

### Rationale for POS at KS3 and 4

This POS has been written with the view that students are receiving a full time entitlement starting at the beginning of an academic year, accessing at least 1 hour a week of taught PSHE. As an Alternative provision (AP) we are well aware that students may arrive throughout this POS, and/or receiving outreach provision. Following a baseline assessment and information gathering via an EHCP and /or an Individual Learning Plan (ILP), the most appropriate starting point will be decided with this information in mind, as well as due regard and collaboration (where appropriate) to the students' personal interests and motivation. Many of our students have diverse experiences and needs and therefore may require a bespoke pathway to be implemented to ensure we support them in meeting these, as well as fulfilling the Government's statutory requirements for PSHE. We have students that are very vulnerable in areas such as: managing emotions, risky behaviours, gang involvement and possible exploitation. These will be areas of priority with our client group. With this in mind there will be more emphasis to these written into the MTP.

For students who have been out of education for a considerable time, it may be necessary have a starting point at an earlier Key Stage to ensure that gaps in learning are addressed. Also the timing of delivery of these topics can be changed according to each centres' students' needs.

**This POS should be read in conjunction with the RT PSHE Policy and Overview documents.**

**Key Concepts promoted and a Competencies based approach** through the core themes of Health and Well-being, Relationships and Living in the Wider World.

We believe that all students have an entitlement to being the 'best' they can be and to acquire the skills and attributes to ensure that they are healthy, able to enjoy positive healthy relationships and are prepared to contribute to society now and in their adult life. We will endeavor to promote the following concepts:

- **Identity:** their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online.
- **Relationships:** including different types and in different settings, including online.
- **A healthy (physically, emotionally and socially), balanced lifestyle within relationships,** work-life, exercise and rest, spending and saving and lifestyle choices
- **Risk:** identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others, and safety including behaviour and strategies to employ in different settings, including online in an increasingly connected world.

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- **Diversity and equality** in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010.
- **Rights:** including the notion of universal human rights, responsibilities: including fairness and justice and consent: in different contexts.
- **Change:** as something to be managed and resilience: the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance
- **Power:** how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes
- **Career and Transition:** including enterprise, employability and economic understanding

**The key skills and attributes are continually being revisited and developed through the core themes and opportunities to develop these are built into the MTP's:**

### **Personal effectiveness:**

- ✓ Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)
- ✓ Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
- ✓ Resilience (including self-motivation, perseverance and adaptability)
- ✓ Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)
- ✓ Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
- ✓ Self-organisation (including time management)
- ✓ Strategies for identifying and accessing appropriate help and support
- ✓ Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
- ✓ Recalling and applying knowledge creatively and in new situations
- ✓ Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

### **Interpersonal and social Effectiveness:**

- ✓ Empathy and compassion (including impact on decision-making and behaviour)
- ✓ Respect for others' right to their own beliefs, values and opinions
- ✓ Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
- ✓ Skills for employability, including:
  - Active listening and communication (including assertiveness skills)
  - Team working
  - Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
  - Leadership skills

## Programme of study and progression outline: PSHE KS3 & 4

- Presentation skills
- ✓ Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
- ✓ Recognising, evaluating and utilising strategies for managing influence
- ✓ Valuing and respecting diversity
- ✓ Using these skills and attributes to build and maintain healthy relationships of all kinds

### **Managing risk and decision making ( these are integral to the above and developed throughout the POS)**

- Identification, assessment (including prediction) and management of positive and negative risk to self and others
- Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
- Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
- Assessing the validity and reliability of information
- Identify links between values and beliefs, decisions and actions
- Making decisions

### **Assessment Opportunities**

Assessment needs to be an integral part of teaching and learning in PSHE in order for it to be effective. Opportunities to 'review and reflect' frequently on learning are essential. It will in the first instance be for students themselves, giving them the opportunity to assess their own learning, particularly when it relates to their 'own identity' i.e. personal qualities, attitudes, skills and attributes. As they become more skilled in this area their raised self-awareness and self-confidence will undoubtedly contribute to their personal development, achievements and influences now and in the future.

