

**Intent:** To provide pupils with a stage-appropriate understanding of risk. To equip pupils with the knowledge and skills necessary to make safe and informed decisions, as appropriate to their development. To develop pupil's understanding of themes taught in KS2, Year 7 and Year 8.

Term	Week/s	Topic/Theme <i>Steam</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Autumn 1  Key Vocabulary: Key vocabulary will be introduced throughout the programme depending on each scenario that is being taught.	1	Relationships	NSPCC Speak Out, Stay Safe Session 1 – meet Buddy/children's rights/introducing characters/safe circle Session 2 – Mo's story/good touch/bullying Session 3 – Guy's story/saying no/kind and hurting words/worries *Each session can be taught over 2 lessons. All resources on GSF*  Plan – Do – Review: opportunity to evidence and assess Learning Behaviours.	Speaking and Listening Writing opportunities Safe relationships Communication Friendships  Team work Planning Enterprise Reflection Problem Solving Conflict resolution STEAM
	2	Plan – Do - Review		
	3	Relationships		
	4	Plan – Do - Review		
	5	Relationships		
	6	Plan – Do - Review		
	7	Relationships		
	8	Plan – Do - Review		
<b>Double PSHCE lessons – Sports Leaders</b>				
Autumn 2  Key Vocabulary: Key vocabulary will be introduced throughout the programme depending on each scenario that is being taught.	1	Relationships	Session 4 – Ali's story/private body Session 5 – Sam's story/morning routine rhyme/neglect/good and bad secrets. Session 6 – recap/certificates *Each session can be taught over 2 lessons. All resources on GSF*  Plan – Do – Review: opportunity to evidence and assess Learning Behaviours.	As above
	2	Plan – Do - Review		
	3	Relationships		
	4	Plan – Do - Review		
	5	Relationships		
	6	Plan – Do - Review		
	7	Relationships		
<b>Double PSHCE lessons – Sports Leaders</b>				
Spring 1  Key Vocabulary: self-esteem, attitude, skill, achievement, confidence, criticism, mental health, growth, change, puberty, reproduction, pregnancy, hygiene, immunisation, vaccination, exercise, sleep, diet, media, substance, medication.	1	Health & Wellbeing	<ul style="list-style-type: none"> <li>To recognise their personal strengths and how this affects their self-confidence and self-esteem.</li> <li>To recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem.</li> <li>To accept helpful feedback or reject unhelpful criticism.</li> <li>To understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.</li> <li>To gain a basic understanding of the characteristics of poor mental health and strategies for managing it.</li> <li>To gain a basic understanding of the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders.</li> <li>To discuss how to recognise when they or others need help.</li> <li>To manage growth and change as normal parts of growing up (including consolidation and reinforcement of Year 7/8 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence).</li> <li>To understand the importance of and ways of taking increased responsibility for their own physical health and personal hygiene.</li> </ul>	Speaking and Listening Writing opportunities Developing self-awareness Developing self-care skills Understanding emotions and how to self-regulate  Gatsby Benchmark 3  Team work Planning Enterprise Reflection Problem Solving Conflict resolution STEAM
	2	Plan – Do - Review		
	3	Health & Wellbeing		
	4	Plan – Do - Review		
	5	Health & Wellbeing		
	6	Plan – Do - Review		

			<ul style="list-style-type: none"> <li>To understand the purpose and importance of immunisation and vaccination.</li> <li>To know the benefits of physical activity and exercise and the importance of sleep.</li> <li>To understand what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting).</li> <li>To discuss what might influence their decisions about eating a balanced diet.</li> <li>To know how the media portrays young people; to recognise its possible impact on body image and health issues.</li> <li>To know a number of strategies for getting help in emergency and risky situations.</li> <li>To perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR).</li> <li>To understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety (possibly through the Bike ability programme).</li> <li>To research factual information about legal and illegal substances, including alcohol, volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis.</li> <li>To recognise and create strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs).</li> <li>To know the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke.</li> <li>To understand the safe use of prescribed and over the counter medicines.</li> <li>To know how to access local health services and other sources of support such as smoking cessation services or if concerned about own or others' alcohol or substance use.</li> <li>To know about cancer and cancer prevention, including healthy lifestyles.</li> </ul> <p>Plan – Do – Review: opportunity to evidence and assess Learning Behaviours.</p>	
	Double PSHCE lessons – Sports Leaders			
Spring 2  Key Vocabulary: as above.	1	Health & Wellbeing	Continue themes from Spring 1	As above
	2	Plan – Do - Review		
	3	Health & Wellbeing	Plan – Do – Review: opportunity to evidence and assess Learning Behaviours.	
	4	Plan – Do - Review		
	5	Health & Wellbeing		
	6	Plan – Do - Review		
	Double PSHCE lessons – Sports Leaders			
Summer 1	1	Living in the Wider World	<ul style="list-style-type: none"> <li>To recognise, clarify and if necessary challenge their own core values and how</li> </ul>	Speaking and Listening Writing opportunities
	2	Plan – Do - Review		

Key Vocabulary: choice, target, race, culture, diversity, disability, sex, gender, stereotyping, human rights, opportunities, culture, employment, career, gambling.	3	Living in the Wider World	<p>their values influence their choices.</p> <ul style="list-style-type: none"> <li>To know the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 4).</li> <li>To understand the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities.</li> <li>To learn strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives.</li> <li>To recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations.</li> <li>To know different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work.</li> <li>To recognise the benefits of being ambitious and enterprising in all aspects of life.</li> <li>To discuss gambling (including online) and its consequences, why people might choose to gamble, and the gambling industry influences their choices and tries to engage them in gambling; how to manage pressure or influence to gamble and access support if worried about themselves or others.</li> </ul> <p>Plan – Do – Review: opportunity to evidence and assess Learning Behaviours.</p>	<p>Community</p> <p>Gatsby Benchmark 4 Gatsby Benchmark 5</p> <p>Team work Planning Enterprise Reflection Problem Solving Conflict resolution STEAM</p>
	4	Plan – Do - Review		
	5	Living in the Wider World		
<b>Double PSHCE lessons – Sports Leaders</b>				
Summer 2  Key Vocabulary: as above.	1	Living in the Wider World	Continue themes from Summer 1	As above
	2	Plan – Do - Review		
	3	Living in the Wider World		
	4	Plan – Do - Review		
	5	Living in the Wider World		
	6	Plan – Do - Review		
	7	Living in the Wider World		
<b>Double PSHCE lessons – Sports Leaders</b>				
<p><b>Intended impact:</b></p> <p>Pupils will deepen their understanding of the importance of good physical and mental health.</p> <p>Pupils will gain a strong understanding of different relationship models and know how to stay safe within these relationships.</p> <p>Pupils will know how to contribute positively to the school, the community and the wider world.</p>				