

WADEBRIDGE SCHOOL RSHE: LONG-TERM OVERVIEW — THEMATIC MODEL

|        | Autumn 1<br>Health & wellbeing   | Autumn 2<br>Health & wellbeing / Relationships   | Spring 1<br>Health & wellbeing / Relationships  | Spring 2<br>Relationships / Health & wellbeing   | Summer 1<br>Relationships / Health & wellbeing  | Summer 2<br>Relationships / Health & wellbeing   |
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| Year 7 | <b>Wadebridge School</b><br>My RSHE – Completion of <b>RSHE Safe Sheet 1</b><br><b>Wellbeing</b><br>Self Care, Yoga, Mindfulness & Kindness<br>My community<br><br><b>Cyber Bullying – External Visitors – Police?</b>                     | <b>Transition and safety</b><br>Transition to secondary school<br>Personal safety in and outside school<br>First aid<br><br><b>Pupil Assessment 1</b>  | <b>RSHE Safe Sheet 2</b><br><b>School Wellbeing Project</b><br><br><b>Rights</b><br>Introducing Rights and conflict when rights denied<br><br>UNICEF Rights of a Child                                    | <b>Identity &amp; Discrimination</b><br>Role Models and Stereotypes<br><br>Prejudice –British Values & Protected Characteristics<br>Disability Awareness<br><br>Challenging Bullying<br><br><b>Pupil Assessment 2</b>                      | <b>RSHE Safe Sheet 3</b><br><br><b>Health and puberty</b><br>Healthy routines, influences on health, puberty<br>Consent and unwanted contact<br><br>Period products – including period poverty and use of <b>PLAN B lockers</b> | <b>Building relationships</b><br>Self-worth, romance and friendships (including online) and relationship boundaries<br><br>FGM<br><br>Celebrating PRIDE Month<br><br><b>Pupil Assessment 3</b> |
| Year 8 | <b>Wellbeing &amp; Community</b><br>My RSHE – Completion of <b>RSHE Safe Sheet 1</b><br><br>Dealing with change, physical and mental health<br><br>Water Safety, local charity research & Movember<br><br><b>External Visitors – RNLI?</b> | <b>Drugs and alcohol</b><br>Alcohol and drug misuse and pressures relating to drug use<br><br>The Teeange Brain<br><br><b>Vaping -External Visitors – Police?</b><br><br><b>Pupil Assessment 1</b>   | <b>RSHE Safe Sheet 2</b><br><b>School Wellbeing Project</b><br><br><b>Character</b><br>Positive Role Models & Character Building<br><br>Links to Rights of a Child e.g. slums and children of Mumbai      | <b>Emotional Wellbeing</b><br>Attitudes to Mental Health<br><br>Mental health and emotional wellbeing, including body image and coping strategies<br><br>Disability Awareness<br><br>Challenging Bullying<br><br><b>Pupil Assessment 2</b> | <b>RSHE Safe Sheet 3</b><br><br><b>Health &amp; Wellbeing</b><br>Child Abuse<br><br>Period Awareness, products and stigma – including period poverty and use of <b>PLAN B lockers</b><br><br><b>External Visitors – Brook</b>   | <b>Relationships</b><br>Gender identity, sexual orientation<br><br>Consent<br><br>Sexting<br><br>Introduction to contraception<br><br>Celebrating PRIDE Month<br><br><b>Pupil Assessment 3</b> |
| Year 9 | <b>Wellbeing</b><br>My RSHE – Completion of <b>RSHE Safe Sheet 1</b><br><br>Attitudes to Mental Health<br>Mental Wellbeing<br>Kindness<br><br>Movember<br><br><b>External Visitors – Police - Gangs</b>                                    | <b>Peer influence, substance use and gangs</b><br>Healthy and unhealthy friendships<br>Assertiveness & group think<br>Substance misuse, and gang exploitation<br>Drugs & Alcohol related emergencies<br>Vaping, Cannabis and smoking<br>Knife Crime<br>County Lines<br><br><b>Pupil Assessment 1</b> | <b>RSHE Safe Sheet 2</b><br><b>School Wellbeing Project</b><br><br><b>Respectful relationships</b><br>Readiness for sexual activity, consent<br><br>Contraception<br><br><b>External Visitors – Brook</b> | <b>Respectful relationships</b><br>Contraception & STI's<br><br>Sexting<br><br>Sexual Harrassment and Violence<br><br><b>External Visitors – Brook</b><br><br><b>Pupil Assessment 2</b>  | <b>RSHE Safe Sheet 3</b><br><br><b>Respectful Relationships</b><br>Rights, trust and values<br><br>Unhealthy Relationships<br><br>Attitudes to pornography  | <b>Healthy lifestyle</b><br>Mental Health<br><br>Diet, exercise, lifestyle balance and healthy choices<br><br>Body image<br><br>First Aid<br><br><b>Pupil Assessment 3</b>                     |