Baseline assessment at the start of each unit will provide a clear starting point for teachers, identifying knowledge and understanding, this will inform teachers at which stage to introduce the relevant learning objectives. These will inform the teacher about misconceptions and planning for future progression. Subject matter can be either repeated/revisited using the original baseline activity. Some baseline assessment activities (such as mind-maps, draw and write, explain to an alien), lend themselves very well to a simple revisit where each student uses a different colour pen to add to their baseline activity and make any changes they now want to make. This allows the student and teacher to clearly see how far they have come in their learning. In other cases, students might repeat the activity or carry out a completely different activity e.g. quiz, presentation.

Progress can be measured through: teacher diagnostic, informal formative and summative assessments, e.g. if a learning objective has been met in terms of applying facts, Knowledge and understanding: Students self-assessment in terms of 'I can' statements, 'progress steps' in meeting skills and attributes. Where appropriate 'peer to peer' assessment can also be used.

There are no formal qualifications in this subject. There are opportunities to use the AQA: Unit Award Scheme which presents certificates for knowledge and understanding as well as skills and competencies. These are differentiated topics from Entry Levels: 1-3 and Levels: 1-2. These are assessed through teacher assessment to pre-set learning criteria. AQA externally moderate student's achievements.

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**Fundamental British Values and SMSC supports the core values of the RT in promoting:**

**Individual liberty** - an understanding of how citizens can influence decision-making through the democratic process;

**Rule of law** - an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; This also includes 'The Prevent Strategy 2011'.

**Democracy** - an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.

**Mutual Respect and the Tolerance of those with different Faiths and Beliefs** - an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and an understanding of the importance of identifying and combatting discrimination.

These are core principles that are implicitly taught within the competencies themes throughout the units of work as well in everyday 'life' within the Trust and local community. Particular focus will be given to each of these on a rolling programme within the core themes.

There are cross curricular links to the RE and Ethics POS:

- Values and Commitments
- Meaning, Purpose and Truth
- Identity, Diversity and Belonging

(Theme B: Relationships and families – 'We are Family' and Religion, Peace and Conflict)

### Reading

Every opportunity is taken within the classroom to allow students to develop their reading skills. Students are actively encouraged to read and are supported to understand key words. A variety of formats are used – textbooks, articles, scenarios, role plays. Within lessons staff promote high standards of literacy, articulacy and the correct use of standard English. The promotion of inference skills ([Link To Progression Inference ladder](#)) will be developed. The correct scientific and medical terms will be used. Word banks and displays engage students to support them with the understanding of key command words, students are encouraged to use dictionaries.

### Careers, Transition and Cultural Capital

PSHE contributes fully to developing and promoting skills, attributes and attitudes to prepare students for their future work /careers. In KS4 of the curriculum this becomes higher profile for many of our students. Within MTP's areas are highlighted for future learning/careers/work opportunities. Students will be supported to move on from the trust with a placement: apprenticeship, further education, work. In order to do this we will endeavour to ensure they are prepared by having in place:

## Programme of study and progression outline: PSHE KS3 & 4

- A CV
- Completed a model Letter of application
- Preparation for interview - interview techniques

The Gatsby benchmarks for good careers guidance are considered in planning. These are

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

In assessing this area we use Gatsby Compass Careers Benchmark Tool as an external audit tool

### KS3 PSHE

Statutory requirements: Relationships / Health & Well-being (RSE Guidance 2020): Living in the wider world contributes to (Gatsby Benchmarks 1-4)

This **KS3 POS** builds on what has been covered at KS1 and 2

The PSHE curriculum is modelled on a concentric thematic approach. Revisiting core themes of Health and Well-being, Relationships and Living in the Wider World, through the delivery of the key competencies of: Independence and aspirations: Autonomy and advocacy: Choices and Influences.

During **KS3**, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase.

