <p>Digital Footprint</p> <ul style="list-style-type: none"> Definition (including record of websites visited and social media activity), Trace visibility (e.g. future employers, scammers etc.), Online activity used by companies to influence behaviour (targeted advertising) <p>Online behaviour rules</p> <ul style="list-style-type: none"> Online service providers – common rules Implications of violating terms and conditions Social media offences in law 	
Internet safety and harms	<p>Internet safety and harms: Reality vs the Online World</p> <ul style="list-style-type: none"> Reality vs the online world Similarity and differences Opportunities online – curating the information we present <p>Unhealthy comparisons</p> <ul style="list-style-type: none"> What we see may not reflect reality Unrealistic and false representations of wealth, success, friends etc Normal emotions through comparisons online (e.g. jealousy), and when these emotions become problematic <p>Social media and reality</p> <ul style="list-style-type: none"> Internet and social media as a vehicle to present ourselves online, and the changes this brings How to identify content that tries to influence us Understanding online information (including critical viewing, targeted search engine results and cookies & deciding what information to trust) 	<p>HE: 2a, 2b</p> <p>RSE: 3a, 3b, 3c, 3d</p>

Year 8

Big idea/ Topic Outline	Year 8 - Detail covered in lessons	Connections to learning
Respectful relationships	<p>Unlawful discrimination</p> <ul style="list-style-type: none"> Definition of discrimination Equalities Act 2010 (and protected characteristics) 	RSE: 2h

		SMSC: 1a, 1b, 2a, 2b, 3a, 4a, 4b
Relationships and human happiness	<p>What is marriage?</p> <ul style="list-style-type: none"> • Legal definition • Protected status of married couple • Common attributes of marriage within UK • Cohabiting couples • What it means to be a 'cohabiting' couple, in contrast to marriage • How legal rights for cohabiting couples differ from married couples • Issues around religious (and other) marriage ceremonies that are not legally recognised in the UK • Marriage as a choice • Reasons why many people choose to marry in the UK • Why marriage should always be entered into freely • Parenting roles • Roles and responsibilities involved in parenting • Characteristics of what would be deemed 'successful' parenting 	<p>RSE: 1a, 1b, 1c, 1d, 1e, 1f, 1g</p> <p>HE: 1a, 1b</p> <p>SMSC: 1a, 1b, 2a, 2b, 3a</p>
Relationship and sex education (RSE)- Feelings	<p>Why do relationships break down?</p> <ul style="list-style-type: none"> • How conflict and disagreement within friendships/relationships can be resolved • Benefits of successfully resolved conflict • Divorce <p>How do I cope with loss and bereavement?</p> <ul style="list-style-type: none"> • Emotions associated with grief • Coping strategies • What we can do to help others <p>What happens when we are feeling down?</p> <ul style="list-style-type: none"> • Difficulty in concentrating, behaviour and mood changes, Lack of self-care (appearance, hygiene etc.) and self-isolation • Importance of talking/sharing Importance of physical activity, hobbies, connections <p>What can I do to minimise mental health problems?</p> <ul style="list-style-type: none"> • Importance of talking/sharing • Importance of physical activity, hobbies, connections • Taking action to minimise mental wellbeing concerns in others • Early interventions – addressing mental wellbeing concerns, Identifying a trusted adult, Role of GP/School nurse/CAHMS 	<p>HE: 1a, 1b, 1c, 1d, 1e, 1f</p> <p>SMSC: 1a, 1b, 1d</p>