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| Year 10 | My RSHE – Completion of <b>RSHE Safe Sheet 1</b><br><br><b>Wellbeing</b><br><br>Influecing others<br><br>Mental Wellbeing<br><br>Kindness / Community project / Movember<br><br><b>External Visitors –</b> | <b>Mental health</b><br><br>Depression<br><br>Teen Suicide<br><br>Anxiety<br><br>Self Harm<br><br>Self care and Wellbeing<br><br><b>Pupil Assessment 1</b>   | <b>RSHE Safe Sheet 2</b><br><b>School Wellbeing Project</b><br><br><b>Healthy relationships</b><br><br>Making decisions about sex<br><br>Healthy Sexual Experience<br><br>Sharing Sexual Images<br><br>Consent<br><br><b>External Visitors - Brook</b> | <b>Healthy Relationships</b><br><br>Abusive Relationships<br><br>Sexual Violence<br><br>Porn<br><br>Revenge Porn<br><br><b>Pupil Assessment 2</b> | <b>RSHE Safe Sheet 3</b><br><br><b>Exploring Influence</b><br><br>Alcohol & Drug Misuse<br><br>Boardmasters Project<br><br>Role Models & Influences<br><br><b>External Visitors – YZUP</b><br><br><br><br><b>External Visitors – Police – County Lines?</b><br><br><br><br><b>Pupil Assessment 3</b> | <b>Exploring Influence</b><br><br>Gangs & Media Influence<br><br>Knife Crime<br><br>County Lines<br><br>Radicalisation & Extremism<br><br>Incels<br><br>Public Sexual Harrassment |
| Year 11 | My RSHE – Completion of <b>RSHE Safe Sheet 1</b><br><br><b>Wellbeing</b><br><br>Coping with stress<br><br>Mindfulness<br><br>Anxiety / Panic Attacks<br><br>Self Worth                                     | <b>Relationships / Parenthood</b><br><br>Choices in Parenthood<br><br>Sexual Health<br><br>Love and Abuse<br><br>STI's<br><br><b>Input from School Nurse</b> | <b>RSHE Safe Sheet 2</b><br><b>School Wellbeing Project</b><br><br><b>Health</b><br><br>Testicular & Prostate    Cancer<br><br>Breast & Ovarian Cancer   | <b>Independence</b><br><br>Managing Risk<br><br>Budgeting<br><br><b>Pupil Assessment 2</b>  | <b>Independence</b><br><br>Travelling in the UK & Abroad<br><br>REVISION<br><br><b>External Visitors - YZUP</b>  |   |

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| Annual Whole School Events<br><br>Oct - World Mental Health Day - Assemblies and Fundraising<br>Nov – Mens Mental Helth Month – Lesson content<br>Feb – Children’s Mental Health Week – Assemblies, Lesson Content and Whole School Competition<br>June- PRIDE month – lesson content<br>June – Diversity Week – Whole School Competition and Rainbow Friday event |
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## YEAR 7 — RSHE MEDIUM-TERM OVERVIEW

| Half term                             | Topic   | In this unit of work, students learn...  | Programme of Study Refs / Resources   |
|---------------------------------------|---|--|---------------------------------------|
| <b>Autumn 1</b>                       | <b>Wadebridge School</b><br>My RSHE – Completion of <b>RSHE Safe Sheet 1</b><br><b>Wellbeing</b><br>Self Care, Yoga, Mindfulness & Kindness<br>My community                     | <ul style="list-style-type: none"> <li>how to identify, express and manage their emotions in a constructive way</li> <li>how to reflect on their experiences and the experiences of others</li> <li>how to care for their emotional and physical well being</li> <li>how to care for others</li> <li>feeling a sense of belonging</li> </ul>   | H6, H7, H10, H12, H13                 |
| <b>Autumn 2</b><br>Health & wellbeing | <b>Transition and safety</b><br>Transition to secondary school and personal safety in and outside school, including first aid<br><br><b>Pupil Assessment 1</b>                  | <ul style="list-style-type: none"> <li>how to identify, express and manage their emotions in a constructive way</li> <li>how to manage the challenges of moving to a new school</li> <li>how to establish and manage friendships</li> <li>how to improve study skills</li> <li>how to identify personal strengths and areas for development</li> <li>personal safety strategies and travel safety, e.g. road, rail and water</li> <li>how to respond in an emergency situation</li> <li>basic first aid</li> </ul> | H1, H2, H30, H33, R13, L1, L2         |
| <b>Spring 1</b><br>Relationships      | <b>School Wellbeing Project</b><br>Completion of <b>RSHE Safe Sheet 2</b><br><b>Rights</b> Introducing Rights & Conflict when rights are denied<br><br>UNICEF Rights of a Child | <ul style="list-style-type: none"> <li>complete independent research and communicate to the whole school community a topic prevalent to the Year group .e.g wellbeing</li> <li>empathising with children from round the world</li> <li>understanding the difference between 'Rights' and 'Wants'</li> <li>be able to identify challenges that young people around the world face</li> </ul>  | H4, H5, H10, H14, H17, H34<br><br>L10 |

