

# PSHE

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

Secondary: Key Stage 4



**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 6<sup>th</sup> 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"> <li>• Online and Media</li> <li>• Being Safe</li> <li>• Respectful Relationships</li> <li>• Intimate Relationships</li> <li>• Families</li> </ul>	Healthy Lifestyles (Umbrella term for the two topics of Healthy Eating and Physical Activity) <ul style="list-style-type: none"> <li>• Health and Prevention</li> <li>• Mental Wellbeing</li> <li>• Drugs and Alcohol</li> </ul>	<ul style="list-style-type: none"> <li>• Spiritual development</li> <li>• Moral development</li> <li>• Social development</li> <li>• Cultural development</li> <li>• British Values</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• A stable careers programme.</li> <li>• Learning from career and labour market information.</li> </ul>

	<ul style="list-style-type: none"> <li>• First Aid</li> <li>• Internet Safety and Harms</li> <li>• Changing Adolescent Body</li> </ul>	<ul style="list-style-type: none"> <li>• Prevent strategies</li> </ul> <p>Please note that SMSC is contributed to across the entire curriculum in every subject.</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Addressing the needs of each pupil.</li> <li>• Linking curriculum learning to careers.</li> <li>• Encounters with employers and employees.</li> <li>• Experiences of workplaces.</li> <li>• Encounters with further and higher education</li> </ul>
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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 10

Topic Outline	Year 10 – Detail covered in lessons	Connections to learning
Respectful relationships	<p><b>Modern slavery</b></p> <ul style="list-style-type: none"> <li>• What is human trafficking?</li> <li>• Being safe: Honour based violence and FGM</li> </ul> <p><b>What is forced marriage?</b></p> <ul style="list-style-type: none"> <li>• Clear definition of forced marriage</li> <li>• Distinction between 'arranged' and 'forced' marriage</li> <li>• What to do if you suspect, or feel like you are vulnerable to, forced marriage</li> </ul> <p><b>What is honour based violence?</b></p> <ul style="list-style-type: none"> <li>• Clear definition of honour based violence</li> <li>• Different forms and examples of honour based violence</li> <li>• Motives for honour based violence</li> <li>• What to do if you suspect, or feel like you are vulnerable , honour based violence</li> </ul> <p><b>What is FGM (Female Genital Mutilation)?</b></p> <ul style="list-style-type: none"> <li>• Definition of FGM</li> <li>• Why FGM happens</li> <li>• Effects of FGM</li> <li>• FGM - Support</li> <li>• Who is most at risk of FGM?</li> <li>• Signs of FGM</li> <li>• What to do if you are worried about FGM (worried for yourself or others)</li> <li>• Support for young people</li> </ul>	<p><b>RSE:</b> 4a, 4b</p> <p><b>SMSC:</b> 1a, 1b, 2a, 2b, 3a, 4b</p>
Relationship and sex education (RSE)- Facts	<p><b>Alcohol, drugs and sex</b></p> <ul style="list-style-type: none"> <li>• Impact on decision making ('clouding' thinking and 'lowering inhibitions')</li> <li>• Giving consent</li> <li>• Risks (emotional) and physical (e.g. injury)</li> </ul> <p><b>Fertility and reproduction – Dispelling myths</b></p> <ul style="list-style-type: none"> <li>• Reminding students of the basic scientific knowledge about fertilisation and conception (role of ovaries, eggs, and sperm etc.)</li> <li>• Identifying and addressing any myths about fertility (e.g. that you 'can't get pregnant while on your period')</li> </ul> <p><b>What are the facts around pregnancy and miscarriage?</b></p> <ul style="list-style-type: none"> <li>• What is miscarriage</li> </ul>	<p><b>RSE:</b> 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5l</p> <p><b>SMSC:</b> 1a, 1b</p>