	<ul style="list-style-type: none"> In a world where you can be anything be kind Impact of our words on others 	
Respectful relationships	<p>How do stereotypes encourage prejudice?</p> <ul style="list-style-type: none"> Examples of stereotypes causing prejudice (e.g. certain careers for women only, therefore limiting the jobs people think they are capable of) Respecting individuality Unfairness and damaging nature of applying stereotypes How stereotypes contribute to the idea that one party on a relationship has fewer rights <p>What are inappropriate interactions?</p> <ul style="list-style-type: none"> Everyone's entitlement to respect Benefits to society of respect and tolerance Key roles in society (e.g. police. government) and consequences of undermining through disrespect (vs fair and evidence-based challenges) 	<p>RSE: 2a, 2b, 2c, 2d,2e, 2f, 4a, 4b</p> <p>HE: 1a, 1b 2a, 2b</p> <p>SMSC: 1a, 1b, 2a, 2b, 3a</p>
Alcohol, smoking and drugs (HE)	<p>Let's talk about alcohol</p> <ul style="list-style-type: none"> Units of alcohol impact of drinking on pregnancy Binge drinking and risky behaviours Alcohol misuse and serious illness Mood changes and psychological risks <p>What are the risks of smoking? Will we be smoke free by 2030?</p> <ul style="list-style-type: none"> Links to serious health problems (e.g. lung cancer) Risks of other types of tobacco use (e.g. chewing tobacco) Vaping and E-Cigarettes Benefits of quitting smoking 	<p>HE: 1a, 1c, 1d, 1f</p> <p>SMSC: 1a, 2a, 2b, 3a</p>
Online and media: Rights, responsibilities and keeping safe	<p>What are the dangers of online gaming?</p> <ul style="list-style-type: none"> Grooming, exploitation and coercion The definition of 'grooming', 'exploitation' and 'coercion' Specific laws relating to these terms Seeking support and reporting concerns in response to grooming, exploitation and coercion <p>What is county lines?</p> <ul style="list-style-type: none"> What is meant by the term 'County Lines' How to recognise early signs of gang exploitation/coercion How to report or seek help in response to concerns 	<p>HE: 1a, 1b, 1c, 2a, 2b</p> <p>RSE: 3a, 3b, 3c, 3h, 4d</p> <p>SMSC: 1a, 1b, 2a, 2b, 3a</p>

	<p>Online risks</p> <ul style="list-style-type: none"> • People pretending to be someone they are not or being abusive • Malicious software, mis-sharing of information and exposure to mis-information • Strategies to manage online issues (blocking, muting, privacy settings etc.) <p>Risks of unknown people online</p> <ul style="list-style-type: none"> • Risks of sharing personal information and anything 'compromising' • Risks of joining groups promoting extreme views or misinformation • Risks associated with grooming and/or meeting people known only online in real life <p>Data generation and usage</p> <ul style="list-style-type: none"> • Data manipulation (e.g. fake images, profiles, fraudsters etc.) • Data collection (e.g. cookies) • Sharing and removing material online • Reminder of all issues associated with digital footprint • Rights to erasure, privacy and security 	
<p>Health Education: Health and prevention</p>	<p>How do I keep healthy?</p> <ul style="list-style-type: none"> • Good quality sleep • Ideal quantities of sleep for different ages • What is meant by good/poor quality sleep • Benefits of sleep • Strategies for good quality sleep (Breathing techniques, avoiding caffeine & effective routines) <p>What is the Impact of poor sleep?</p> <ul style="list-style-type: none"> • Weight • Mood • Ability to learn • Impact of device use on sleep • Links between device use before bedtime • Strategies for managing device use before bedtime (e.g. turn off devices two hours before bed, dimming screens, blue light filters, switching off notifications etc.) <p>What are the 5 principles of first aid?</p> <ul style="list-style-type: none"> • Preserve life. prevent the escalation of the illness or injury. promote recovery • Assessing a casualty, Airway, Breathing, Circulation • Recovery position • CPR Purpose/principles - Concepts (e.g. chest compressions, rescue breaths) <p>Practical skills 4 Defibrillators (AEDs)</p>	<p>HE: 1f, 3a, 3b, 3c, 7a, 7b, 7c</p>