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| <b>Summer 1</b><br><br>Relationships | Completion of <b>RSHE Safe Sheet 3</b><br><br><b>Health and puberty</b><br>Healthy routines, influences on health, puberty, consent and unwanted contact<br><br><b>Period products</b> – period poverty and use of PLAN B lockers | <ul style="list-style-type: none"> <li>• how to manage physical and emotional changes during puberty</li> <li>• about personal hygiene</li> <li>• how to recognise and respond to inappropriate and unwanted contact</li> <li>• about FGM and how to access help and support</li> </ul>  | H5, H13, H14, H15, H16, H17<br><br>H18, H20, H22, H34 |
| <b>Summer 2</b>                      | <b>Building relationships</b><br><br>Self-worth, romance and friendships (including online) and relationship<br>Boundaries<br><br>FGM<br><br>Celebrating PRIDE Month<br>Pupil Assessment 3  | <ul style="list-style-type: none"> <li>• how to develop self-worth and self-efficacy</li> <li>• about qualities and behaviours relating to different types of positive relationships</li> <li>• how to recognise unhealthy relationships</li> <li>• how to recognise and challenge media stereotypes</li> <li>• how to evaluate expectations for romantic relationships</li> <li>• celebrating Diversity and the history of PRIDE</li> <li>• about consent, and how to seek and assertively communicate consent</li> </ul> | H1, R2, R9, R11, R13, R14,<br>R16, R24, R25, R26      |

## YEAR 8 — MEDIUM-TERM OVERVIEW

| Half term                          | Topic  | In this unit of work, students learn...  | Programme of Study Refs / Resources                  |
|------------------------------------|--|--|--|
| Autumn 1<br><br>Health & wellbeing | <b>Wellbeing &amp; Community</b><br><br>My RSHE – Completion of <b>RSHE Safe Sheet 1</b><br><br>Dealing with change, physical and mental health<br><br>Water Safety, local charity research & Movember<br><br><b>External Visitors – RNLI?</b> | <ul style="list-style-type: none"> <li>• how to identify, express and manage their emotions in a constructive way</li> <li>• how to reflect on their experiences and the experiences of others</li> <li>• how to care for their emotional and physical well being</li> <li>• how to care for others</li> <li>• how to adapt to new scenarios</li> <li>• how to support the school community with change</li> <li>• keeping themselves safe in our local surroundings – water safety</li> <li>• about the Movember charity and plan a school project</li> </ul>   | H2, H6, H7, H8, H12, H21, H30, H31                   |
| Autumn 2<br><br>Health & wellbeing | <b>Drugs and alcohol</b><br><br>Alcohol and drug misuse and pressures relating to drug use<br><br>The Teeange Brain<br><br><b>Vaping -External Visitors – Police?</b><br><br><b>Pupil Assessment 1</b>   | <ul style="list-style-type: none"> <li>• about medicinal and reactional drugs</li> <li>• about the over-consumption of energy drinks</li> <li>• about the relationship between habit and dependence</li> <li>• how to use over the counter and prescription medications safely</li> <li>• how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>• how to manage influences in relation to substance use</li> <li>• how to recognise and promote positive social norms and attitudes</li> <li>• how the teenage brain works and how drugs can impact tis development</li> </ul> | H23, H24, H25, H26, H27, H29, H31, H5, R42, R43, R44 |
| Spring 1<br><br>Relationships      | <b>RSHE Safe Sheet 2</b><br><br><b>School Wellbeing Project</b><br><br><b>Character</b><br><br>Positive Role Models & Character  | <ul style="list-style-type: none"> <li>• how to work as a team and complete independent research on a relevant topic</li> <li>• how to manage influences on beliefs and decisions</li> <li>• about group-think and persuasion</li> <li>• how to develop self-worth and confidence</li> <li>• how to recognise positive people and good role</li> </ul>   | H9, R15, R37, R41, R3, R4, R42, R43, L9, L1, L2, L3  |