We are aware how puberty is a challenging time and we aim to address the changes that young people experience, beginning with transition to a new school, the challenges of adolescence and their increasing independence. We will teach the 'facts', knowledge and skills which will equip students for the opportunities and challenges of life. They will learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

## Programme of study and progression outline: PSHE KS3 & 4



	Autumn 1 Independence & aspirations	Autumn 2 Autonomy & advocacy	Spring 1 Choices & influences	Spring 2 Independence & aspirations	Summer 1 Autonomy & advocacy	Summer 2 Choices & influences
Year 7	<p>Developing goal setting, organisation skills and self-awareness:</p> <ul style="list-style-type: none"> <li>Personal identity and values</li> <li>Learning skills and teamwork</li> <li>Respect in school</li> </ul> <p>Core Themes: Health &amp; Well-being: <b>Living in the wider world, Relationships</b></p>	<p>Developing empathy, compassion and communication:</p> <ul style="list-style-type: none"> <li>Making and maintaining friendships</li> <li>Identifying and challenging bullying</li> <li>Communicating online</li> </ul> <p>Core Themes: Health &amp; Well-being: <b>Relationships</b></p>	<p>Developing agency, strategies to manage influence and decision making:</p> <ul style="list-style-type: none"> <li>Regulating emotions</li> <li>Diet and exercise</li> <li>Hygiene and dental health</li> <li>Sleep</li> </ul> <p>Core Themes: Health &amp; Well-being: <b>Relationships</b></p>	<p>Developing self-confidence and self-worth:</p> <ul style="list-style-type: none"> <li>Puberty and managing change</li> <li>Body satisfaction and self-Concept</li> </ul> <p>Core Themes: Health &amp; Well-being: <b>Relationships</b></p>	<p>Developing assertive communication, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> <li>Rights in the community</li> <li>Relationship boundaries</li> <li>Unwanted contact</li> <li>FGM and forced marriage</li> </ul> <p>Core Themes: Health &amp; Well-being: <b>Living in the wider world, Relationships</b></p>	<p>Developing agency and decision making skills:</p> <ul style="list-style-type: none"> <li>Drugs, alcohol and tobacco</li> <li>Safety and first aid</li> </ul> <p>Core Themes: Health &amp; Well-being: <b>Relationships</b></p>
	<b>Subsequent skills, attributes to be developed</b>					
	<ul style="list-style-type: none"> <li>Self-awareness through exploring their personal identity and identifying core values</li> <li>how identity and values can support goal setting for the future</li> <li>skills to support learning e.g. teamwork and organisation</li> <li>about school rules and people who help</li> <li>how to demonstrate respect in the school community</li> </ul>	<ul style="list-style-type: none"> <li>skills to make and maintain new friendships</li> <li>how to empathise with, and show compassion for peers</li> <li>to recognise loneliness and isolation, and strategies to include others</li> <li>to communicate safely online</li> <li>to recognise bullying in all its forms</li> <li>strategies for challenging bullying, including online</li> <li>how and where to communicate concerns about friendships and bullying, including online</li> </ul>	<ul style="list-style-type: none"> <li>how to recognise, express and manage emotions to promote daily wellbeing</li> <li>about influences on diet and exercise choices</li> <li>how to make healthy and informed decisions about maintaining hygiene and dental health</li> <li>about the importance of sleep and maintaining healthy sleep habits</li> </ul>	<ul style="list-style-type: none"> <li>ways to develop self-confidence and feelings of self-worth</li> <li>about the impact of puberty on emotional wellbeing and self-concept, and ways to manage this</li> <li>about the physical changes that occur during puberty, including periods and wet dreams about menstrual wellbeing and strategies to manage it</li> <li>how to manage influences on body satisfaction e.g. online media</li> </ul>	<ul style="list-style-type: none"> <li>about rights, responsibilities and how to respect and advocate for them, including online</li> <li>how to assertively communicate and negotiate boundaries with friends and in other relationships, including online</li> <li>about the importance of consent</li> <li>about the relationship between personal boundaries and human rights</li> <li>how to seek help for themselves or others, in relation to unwanted contact</li> <li>how to safely access help for themselves or others if concerned about FGM or forced marriage</li> </ul>	<ul style="list-style-type: none"> <li>how to manage peer influence in relation to substances, including energy drinks, nicotine and alcohol</li> <li>skills and strategies to make responsible decisions and manage situations in relation to drugs, alcohol and tobacco</li> <li>about personal safety in increasingly independent contexts e.g. travel safety</li> <li>how to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuries</li> <li>to assess when to contact emergency services</li> </ul>