Emotional wellbeing	<p>Body image introduction</p> <ul style="list-style-type: none"> • 'Body image' definition • Perception of own body, and thoughts and feelings in response to this • Realistic expectations and valuing ourselves <p>What are idealised projections?</p> <ul style="list-style-type: none"> • Internet projections of unachievable images that affect our wellbeing • Photo-editing and filtering <p>What are my beliefs about beauty?</p> <ul style="list-style-type: none"> • Individual beliefs about beauty are subjective and change over time • Cultural variance in beliefs about beauty <p>Puberty and body image</p> <ul style="list-style-type: none"> • Changes during puberty that affect self-perception • Worth not being defined by looks • Support for body image issues • Identifying when body image issues become problematic <p>Seeking support for body image</p>	HE: 2a, 2b
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Year 9

Topic Outline	Year 9 – Detail covered in lessons	Connections to learning
Relationships and human happiness	<p>Safe family relationships</p> <ul style="list-style-type: none"> • Recognising the positive features of safe family relationships, of all family types • Understanding that there may be disagreements and arguments which are common in family life, but that does not mean a family relationship is unsafe • How safe family relationships overcome disagreements, difficulties and strain <p>Trustworthy information</p> <ul style="list-style-type: none"> • Determining when information given by a friend/family member is trustworthy/untrustworthy • Recognising that not every child or adult has good intentions, and may present information that is one-sided or untrustworthy • Recognising unsafe relationships in others • Identifying key characteristics of relationships where there is potential harm occurring (physical or mental) • Reporting concerns and seeking help 	<p>RSE: 1e, 1f, 1g</p> <p>HE: 1a, 1b</p> <p>SMSC: 1a, 1b, 2a, 2b, 3a</p>

	<ul style="list-style-type: none"> • Recognising our own unsafe relationships • What constitutes an unsafe family relationship? (E.g. violence in the home, abuse etc.) • Dealing with the conflicting emotions in recognising our own unsafe relationships • Reposting concerns and seeking help 	
Respectful relationships	<p>What does the law say about SRE?</p> <ul style="list-style-type: none"> • Sexual consent and the law <p>What if I don't want to? (Consent/rape and pressure)</p> <ul style="list-style-type: none"> • The concept of 'consent' • The law around sexual consent • How consent (including sexual and other kinds) can be communicated and withdrawn <p>Harassment, abuse and rape</p> <ul style="list-style-type: none"> • The definition of 'harassment', 'abuse' and 'rape' • Specific laws relating to these terms • The potential impact on future relationships • Seeking support and reporting concerns in response to harassment, abuse or rape <p>Domestic violence</p> <ul style="list-style-type: none"> • Definition, the law and statistics • Examples of different aspects of domestic violence within different kinds of relationship • How to recognise domestic violence situations • Seeking help and support <p>Criminal behaviours within a relationship</p> <ul style="list-style-type: none"> • Assault and sexual assault • Stalking, harassment and blackmail • How to respond (e.g. police, trusted adult, Childline etc.) <p>Controlling behaviour and coercive control</p> <ul style="list-style-type: none"> • Definition • Subtleties of abusive relationships being wrongly justified as love/care • Importance of mutual respect in relationships <p>Sexual harassment</p> <ul style="list-style-type: none"> • Definition • Occurrence within different contexts (e.g. online, school, workplace etc.) <p>Sexual violence</p> <ul style="list-style-type: none"> • Actions that constitute sexually violent acts • Links to, and definition of, consent (in the context of sexual violence) 	<p>RSE: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 4a, 4b, 5a, 5b, 5e</p> <p>SMSC: 1a, 1b, 2a, 2b, 3a</p>