Building

Links to Rights of a Child e.g. slums and children of Mumbai

models in our lives and on line

- empathising with the lives of others
- learning about the lives of others

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| <b>Spring 2</b><br><br>Health & wellbeing | <b>Emotional Wellbeing</b><br><br>Attitudes to Mental Health<br><br>Mental health and emotional wellbeing, including body image and coping strategies<br><br>Disability Awareness<br><br>Challenging Bullying<br><br>Pupil Assessment 2 | <ul style="list-style-type: none"> <li>about attitudes towards mental health</li> <li>how to challenge myths and stigma</li> <li>about daily wellbeing</li> <li>how to manage emotions</li> <li>how to develop digital resilience</li> <li>about unhealthy coping strategies (e.g. self-harm and eating disorders)</li> <li>about healthy coping strategies</li> <li>about gender identity, transphobia and gender-based discrimination</li> <li>how to recognise and challenge homophobia and biphobia</li> <li>how to recognise and challenge racism and religious discrimination</li> </ul> | H3, H4, H6, H7, H8, H9, H10, H11, H12<br>R39, R40, R41, R3, R4, R42, R43 |
| <b>Summer 1</b><br><br>Health & wellbeing | RSHE Safe Sheet 3<br><br><b>Health &amp; Wellbeing</b><br><br>Child Abuse, Consent<br><br>Period Awareness, products and stigma – including period poverty and use of PLAN B lockers<br><br>External Visitors – Brook                   | <ul style="list-style-type: none"> <li>the qualities of positive, healthy relationships</li> <li>how to demonstrate positive behaviours in healthy relationships</li> <li>about forming new partnerships and developing relationships</li> <li>about the law in relation to consent</li> <li>that the legal and moral duty is with the seeker of consent</li> <li>how to effectively communicate about consent in relationships</li> </ul>   | H34, H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32  |
| <b>Summer 2</b><br><br>Relationships      | <b>Relationships</b><br><br>Gender identity, sexual orientation<br><br>Consent<br><br>Introduction to contraception<br><br>Celebrating PRIDE Month<br><br>Pupil Assessment 3  | <ul style="list-style-type: none"> <li>about gender identity and sexual orientation</li> <li>about forming new partnerships and developing relationships</li> <li>about the risks of ‘sexting’ and how to manage requests or pressure to send an image</li> <li>about basic forms of contraception, e.g. condom and pill</li> <li>about the law in relation to consent</li> <li>that the legal and moral duty is with the seeker of consent</li> <li>how to effectively communicate about consent in relationships</li> </ul>  | R33, R2, R9, R10, R11, R13, R23, R29, R30                                |

## YEAR 9 — MEDIUM-TERM OVERVIEW

| Half term                          | Topic  | In this unit of work, students learn...  | Programme of Study Refs / Resources                  |
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| Autumn 1<br><br>Health & Wellbeing | <b>Wellbeing</b><br>My RSHE – Completion of <b>RSHE Safe Sheet 1</b><br><br>Attitudes to Mental Health<br>Mental Wellbeing<br>Kindness<br><br>Movember<br><b>External Visitors – Police - Gangs</b>  | <ul style="list-style-type: none"> <li>• how to identify, express and manage their emotions in a constructive way</li> <li>• how to reflect on their experiences and the experiences of others</li> <li>• how to care for their emotional and physical well being</li> <li>• how to care for others</li> <li>• where to go for support and access a range of support / help services</li> </ul>  | H2, H5, H6, H7, H8, H9, H10                          |
| Autumn 2<br><br>Health & Wellbeing | <b>Peer Influence</b><br><b>Substance Misuse</b><br><b>Gangs</b><br>Healthy and unhealthy friendships<br>Assertiveness & group think<br>Substance misuse, and gang exploitation<br>Drugs & Alcohol related emergencies<br>Vaping, Cannabis and smoking<br>Knife Crime<br>County Lines<br><b>Pupil Assessment 1</b> | <ul style="list-style-type: none"> <li>• how to distinguish between healthy and unhealthy friendships</li> <li>• how to assess risk and manage influences, including online</li> <li>• about 'group think' and how it affects behaviour</li> <li>• how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>• to manage risk in relation to gangs</li> <li>• about the legal and physical risks of carrying a knife</li> <li>• about positive social norms in relation to drug and alcohol use</li> <li>• about legal and health risks in relation to drug and alcohol use, including addiction and dependence</li> </ul> | H19, H20, H21, H23, R1, R9, R20, R35, R36, R37, R38, |
| Spring 1<br><br>Relationships      | <b>RSHE Safe Sheet 2</b><br><br><b>School Wellbeing Project</b>  | <ul style="list-style-type: none"> <li>• about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> </ul>  | H2, R1, R5, R6, R19, R21, R22, R23, R35, R36         |



