

# RAEDWALD ACADEMY TRUST: Overview : PSHE KS3 - 4



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

	Autumn 1 Independence and aspirations	Autumn 2 Autonomy and advocacy	Spring 1 Choices and influences	Spring 2 Independence and aspirations	Summer 1 Autonomy and advocacy	Summer 2 Choices and 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: Living in the wider world, Relationships</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: Relationships</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: Relationships</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: Relationships</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: Living in the wider world, Relationships</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: Relationships</p>
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>
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: Living in the wider world.</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: Health &amp; Well-being: Relationships</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: Health &amp; Well-being: Relationships</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: Health &amp; Well-being: Living in the wider world,</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: Relationships</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: Health &amp; Well-being: Relationships</p>

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Year 10	<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>
Year 11	<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: Living in the wider world, Relationships</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: Relationships</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: Health &amp; Well-being:</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: Relationships</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: Living in the wider world.</p>	<p>Follow on transition programmes with TRF's</p> <p>Support for transition and moving on.</p>

## 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. 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 be used.

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