<p>Relationship and sex education (RSE)- Facts</p>	<p>How is pornography harmful to your perspective of SRE?</p> <ul style="list-style-type: none"> • Impact on attitudes and behaviour • Reinforcing stereotypes • Influencing attitudes and acceptable behaviours (e.g. unconsciously imitating) • The damaging impact of viewing explicit materials on relationships • Distorted expectations (including sex) • Links to abusive relationships • Spiral of addiction • Incremental seeking of more extreme material over time • Difficulties and support in stopping viewing explicit material online 5 Pornography and the law • Clarification of what constitutes illegal explicit content online (under 18, rape/sexual violence, sexual acts that risk death/serious damage) • Reporting illegal content <p>What is exploitation?</p> <ul style="list-style-type: none"> • Potential mistreatment/exploitation of those involved in the production of explicit online material • Condoning potential exploitation through viewing the explicit content <p>What is meant by 'Safer Sex' & what is contraception?</p> <ul style="list-style-type: none"> • Contraception – preventing pregnancy (and infection) • Purpose of contraception • Range of contraception types (including emergency contraception) • Preventing pregnancy (and infection) <p>What are STIs?</p> <ul style="list-style-type: none"> • Common STIs (E.g. chlamydia, syphilis, HIV, herpes etc.) • Symptoms of STIs • Help, testing and treatment 	<p>RSE: 2f, 2g, 3d, 3e, 3f, 3g, 3h, 4a, 4b, 5f, 5g, 5h, 5i, 5j, 5l</p> <p>SMSC: 1a, 1b, 2a, 2b, 3a</p>
<p>Alcohol, smoking and drugs (HE)</p>	<p>Drugs. Fact or Fiction?</p> <ul style="list-style-type: none"> • Definition of drugs • Stimulants and depressants • Prescription drugs <p>How do drugs affect people?</p> <ul style="list-style-type: none"> • Health risks – mental and physical • Legal highs (definition/examples/effects and risks) • Dangers of taking drugs not prescribed for you • Dangers of buying drugs online 	<p>HE: 5a, 5b, 5c, 5d, 5e, 5f</p> <p>SMSC: 2a, 2b</p>

	<ul style="list-style-type: none"> • Drugs and the law (Drug classifications and criminal punishments & effects of having a criminal drug conviction) <p>Drugs and alcohol:</p> <ul style="list-style-type: none"> • Prescription and illegal drugs • Note: All lessons in this unit are taught with a clear emphasis on the legal categorisation of the drugs mentioned, and encouragement that any lifestyle choices should always be reflective of the law. <p>Common illegal drugs</p> <ul style="list-style-type: none"> • Common types • Health risks (mental and physical) • Social impact 	
Emotional wellbeing	<p>How can we keep good mental health and recognise symptoms of depression?</p> <ul style="list-style-type: none"> • Definition, Causes and symptoms, Seeking help: Anxiety; Depression; Stress; healthy stress symptoms Seeking help <p>What is self-harm and why do people do it?</p> <ul style="list-style-type: none"> • Self-harm- Definition, causes and symptoms & Seeking help • Eating disorders - Definition, causes and symptoms & Seeking help <p>Male body image</p> <ul style="list-style-type: none"> • Male Body Image – What do the statistics show us? • The different concerns that males have about their body image. • Look at the different reasons why males face these concerns • Explain the differences between male and female concerns and whether eating disorders are a significant issue for males as well as females. 	HE: 1a, 1b, 1c, 1d, 1e, 1f
Online and media: Rights, responsibilities and keeping safe	<p>What is the law?</p> <ul style="list-style-type: none"> • Definition of an 'indecent' image • Criminality of taking/streaming/possessing indecent (sexual) images • Sexting <p>Issues and scenarios</p> <ul style="list-style-type: none"> • Taking/Creating images • Sharing images • Storing images • Requesting images <p>Reporting and penalties</p> <ul style="list-style-type: none"> • Punishment for indecent image sharing, including prison • How to report indecent image sharing (e.g. Crimestoppers, facilities within social media) 	<p>RSE: 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h</p> <p>SMSC: 1a, 1b, 2b</p>