**Respectful relationships**

Readiness for sexual activity, consent

Contraception

External Visitors – Brook

- about positive relationships in the home and ways to reduce homelessness amongst young people
- about conflict and its causes in different contexts, e.g. with family and friends
- conflict resolution strategies
- how to manage relationship and family changes, including relationship breakdown, separation and divorce
- how to access support services
- about STIs, effective use of condoms and negotiating safer sex
- about the consequences of unprotected sex, including pregnancy

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| <b>Spring 2</b><br><br>Relationships      | <b>Respectful relationships</b><br>Contraception & STI's<br><br>Sexting<br><br>Sexual Harrassment and Violence<br><br>External Visitors – Brook<br><br>Pupil Assessment 2 | <ul style="list-style-type: none"> <li>accessing reliable and accuraye advice and support with relationships</li> <li>to respond to indicators of unhealthy relationships</li> <li>to recognise unwanted attention, such as harassment and stalking and how to respond and seek help</li> <li>to recognise manipulation, persuasion or coercion and how to respond</li> <li>the law relating to abuse, control and exploitation</li> </ul>  | R5, R7, R3, R16, R17, R23, R28, R29                     |
| <b>Summer 1</b><br><br>Relationships      | <b>Respectful relationships</b><br>Rights, trust and values<br><br>Unhealthy relationships<br><br>Attitudes to pornography  | <ul style="list-style-type: none"> <li>about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>about myths and misconceptions relating to consent</li> <li>about the continuous right to withdraw consent and capacity to consent</li> <li>how the portrayal of relationships in the media and pornography might affect expectations</li> <li>how to assess and manage risks of sending, sharing or passing on sexual images</li> <li>how to secure personal information online</li> </ul> | R5, R7, R8, R11, R12, R18, R28, R29, R30, R31, R32, R34 |
| <b>Summer 2</b><br><br>Health & Wellbeing | <b>Healthy lifestyle</b><br><br>Mental Health<br><br>Diet, exercise, lifestyle balance and healthy choices<br><br>Body Image<br><br>First Aid                             | <ul style="list-style-type: none"> <li>about the relationship between physical and mental health</li> <li>about balancing work, leisure, exercise and sleep</li> <li>how to make informed healthy eating choices</li> <li>how to manage influences on body image</li> <li>to make independent health choices</li> <li>to take increased responsibility for physical health, including testicular self-examination</li> </ul>  | H3, H14, H16, H17, H18, H19, H21                        |

# YEAR 10 — MEDIUM-TERM OVERVIEW

| Half term                      | Topic  | In this unit of work, students learn...  | Programme of Study Refs / Resources                                     |
|--------------------------------|--|--|---|
| Autumn 1                       | My RSHE – Completion of <b>RSHE Safe Sheet 1</b><br><b>Wellbeing</b><br>Influecing others<br>Mental Wellbeing<br>Kindness / Community project / Movember<br><b>External Visitors –</b>   | <ul style="list-style-type: none"> <li>• how to identify, express and manage their emotions in a constructive way</li> <li>• how to reflect on their experiences and the experiences of others</li> <li>• how to care for their emotional and physical well being including diet and sleep</li> <li>• how to care for others</li> <li>• how to adapt to new scenarios</li> <li>• how to support the school community with change</li> </ul>  | H2, H1, H5, H6, H11, H12, H13   |
| Autumn 2<br>Health & Wellbeing | <b>Mental health</b><br>Depression<br>Teen Suicide<br>Anxiety<br>Self Harm<br>Self care and Wellbeing<br><b>Pupil Assessment 1</b>   | <ul style="list-style-type: none"> <li>• how to manage challenges during adolescence</li> <li>• how to reframe negative thinking</li> <li>• strategies to promote mental health and emotional wellbeing</li> <li>• about the signs of emotional or mental ill-health</li> <li>• how to access support and treatment</li> <li>• the portrayal of mental health in the media</li> <li>• how to challenge stigma, stereotypes and misinformation</li> </ul>   | H2, H5, H6, H7, H8, H9, H10, H14  |
| Spring 1<br>Relationships      | <b>Healthy relationships</b><br><b>RSHE Safe Sheet 2</b><br><b>School Wellbeing Project</b><br><b>Healthy relationships</b><br>Making decisions about sex<br>Healthy Sexual Experience<br>Sharing Sexual Images<br>Consent<br><b>External Visitors - Brook</b> | <ul style="list-style-type: none"> <li>• about relationship values and the role of pleasure in relationships</li> <li>• about myths, assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>• about the opportunities and risks of forming and conducting relationships online</li> <li>• how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> <li>• about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> </ul> | R1, R2, R3, R5, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31 |