	<p><b>Fertility and infertility</b></p> <ul style="list-style-type: none"> <li>• What is meant by 'fertility' and 'infertility'</li> <li>• Common causes of 'infertility'</li> </ul> <p><b>Sexual pressure</b></p> <ul style="list-style-type: none"> <li>• Sources of sexual pressure</li> <li>• Recognising sexual pressures</li> <li>• Managing sexual pressure</li> <li>• Not pressuring others</li> </ul> <p><b>Sex and health</b></p> <ul style="list-style-type: none"> <li>• Positives of intimate relationships (e.g. pleasure; human connection)</li> <li>• Potential negatives arising from intimate relationships (e.g. regret, STIs, unwanted pregnancy)</li> <li>• Using condoms, condom choice and emergency contraception</li> <li>• The link between first sexual experiences and future sexual health</li> <li>• Sexually Transmitted Infections (STIs)</li> </ul>	
Alcohol, smoking and drugs (HE)	<p><b>Drugs and alcohol: Dangers of recreational drug use</b></p> <p>Note: Examples given in the lessons below are non-statutory. 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> <p><b>Recreational drug use</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Overview of common recreational drug types, and their status within the law</li> <li>• General risks associated with recreational drug use</li> <li>• Cannabis/Marijuana/Cocaine/Ecstasy/Heroin <ul style="list-style-type: none"> <li>• Effects</li> <li>• Risks</li> <li>• Status within the law</li> </ul> </li> </ul> <p><b>Social implications of drug use</b></p> <ul style="list-style-type: none"> <li>• Links to gangs, county lines, crime etc.</li> <li>• Links to peer pressure</li> </ul> <p><b>Impact of drugs and alcohol</b></p> <ul style="list-style-type: none"> <li>• Chemical effects on the brain, linking to poor mental health</li> <li>• Financial implications of drug misuse, causing further stress</li> <li>• Withdrawal and mental health</li> </ul> <p><b>Anti-social behaviour</b></p>	<b>HE:</b> 5a, 5b, 5c, 5d, 5e, 5f

	<ul style="list-style-type: none"> <li>• Examples</li> <li>• Impact on victim's mental health</li> <li>• Causes and consequences of involvement in anti-social behaviour</li> </ul>	
Emotional wellbeing	<p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>• Name-calling and the negative impact on victims and perpetrators, linking to mental health</li> <li>• Physical aggression and the negative impact on victims and perpetrators, linking to mental health</li> </ul> <p><b>Violence and aggression</b></p> <ul style="list-style-type: none"> <li>• Impact on victim's mental health</li> <li>• Causes of violent/aggressive actions and links to unmanaged mental health conditions and feelings associated with guilt</li> <li>•</li> </ul>	<p><b>HE:</b> 1a, 1b, 1c, 1e, 1f, 5a, 5c, 5d, 5e</p> <p><b>RSE:</b> 2d, 2e, 2f</p> <p><b>SMSC:</b> 2a, 2b, 2c</p>
Health Education: Health and prevention	<p><b>Health and prevention: Self-care and self-awareness</b></p> <ul style="list-style-type: none"> <li>• What is self-examination?</li> <li>• Definition of self-examination</li> <li>• Benefits of self-examination</li> <li>• Common types of self-examination</li> </ul> <p><b>Self-examination – focus on testicles</b></p> <ul style="list-style-type: none"> <li>• Why it is important to self-examine the testicles</li> <li>• How to self-examine the testicles</li> <li>• What to be aware of during testicle self-examination</li> </ul> <p><b>Self-examination – focus on breasts</b></p> <ul style="list-style-type: none"> <li>• Why it is important to self-examine the breasts</li> <li>• How to self-examine the breasts</li> <li>• What to be aware of during breast self-examination</li> </ul> <p><b>Self-examination – focus on skin</b></p> <ul style="list-style-type: none"> <li>• Why it is important to self-examine the skin</li> <li>• First signs of melanoma (e.g. a mole that is uneven in colour)</li> <li>• Other signs of melanoma (e.g. a growth/sore that won't heal, bleeds or crusts)</li> </ul> <p><b>Screening</b></p> <ul style="list-style-type: none"> <li>• Examples of the various types of routine medical screening</li> <li>• What to expect during routine medical screening</li> </ul> <p><b>Smear tests</b></p> <ul style="list-style-type: none"> <li>• Purpose and importance of smear tests</li> <li>• What to expect during a smear test</li> </ul>	<p><b>HE:</b> 6a, 6c, 6e</p>