	<ul style="list-style-type: none"> platforms) Support for victims 	
Internet safety and harms	<p>What are positives of social media?</p> <ul style="list-style-type: none"> Identifying the positive effects of social media interactions Thinking about how online contact and friendships can be useful and valuable Managing time spent on social media Realistic expectations and understanding of the content we see Healthy balance between social media presence and friendships, and real life friendships <p>What are the issues with 'oversharing'?</p> <ul style="list-style-type: none"> Exposing our vulnerabilities Portraying ourselves as an untrue version of ourselves, and the challenges this brings Not being sure about the true characteristics of the person/people we speak to online <p>Real life friendships in comparison to online friendships</p> <ul style="list-style-type: none"> Identifying the positives of both online and 'real life' friendships Identifying when online friendships become problematic (e.g. continual need for attention or approval) Recognising the common healthy features of both kinds of relationship (online and 'real life') <p>'Influencers'</p> <ul style="list-style-type: none"> Definition (paid advertisers) Being aware that the lives depicted by influencers, and reviews of products, may not be fully representative of the truth <p>Trolling</p> <ul style="list-style-type: none"> What is it? What are the consequences of the individual? What are the consequences on the person being trolled? Understanding what is meant by 'trolling' online Advice for dealing with 'trolling' Identifying what online behaviour constitutes 'trolling' and its impact on those affected 	RSE: 1a, 1b, 2a, 2b, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h

	<ul style="list-style-type: none"> Curating our timeline - Muting, blocking, unfollowing and deleting to take control of what we see on social media 	
Health Education: Health and prevention	<p>Why are Vaccination and immunisations important?</p> <ul style="list-style-type: none"> Understanding vaccinations Explanation of how a vaccination/immunisation works Booster jabs – why they are necessary in some cases Annual jabs – e.g. flu What to expect Coping with fear/pain <p>Scientific response to the anti-vaccination movement</p>	<p>HE: 1d</p> <p>SMSC: 1b, 1c</p>

[Brine Leas form time activities plan](#)

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>British Values</p> <ul style="list-style-type: none"> -What are the British Values -What do British values mean? 	<p>Community</p> <ul style="list-style-type: none"> -What is community? -What makes a successful community 	<p>Street smart</p> <ul style="list-style-type: none"> -Road safety -Rail safety 	<p>Behaviour</p> <ul style="list-style-type: none"> -Anti-social behaviour and consequences -Discrimination 	<p>Financial education</p> <ul style="list-style-type: none"> -The functions and use of money 	<p>Careers</p> <ul style="list-style-type: none"> -Role models -Employability skills -My dream job -My skills -Investigating careers

Year 8	Citizenship -What is a democracy? -To look at Britain's parliamentary democratic system and its central role in shaping British History.	Citizenship– The legal process -Crime -Serious and minor offences -Law and law breaking - House of Commons -House of Lords -Royal assent -Who upholds the law? -Criminal courts (magistrate/crown) -Young offenders	British Values -What does it mean to be British? -How well do you know Britain? -The Union Jack -Being patriotic -What is culture? -Me and my culture -Cultural differences	Behaviour -Gangs -County lines -Knife crime	Citizenship - Volunteers -The roles played by public institutions and voluntary groups in society -How citizens work together to improve their communities, including opportunities to participate in school-based activities	Careers -What are learning skills? - What skills do employers want? -To know expectations in tests and exams To know what is expected SPAG -Thinking and reasoning skills / puzzles -How to take notes -Investigating careers
Year 9	Citizenship -Politics explained: elections, voting and representation - the role of political parties -Why vote? -Why don't people vote? -Should the voting age be lowered? -Thinking of new government policies that would benefit your community.	Diversity -Diversity, prejudice, and bullying -Discrimination in all its forms, including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Revision/Health Ed -What is revision? - Revision techniques -Staying healthy during the revision period -How does the brain work? -Working memory	Careers -Setting goals -- Learning strengths, career options and goal setting as part of the GCSE options process	Inequality -Inequality in the UK -Dispersion of wealth -Causes of inequality -Poverty -Budgets	Financial education - the importance and practice of budgeting, and managing risk