## Programme of study and progression outline: PSHE KS3 & 4



	Autumn 1 Independence & aspirations	Autumn 2 Autonomy & advocacy	Spring 1 Choices & influences	Spring 2 Independence & aspirations	Summer 1 Autonomy & advocacy	Summer 2 Choices & influences
Year 8	<p>Developing risk management skills, analytical skills and strategies to identify bias:</p> <ul style="list-style-type: none"> <li>Managing online presence</li> <li>Digital and media literacy</li> </ul> <p>Core Themes: Health &amp; Well-being: Living in the wider world</p>	<p>Developing respect for beliefs, values and opinions and advocacy skills:</p> <ul style="list-style-type: none"> <li>Stereotypes, prejudice and discrimination</li> <li>Promoting diversity and equality</li> </ul> <p>Core Themes: Health &amp; Well-being: Living in the wider world, Relationships</p>	<p>Developing agency and strategies to manage influence and access support:</p> <ul style="list-style-type: none"> <li>Drugs and alcohol</li> <li>Introduction to contraception</li> <li>Resisting peer influence</li> <li>Online choices and influences</li> </ul> <p>Core Themes: Health &amp; Well-being: Relationships</p>	<p>Developing goal setting, motivation and self-awareness:</p> <ul style="list-style-type: none"> <li>Aspirations for the future</li> <li>Career choices</li> <li>Identity and the world of work</li> </ul> <p>Core Themes: Health &amp; Well-being: Living in the wider world</p>	<p>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> <li>Healthy relationships</li> <li>Boundaries and consent</li> <li>LGBT+ inclusivity</li> <li>'Sexting'</li> <li>Managing conflict</li> </ul> <p>Core Themes: Relationships</p>	<p>Developing agency and strategies to manage influence and access support:</p> <ul style="list-style-type: none"> <li>Maintaining positive mental health</li> <li>Importance of physical activity</li> </ul> <p>Core Themes: Health &amp; Well-being: Relationships</p>
Subsequent skills, attributes learning						
	<ul style="list-style-type: none"> <li>that information online can be manipulated, misrepresented or fake</li> <li>how to critically analyse different sources of information</li> <li>how to assess the reliability of media sources and critique social media content</li> <li>how to safely manage personal information online</li> <li>strategies to maintain a positive presence online</li> </ul>	<ul style="list-style-type: none"> <li>about the importance of equality and diversity and how to celebrate these</li> <li>how to show respect for – or respectfully challenge when necessary – the values, beliefs and opinions of others</li> <li>how to recognise and challenge stereotypes</li> <li>the impact of stereotypes on perceptions of others</li> <li>strategies to communicate concerns about, and challenge, prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>how to make positive, informed decisions relating to substances, including drugs, alcohol and nicotine use</li> <li>about the laws relating to substances</li> <li>strategies to manage influence in relation to substances</li> <li>about contraception and how to access advice and support in relation to sexual health</li> <li>how to balance time online with other activities</li> <li>how to recognise and manage influences online</li> </ul>	<ul style="list-style-type: none"> <li>how to develop self-awareness by identifying personal and academic strengths and interests to increase motivation by setting aspirational goals</li> <li>about different careers and routes to employment</li> <li>about employment trends and how they can inform decision-making</li> <li>how to manage emotions relating to future employment and career choices</li> </ul>	<ul style="list-style-type: none"> <li>about the features of healthy and unhealthy relationships, including online</li> <li>how to maintain respectful relationships, including online</li> <li>about sexual orientation, gender identity and diversity in sexual attraction</li> <li>how to assertively communicate and negotiate boundaries in relationships</li> <li>about the law relating to consent and how to seek, give, and not give consent</li> <li>strategies to assess readiness for intimacy and manage pressure in relationships</li> <li>how to manage requests to share intimate images, including: where, when and how to report concerns</li> <li>skills and strategies to manage conflict</li> <li>about sources of support and how to access them</li> </ul>	<ul style="list-style-type: none"> <li>about the link between physical and mental wellbeing</li> <li>about the importance of positive mental health and emotional wellbeing and how to maintain these</li> <li>about attitudes towards mental health and how to challenge myths and stigma</li> <li>how to recognise and manage influences and make healthy, informed decisions about maintaining physical health</li> <li>how to access appropriate support in relation to mental and physical health</li> </ul>