Online and media	<p><b>Problematic interactions online</b></p> <ul style="list-style-type: none"> <li>• Identifying when our interactions with friends online become problematic (e.g. conflict online)</li> <li>• When time spent online affects real relationships</li> <li>• Obsessive online behaviours</li> <li>• Continued checking of social media and excessive screen time</li> <li>• Obsessively checking 'likes'</li> <li>• 'Fear of missing out' (FOMO)</li> <li>• Identifying an online impersonator</li> </ul> <p><b>Self-help for our online behaviours</b></p> <ul style="list-style-type: none"> <li>• Managing/limiting time spent on social media</li> <li>• Careful choice of accounts to follow</li> <li>• 'Logging off' and taking social media breaks when appropriate</li> <li>• Maintaining healthy habits with social media</li> </ul> <p><b>What makes a healthy online relationship?</b></p> <ul style="list-style-type: none"> <li>• Does not affect real life relationships negatively</li> <li>• Body image</li> <li>• Does not become obsessive or problematic</li> <li>• Sensible amounts of time online</li> <li>• Open and transparent on both sides</li> <li>• Importance of freedom of speech</li> <li>• Harms of 'Cancel Culture'</li> <li>• Harms of censorship and 'no platforming'</li> </ul> <p><b>Recognising unhealthy and toxic influences on social media</b></p> <ul style="list-style-type: none"> <li>• 'Catfishing'</li> <li>• The definition of 'catfishing' (impersonating or highly exaggerating online identities)</li> <li>• Why people 'catfish'</li> <li>• When 'catfishing' becomes a problem – for impersonator and victim</li> </ul>	<p><b>RSE:</b> 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h</p> <p><b>HE:</b> 2a, 2b</p> <p><b>SMSC:</b> 1a, 1b, 2a, 2b</p>
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## Year 11

Topic Outline	Year 11 – Detail covered in lessons	Connections to learning
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<p>Relationship and sex education (RSE)- Respectful relationships</p>	<p><b>Who are people in position of trust?</b></p> <ul style="list-style-type: none"> <li>• The law against any person over 18 having any kind of sexual activity with a person under 18 if they are in a position of trust (e.g. doctor, teacher, care worker)</li> <li>• Sexual Offences Act 2003 5 Sexual Coercion (non-statutory lesson/example)</li> <li>• Definition and examples of 'sexual coercion'</li> <li>• Recognising when a consensual sexual relationship becomes sexually coercive</li> <li>• Reporting issues of consent</li> <li>• How to seek help/support for issues around sexual consent</li> <li>• What to expect if you do report concerns – your rights</li> </ul>	<p><b>RSE:</b> 1g, 2a, 2f</p> <p><b>SMSC:</b> 1a, 1b, 1c, 2a</p>
<p>Relationship and sex education (RSE)- Facts</p>	<p><b>Pregnancy</b></p> <ul style="list-style-type: none"> <li>• Pregnancy signs and testing</li> <li>• Possible signs &amp; symptoms of early pregnancy (e.g. missed period, nausea, change in taste etc)</li> <li>• Taking a pregnancy test, and false negative results</li> <li>• Initial support in early pregnancy, and overview of choices</li> <li>• Keeping healthy during pregnancy (diet, lifestyle etc.)</li> <li>• Common difficulties associated with pregnancy (physical discomfort, changes to the body etc.)</li> <li>• The different stages of pregnancy and normal gestation</li> <li>• The importance of partner and/or family support</li> <li>• Mental wellbeing during pregnancy</li> </ul> <p><b>Labour</b></p> <ul style="list-style-type: none"> <li>• Vaginal labour and C-Section</li> <li>• Pain management in labour</li> <li>• Wellbeing after pregnancy, including both physical and mental (e.g. postnatal depression)</li> </ul> <p><b>Abortion</b></p> <ul style="list-style-type: none"> <li>• Abortion Act 1967, and amendments</li> <li>• Approval by two medical practitioners (and exceptions to this rule)</li> <li>• The law before and after 24 weeks pregnant</li> <li>• Support available if considering abortion</li> </ul> <p><b>Miscarriage and still birth</b></p> <ul style="list-style-type: none"> <li>• Definition of 'miscarriage' and 'still birth'</li> <li>• Emotional impact of miscarriage and still birth</li> <li>• Support available alternative ways of having a baby (for both opposite and same sex couples), Surrogacy &amp; Adoption</li> </ul>	<p><b>RSE:</b> 5b, 5c, 5d, 5e, 5f, 5g, 5h</p>

