

FULSTON MANOR SCHOOL

Personal, Social & Health Education (PSHE). 2019-2020

KEY STAGE 3

Year 7

Friendships and Family

- The characteristics of positive and healthy friendships. Management of conflict, reconciliation, privacy and consent.
- Different types of committed and stable relationships. How they relate to human happiness and their importance for bringing up children. The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- Practical steps in a range of different contexts to improve or support respectful relationships. Different types of bullying, the impact of bullying and the responsibilities of bystanders

Healthy lifestyles:

- Feelings on change, coping with change and difficult situations, asking for help.
- Healthy lifestyles-taking responsibility, decision making (diet, exercise and sleep)
- Personal strengths, achievements and areas for development
- Introduction to school/class (inc. School council)
- Friendship, different groups and communities

Puberty:

- Changing adolescent body and the implications for emotional and physical health.
- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- How to determine where adults, children or sources of information are trustworthy. Identify when a relationship is unsafe & how to seek help.

Managing money:

- Influences on saving and spending money

Year 8

Respectful Relationships

- What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- About the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so. How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- That relationships can cause strong feelings and emotions (including sexual attraction). To recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it
- To manage growth and change as normal parts of growing up (including consolidation and reinforcement of KS2/ Year 7 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence).

Sexual Health (SRE)

- Contraception
- HIV/AIDS
- Sex and the Law
- Introduction to sexual health services

Drug and alcohol:

- Smoking
- Drugs and the Law
- Why people take drugs
- Resisting unhelpful pressure concerning drug taking

Esafe/ First Aid/ Bullying:

- Bullying (includes racist, homophobic and sexist)
- First aid
- Social choices/time management/leisure choices
- Staying safe in the community (including gangs, violence and knives)

Year 9

Intimate Relationships

- Why marriage is an important relationship choice for many couples and why it must be freely entered into. The characteristics and legal status of other types of long-term relationships.
- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or to enjoy intimacy without sex. The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. The facts about the full range of contraceptive choices, efficacy and options available.

Alcohol emergencies:

- Where to go for help, emergency aid
- Exploring risk behaviours
- Alcohol-effects, including behaviours relating to sexual health

Domestic Violence/ bereavement/ mental health

- Domestic violence and where to get help
- Exploring and managing risk
- Loss and bereavement
- Mental health-raising awareness

Aim to be employable:

- Understanding myself and the influences on me
- Investigating opportunities in learning and work: careers exploration-SUMO-“Doris Day”
- Managing change and transition: post-14

KEY STAGE 4

Year 10

Appropriate Relationships

- The characteristics and legal status of other types of long-term relationships.
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
- That there are different types of committed, stable relationships.
- Parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding)

Mental Health

- Healthy lifestyles, personal choice and influences
- Mental health-coping with difficult times, asking for support
- Conflict and change
- Motivation and goals and challenges

Social attitudes, rights and responsibilities:

- Introduction to Key Stage 4
- Living in a diverse community: roles and relationships
- Social attitudes to young people (including anti social behaviours)
- Social rights and responsibilities
- Radicalisation and extremism.

Safer sex:

- That they have a choice to delay sex or to enjoy intimacy without sex; to assess readiness for sex. About contraception including the condom and pill and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships.
- To identify, evaluate and independently access reliable sources of information, advice and support for all aspects of sexual health services.

Year 11

Inappropriate Relationships

- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable. That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.

Coping with Difficult Situations (Drugs)

- Factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis. The law relating to the supply, use and misuse of legal and illegal substances.
- 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. The risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'. The safe use of prescribed and over the counter medicines.
- The personal and social risks and consequences of substance use and misuse and to recognise the impact of drugs and alcohol on choices and sexual behaviour

Investigating Career Opportunities

- To learn more about the factors that make someone 'employable'; To learn how to 'market' themselves in applications and do well in interviews;
- To learn about the effects of debt on an individual and their relationships; To learn about alternative methods to prevent and respond to debt. To learn about the relationship between gambling and debt; To learn about the ethics of accepting money for activities which are illegal or on the borderline of illegality.
- To reinforce expectations of equality of opportunity. To learn about the factors that motivate people to work, including the importance of having goals and aspirations;
- To relate their current skills, strengths and interests to future career aspirations

Food Messages/Body Images

- To evaluate the extent to which their self-confidence and self-esteem are affected by the judgements of others.

- To make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression).
- Strategies for managing mental health including stress, anxiety, depression, self-harm and suicide, and sources of help and support to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes about health risks and issues related to this, including cosmetic procedures.