## Programme of study and progression outline: PSHE KS3 & 4



	Autumn 1 Independence & aspirations	Autumn 2 Autonomy & advocacy	Spring 1 Choices & influences	Spring 2 Independence & aspirations	Summer 1 Autonomy & advocacy	Summer 2 Choices & influences
Year 9	<p>Developing goal-setting, analytical skills and decision making:</p> <ul style="list-style-type: none"> <li>Qualification future options</li> <li>Sources of careers advice</li> <li>Employability</li> </ul> <p>Core Themes: <b>Living in the wider world.</b></p>	<p>Developing self-confidence, risk management and strategies to manage influence:</p> <ul style="list-style-type: none"> <li>Friendship challenges</li> <li>Gangs and violent crime</li> <li>Drugs and alcohol</li> <li>Assertive communication</li> </ul> <p>Core Themes: <b>Health &amp; Well-being, Relationships.</b></p>	<p>Developing empathy, compassion and strategies to access support:</p> <ul style="list-style-type: none"> <li>Mental health (including self-harm and eating disorders)</li> <li>Change, loss and bereavement</li> <li>Healthy coping strategies</li> </ul> <p>Core Themes: <b>Health &amp; Well-being, Relationships.</b></p>	<p>Developing analytical skills and strategies to identify bias and manage influence:</p> <ul style="list-style-type: none"> <li>Financial decisions</li> <li>Saving and borrowing</li> <li>Gambling, financial choices and debt</li> </ul> <p>Core Themes: <b>Health &amp; Well-being: Living in the wider world,</b></p>	<p>Developing assertive communication, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> <li>Healthy/unhealthy relationships</li> <li>Consent</li> <li>Relationships and sex in the Media</li> </ul> <p>Core Themes: <b>Relationships.</b></p>	<p>Developing decision making, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> <li>Sexually transmitted infections (STIs)</li> <li>Contraception</li> <li>Cancer awareness</li> <li>First aid</li> </ul> <p>Core Themes: <b>Health &amp; Well-being: Relationships.</b></p>
<b>Subsequent skills, attributes learning</b>						
	<ul style="list-style-type: none"> <li>to evaluate influences on, and sources of advice for post 16 options and careers</li> <li>how to make informed decisions about options in relation to future goals</li> <li>skills for enterprise and employability</li> <li>laws and rights relating to young people's employment</li> </ul>	<ul style="list-style-type: none"> <li>how to manage difficulties and challenges in friendships</li> <li>how to assertively communicate values and beliefs in challenging situations</li> <li>strategies to manage pressure to join a gang and/or engage in substance use, anti-social behaviour or violent crime</li> <li>to evaluate attitudes and social norms in relation to substance use</li> <li>the risks and consequences of substance misuse</li> <li>exit strategies in risky or dangerous situations and how to access support</li> </ul>	<ul style="list-style-type: none"> <li>to build digital resilience for emotional wellbeing</li> <li>about maintaining mental health and emotional wellbeing, including healthy coping strategies</li> <li>to recognise warning signs of unhealthy coping strategies, including self-harm and eating disorders</li> <li>how to access help and support in relation to mental health and emotional wellbeing</li> <li>to recognise new opportunities that change can bring</li> <li>strategies for managing loss and change and how to empathise with, and show compassion for peers</li> </ul>	<ul style="list-style-type: none"> <li>how to recognise and manage the impact of the media and advertising on decision making, including online</li> <li>about saving, borrowing and how to manage money</li> <li>how to make informed financial choices and where and how to seek help, advice and support if needed about the risks related to gambling behaviours and chance based transactions, including online</li> <li>to identify common forms of fraud and online scams</li> <li>how to access help in relation to gambling harms or fraud</li> </ul>	<ul style="list-style-type: none"> <li>about the features of healthy, intimate relationships, including that they should be equitable and pleasurable</li> <li>how to recognise healthy and unhealthy relationship behaviours</li> <li>about stable, committed relationships and features of family life</li> <li>about personal values and their influence on relationship expectations</li> <li>about the influence of the portrayal of sex in the media, including pornography, on self-concept, relationship values and expectations</li> <li>about the legal and moral responsibilities in relation to seeking consent</li> <li>how to recognise factors that might affect capacity to consent</li> </ul>	<ul style="list-style-type: none"> <li>how to make informed decisions about sexual health and access reliable advice and support about sexually transmitted infections and how to reduce chances of transmission</li> <li>how to choose and access contraception</li> <li>about the consequences of unintended pregnancy and how to access appropriate support</li> <li>about health prevention measures, cancer awareness and the importance of self-examination, especially for early detection of testicular cancer</li> <li>to revisit and further develop first aid and life-saving skills</li> </ul>