<p>Alcohol, smoking and drugs (HE)</p>	<p><b>Drugs and alcohol: Addiction and alcohol dependency</b></p> <ul style="list-style-type: none"> <li>• What is addiction?</li> <li>• Definition</li> <li>• Chemical addiction</li> <li>• Behavioural addiction</li> </ul> <p><b>How does addiction affect people?</b></p> <ul style="list-style-type: none"> <li>• Physical signs of addiction (including withdrawal)</li> <li>• Psychological effects of addiction</li> <li>• Addiction 'cycles'</li> <li>• Addiction to specific drugs</li> <li>• Cannabis/Marijuana – addictive qualities, Nicotine, Heroin</li> </ul> <p><b>What are the consequences of addiction?</b></p> <ul style="list-style-type: none"> <li>• Risk taking</li> <li>• Isolation</li> <li>• Chaotic lifestyle/finances</li> <li>• Seeking help for addiction</li> <li>• How and where to seek help for addiction</li> </ul> <p><b>Alcohol dependency</b></p> <ul style="list-style-type: none"> <li>• Definition of alcoholism</li> <li>• Health/social risks of alcoholism</li> <li>• Functioning alcoholism</li> <li>• Limiting alcohol intake</li> <li>• Managing moderate drinking</li> </ul> <p>Benefits of limiting alcohol consumption</p>	<p><b>HE:</b> 5a, 5b, 5c, 5d, 5e, 5f</p> <p><b>SMSC:</b> 2a, 2b</p>
<p>Emotional wellbeing</p>	<p><b>Mental wellbeing: Recognising problems and seeking support into adulthood</b></p> <p><b>Note: Examples given in the lessons below are non-statutory</b></p> <p><b>Coping with exam stress/anxiety</b></p> <ul style="list-style-type: none"> <li>• Coping mechanisms – planning ahead, revision timetables, organisation etc.</li> <li>• Recognising when exam anxiety requires more than self-help</li> </ul> <p><b>Breaking down mental health stigma</b></p> <ul style="list-style-type: none"> <li>• Appropriate language for discussing mental health</li> <li>• Understanding the word 'stigma', and challenging this in reference to mental health</li> <li>• Dispelling myths – mental ill-health is equivalent to physical ill-health</li> </ul> <p><b>Panic disorder/Panic attacks</b></p> <ul style="list-style-type: none"> <li>• Panic attacks – definition, causes, symptoms</li> <li>• Coping strategies (e.g. CBT and box breathing)</li> </ul>	<p><b>HE:</b> 1a, 1b, 1c, 1d, 1e, 1f</p>