### KS4-PSHE

**Statutory requirements:** Relationships / Health & Well-being (RSE Guidance 2020): Living in the wider world contributes to (Gatsby Benchmarks 1-4)

PSHE curriculum is modelled on a concentric thematic approach. Revisiting the core themes of Health and Well-being, Relationships and Living in the Wider World, covered at KS3, through the delivery of the key competencies of: Independence and aspirations: Autonomy and advocacy: Choices and Influences. Students deepen their knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during KS3. This will reflect the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

For students who have been out of education for a considerable time It may be necessary have a starting point at an earlier Key Stage.

\*\* The factual information and statistics used will be sourced from quality assured organisations such as Public health, NHS: recognised, Non-Government Organisations NGO's) such NSPCC , CEOP, British Red cross, British Heart Foundation (BHF). The PSHE Association Quality assures many of the resources used in delivering this POS.\*\*

	Autumn 1 Independence & aspirations	Autumn 2 Autonomy & advocacy	Spring 1 Choices & influences	Spring 2 Independence & aspirations	Summer 1 Autonomy & advocacy	Summer 2 Choices & influences
<b>Year 10</b>	<p>Developing self-awareness, goal-setting, adaptability and organisation skills:</p> <ul style="list-style-type: none"> <li>Managing transition to key stage 4 including learning skills</li> <li>Managing mental health concerns</li> <li>Managing personal safety</li> </ul> <p>Core Themes: Health &amp; Well-being: Living in the wider world, Relationships</p>	<p>Developing empathy and compassion, strategies to manage influence and assertive communication:</p> <ul style="list-style-type: none"> <li>Relationship expectations</li> <li>Impact of pornography</li> <li>Identifying and responding to abuse and harassment</li> </ul> <p>Core Themes: Relationships</p>	<p>Developing agency and decision making, strategies to manage influence and access support:</p> <ul style="list-style-type: none"> <li>First aid and life-saving</li> <li>Personal safety</li> <li>Online relationships</li> </ul> <p>Core Themes: Health &amp; Well-being: Relationships</p>	<p>Developing goal setting, leadership and presentation skills:</p> <ul style="list-style-type: none"> <li>Skills for employment</li> <li>Applying for employment</li> <li>Online presence and Reputation</li> </ul> <p>Core Themes: Health &amp; Well-being: Living in the wider world,</p>	<p>Developing respect for diversity, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> <li>Nature of committed relationships</li> <li>Forced marriage</li> <li>Diversity and discrimination</li> <li>Extremism</li> </ul> <p>Core Themes: Living in the wider world, Relationships</p>	<p>Developing motivation, organisation, leadership and presentation skills:</p> <ul style="list-style-type: none"> <li>reflection on, work experiences</li> </ul> <p><i>Work related experiences are ongoing/arranged throughout year alongside this programme as/when appropriate for students?</i></p> <p><i>This time allocation can be used for catch-up on missed topics as well as reflection on work related experiences.</i></p> <p>Core: Living in the wider world,</p>

Subsequent skills, attributes to be developed					
<ul style="list-style-type: none"> <li>• skills to improve adaptability and resilience during periods of change or transition and strategies to manage change</li> <li>• learning skills, e.g. organisation, time management and goal setting</li> <li>• about common mental health concerns, such as anxiety, depression and stress and how to respond to early warning signs of unhealthy coping strategies</li> <li>• strategies for managing common mental health concerns, including stress management techniques</li> <li>• about the impact and consequences of substance use, including addiction, on physical and mental health, life chances and personal safety</li> </ul>	<ul style="list-style-type: none"> <li>• about relationship expectations: how to identify and evaluate own beliefs and values in relation to these</li> <li>• how to assertively communicate relationship expectations</li> <li>• how to recognise manipulation and coercion, how to seek and assertively give or not give consent</li> <li>• how to evaluate and manage the influence of pornography</li> <li>• how to identify the signs of abusive relationships, and where and how to access support and report concerns, including online</li> <li>• to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online</li> <li>• how to respond to harassment, including online, and violence;</li> <li>• where to seek help</li> </ul>	<ul style="list-style-type: none"> <li>• how to identify risky and emergency situations, including online;</li> <li>• how and when to seek help</li> <li>• about the importance of seeking help and giving accurate information, even in cases where there may be legal consequences for those involved</li> <li>• to identify and manage the impact of substance use on personal safety, decision making and sexual behaviour</li> <li>• to consolidate first aid and life-saving skills</li> <li>• to evaluate and manage the opportunities and risks of establishing and conducting relationships online</li> <li>• how to behave legally, ethically and responsibly online, including in online aspects of relationships</li> <li>• how to assess readiness for sexual intimacy, including online and in new relationships, and to evaluate the possible legal, emotional and social consequences</li> </ul>	<ul style="list-style-type: none"> <li>• about options available in education, training and employment post-16</li> <li>• how to prepare for employment, including how to write a CV, apply for a job and prepare for interviews</li> <li>• about the importance of skills for employability, e.g. leadership, teamwork and presentation skills</li> <li>• how to create and present a positive personal image and a positive online presence</li> <li>• how to assess and evaluate strengths to set realistic, aspirational goals</li> </ul>	<ul style="list-style-type: none"> <li>• how to make informed decisions about marriage and other long term commitments</li> <li>• about the unacceptability of forced marriage and how to safely seek help</li> <li>• how personal data is generated, collected and shared and may be used with the aim of influencing decisions</li> <li>• how to recognise when social media disproportionately features inaccurate information or extreme viewpoints; how to evaluate the potential impact of this</li> <li>• about extremism, how to reduce the risks and where to seek help</li> <li>• to respect diversity in gender identity, sexual orientation, faith, race and disability</li> <li>• about rights, roles and responsibilities in a diverse society and how to respect and advocate for them</li> <li>• strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010)</li> <li>• how to manage the influence of gender and sexual norms and stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>• how to independently research and apply for work experience opportunities</li> <li>• about rights and responsibilities in the workplace, including in relation to health and safety</li> <li>• how to evaluate and reflect on work experience and use this evaluation to inform future goal-setting</li> <li>• how to evaluate the changing patterns and trends in the labour market, locally, nationally and internationally</li> <li>• how to benefit from opportunities online for career development and manage potential challenges</li> <li>• positive and safe ways to create and share content online and how to take advantage of the opportunities this may offer</li> </ul>