	<ul style="list-style-type: none"> <li>• Everyday stressors and triggers in adult life</li> <li>• Identify the everyday stressors that occur regularly in adult life (e.g. financial trouble, relationship worries, workload, children)</li> <li>• Identify possible lifestyle traits that may help avoid/negate everyday stressors contributing to more serious mental health concerns</li> </ul> <p><b>Post-Traumatic Stress Disorder (PTSD)</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Symptoms and causes</li> <li>• Available support</li> </ul> <p><b>Suicidal thoughts</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Symptoms and causes</li> <li>• Available support</li> </ul> <p><b>Social Anxiety Disorder</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Symptoms and causes</li> <li>• Available support</li> </ul> <p><b>Maintaining positive mental health into adulthood</b></p> <ul style="list-style-type: none"> <li>• Importance of communication and connection</li> <li>• 'Stress Bucket' analogy</li> <li>• Mental health, referrals and treatment</li> </ul>	
Health Education: Health and prevention	<p><b>Maintaining a healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>• Reminder/consolidation – benefits of healthy eating and physical activity to maintain physical health</li> <li>• Healthy lifestyles and links to minimising health risks as we get older</li> </ul> <p><b>Physical activity and positive mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• Physical activity as an approach to combat stress</li> <li>• Endorphins</li> <li>• Incorporating physical activity into busy lifestyles – benefits and approaches</li> </ul>	<b>HE:</b> 1f, 3a, 3b, 4a
Internet safety and harms	<p><b>Understanding gambling</b></p> <ul style="list-style-type: none"> <li>• Types (e.g. sports betting, bingo, fruit machines)</li> <li>• Purpose (i.e. profit)</li> <li>• Impact (e.g. losing money)</li> </ul> <p><b>Resilience towards gambling</b></p> <ul style="list-style-type: none"> <li>• Advertising awareness</li> <li>• Gambling-like behaviours in online games</li> </ul>	<b>HE:</b> 2a, 2b  <b>SMSC:</b> 1a, 1b, 1c, 2a, 2b

	<ul style="list-style-type: none"> <li>• Virtual currencies</li> <li>• Recognising problem gambling</li> <li>• Betting often and too much time spent on online games</li> <li>• Chasing losses</li> <li>• Anxiety and sleep loss due to gambling</li> <li>• Financial losses</li> </ul>	
<p>Health Education: Health and prevention</p>	<p><b>First Aid-</b></p> <ul style="list-style-type: none"> <li>• What are the 5 principles of first aid?</li> <li>• Preserve life. prevent the escalation of the illness or injury. promote recovery</li> <li>• Assessing a casualty, Airway, Breathing, Circulation</li> <li>• Recovery position</li> <li>• CPR Purpose/principles - Concepts (e.g. chest compressions, rescue breaths)</li> <li>• Practical skills 4 Defibrillators (AEDs)</li> </ul> <p><b>Being a donor –</b> Science to inform choices</p> <ul style="list-style-type: none"> <li>• Blood donation</li> <li>• Stem cell donation</li> </ul> <p>Organ donation (and carrying a Donor Card)</p>	<p><b>HE:</b> 1f, 3a, 3b, 4a</p>

## Brine Leas form time activities plan

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<b>Citizenship: EU &amp; Brexit</b> -What do you know about the EU? -Euro commission -European parliament -Council of ministers - MEP -EU court of human rights -Should the UK use the Euro? -Brexit	<b>Citizenship:</b> - Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world	<b>Citizenship:</b> -Human rights and international law -Equality Act 2020 - the legal system in the UK, different sources of law and how the law helps society deal with complex problems - diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	<b>Careers</b> -Employment -CVs -Work experience -Plan to learn	<b>Financial education</b> -Income and expenditure -Credit and Debt -Repayment, interest and APR - Making informed choices -Borrowing products -Manageable and unmanageable debt	<b>Worldwide issues</b> - Refugees, migration and Asylum seekers - Asylum process - Case studies - Opinions of the public on immigration

<p>Year 11</p>	<p><b>Citizenship:</b>          -Parliamentary democracy and the key elements of the constitution          -The power of government          -Role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary          -Free press          -The different electoral systems used in and beyond the United Kingdom          – Actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond          -Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom</p>	<p><b>Careers – Post 16 choices</b>          -What careers am I interested in?          -What jobs need what qualifications?          -Do I know the college and 6<sup>th</sup> form open evening dates? Which ones will I attend?</p>	<p><b>Careers</b>          -Earnings          -Payslips          -Tax          -National insurance          -Savings/Pensions          -Welfare state (financial products and services, and how public money is raised and spent)</p>	<p><b>Revision skills</b>          -Brain body and water          -Dangers of energy drinks and too much Caffeine          -Other ways to get energy          -Stress buster methods          - Sleep and consequences of no sleep          -Importance of exercise</p>	<p><b>Revision &amp; intervention</b></p>	<p><b>Revision &amp; intervention</b></p>
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