## Programme of study and progression outline: PSHE KS3 & 4



Year 11	Autumn 1 Independence & aspirations	Autumn 2 Autonomy & advocacy	Spring 1 Choices & influences	Spring 2 Independence & aspirations	Summer 1 Autonomy & advocacy	Summer 2 Choices & influences
	<p>Developing resilience and risk management skills:</p> <ul style="list-style-type: none"> <li>• Money management</li> <li>• Fraud and cybercrime</li> <li>• Preparing for adult life</li> </ul> <p>Core Themes: Health &amp; Well-being: <b>Living in the wider world, Relationships</b></p>	<p>Developing communication and negotiation skills, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> <li>• Relationship values</li> <li>• Maintaining sexual health</li> <li>• Sexual health services</li> <li>• Managing relationship challenges and endings</li> </ul> <p>Core Themes: Health &amp; Well-being: <b>Relationships</b></p>	<p>Developing confidence, agency and support-seeking skills:</p> <ul style="list-style-type: none"> <li>• Making safe and healthy lifestyle choices</li> <li>• Health promotion and self-examination</li> <li>• Blood, organ, stem cell Donation</li> </ul> <p>Core Themes: <b>Health &amp; Well-being:</b></p>	<p>Developing empathy and compassion, clarifying values and support-seeking skills:</p> <ul style="list-style-type: none"> <li>• Families and parenting</li> <li>• Fertility, adoption, abortion</li> <li>• Pregnancy and miscarriage</li> <li>• Managing grief and loss</li> </ul> <p>Core Themes: Health &amp; Well-being: <b>Relationships</b></p>	<p>Developing confidence, self-worth, adaptability and decision making skills:</p> <ul style="list-style-type: none"> <li>• Recognising and celebrating successes</li> <li>• Transition and new opportunities</li> <li>• Aligning actions with goals</li> </ul> <p>Core Themes: Health &amp; Well-being: <b>Living in the wider world.</b></p>	<p>Follow on transition programmes with TRF's</p> <p>Support for transition and moving on.</p>
	Subsequent skills, attributes to be developed					
	<ul style="list-style-type: none"> <li>• how to make informed choices about money management</li> <li>• about the risks of gambling, fraud and cybercrime, how to assess these risks and reduce vulnerability to becoming involved</li> <li>• how to assess and evaluate the behaviours and influence of role models</li> <li>• how personal values influence decisions and behaviour in all aspects of life</li> <li>• about the challenges and opportunities transition to adulthood</li> <li>• brings</li> <li>• strategies to promote personal safety in new and independent settings, including online</li> </ul>	<ul style="list-style-type: none"> <li>• how to communicate personal values in relationships</li> <li>• to recognise the importance of respect, pleasure and equity in intimate relationships</li> <li>• ways to effectively choose, negotiate and use contraception</li> <li>• and maintain sexual health</li> <li>• about sexual health services, locally, nationally and online, and</li> <li>• how to use and access them</li> <li>• how to manage relationship changes safely and respectfully</li> <li>• about relationship challenges, how to manage strong emotions and communicate effectively at such times</li> </ul>	<ul style="list-style-type: none"> <li>• how to manage influences to make healthy lifestyle choices</li> <li>• how and why to maintain a healthy balance between time online and other activities</li> <li>• how to access health services with confidence, e.g. smoking cessation, dental and GP services</li> <li>• how to monitor health, e.g. through self-examination and using screening services</li> <li>• how to assess and manage risks associated with cosmetic and aesthetic procedures, e.g. tattooing, piercings and the use of sunbeds</li> <li>• about blood, organ and stem cell donation and how to make informed decisions in relation to these</li> </ul>	<ul style="list-style-type: none"> <li>• about different types of relationships and families, including single parents, step parents, same sex parents, blended families, foster and adoptive parents</li> <li>• how to identify and evaluate parenting skills and assess</li> <li>• readiness for parenthood</li> <li>• to recognise that fertility changes over time and evaluate the implications of this</li> <li>• to evaluate beliefs, influences and circumstances that inform decisions in relation to pregnancy</li> <li>• how to access appropriate advice and support in relation to pregnancy, including miscarriage</li> <li>• strategies to manage grief and loss, including bereavement and</li> <li>• how to access support for self or others</li> <li>• how to show compassion and empathy for others who are experiencing challenging situations</li> </ul>	<ul style="list-style-type: none"> <li>• how to build self-worth by reflecting on and celebrating successes and reframing setbacks or perceived failures</li> <li>• how to make informed decisions about different education and career pathways</li> <li>• about different types employment and their contractual terms, including full-time, part-time, self-employment and zero hours</li> <li>• how to evaluate the financial advantages, disadvantages and risks in relation to different models of employment</li> <li>• how to set realistic yet aspirational life goals</li> </ul>	