- how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support
- how to recognise and challenge victim blaming
- about asexuality, abstinence and celibacy

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| <b>Spring 2</b><br><br>Health & wellbeing | <b>Healthy Relationships</b><br>Abusive Relationships<br>Sexual Violence<br>Pornography and Revenge Porn<br><br>Pupil Assessment 1   | <ul style="list-style-type: none"> <li>to recognise unwanted attention</li> <li>ways to access information and support</li> <li>the impact of drugs and alcohol on sexual behaviour</li> <li>sharing of sexual images and revenge porn</li> <li>to recognise manipulation, persuasion or coercion</li> </ul>   | R16, R17, R18, R19, R20, R21, R22, R27                             |
| <b>Summer 1</b><br>Relationships          | <b>Exploring influence</b><br>RSHE Safe Sheet 3<br><b>Exploring Influence</b><br>Alcohol & Drug Misuse<br>Boardmasters Project<br>Role Models & Influences<br>External Visitors – YZUP<br><br>External Visitors – Police – County Lines? | <ul style="list-style-type: none"> <li>about positive and negative role models</li> <li>how to evaluate the influence of role models and become a positive role model for peers</li> <li>about the media's impact on perceptions of gang culture</li> <li>about the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>how drugs and alcohol affect decision making</li> <li>how to keep self and others safe in situations that involve substance use</li> <li>how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</li> <li>exit strategies for pressurised or dangerous situations</li> <li>how to seek help for substance use and addiction</li> </ul> | H19, H20, H21, R20, R35, R36, R37                                  |
| <b>Summer 2</b>                           | <b>Exploring Influence</b><br>Gangs & Media Influence<br>Knife Crime<br>County Lines<br>Radicalisation & Extremism<br>Incels<br>Public Sexual Harrassment  | <ul style="list-style-type: none"> <li>about communities, inclusion, respect and belonging</li> <li>about the Equality Act, diversity and values</li> <li>about how social media may distort, mis-represent or target information in order to influence beliefs and opinions</li> <li>how to manage conflicting views and misleading information</li> <li>how to safely challenge discrimination, including online</li> </ul> <p>how to recognise and respond to extremism and radicalisation</p>  | R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, |

## YEAR 11 — MEDIUM-TERM OVERVIEW

| Half term                                 | Topic  | In this unit of work, students learn...  | Programme of Study Refs / Resources   |
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| <b>Autumn 1</b><br><br>Health & Wellbeing | My RSHE – Completion of <b>RSHE Safe Sheet 1</b><br><br><b>Wellbeing</b><br><br>Coping with stress<br><br>Mindfulness<br><br>Anxiety / Panic Attacks<br><br>Self Worth | <ul style="list-style-type: none"> <li>• how to identify, express and manage their emotions in a constructive way</li> <li>• how to reflect on their experiences and the experiences of others</li> <li>• how to care for their emotional and physical well being</li> <li>• how to care for others</li> <li>• how to adapt to new scenarios</li> <li>• how to support the school community with change</li> <li>• how to maintain a healthy self-concept</li> <li>• about the nature, causes and effects of stress</li> <li>• stress management strategies, including maintaining healthy sleep habits</li> <li>• how to develop self-efficacy, including motivation, perseverance and resilience</li> </ul>  | H2, H3, H4, H5, H6, H7, H8, H9, H10   |
| <b>Autumn 2</b><br><br>Relationships      | <b>Relationships / Parenthood</b><br><br>Choices in Parenthood<br><br>Sexual Health<br><br>Love and Abuse<br><br>STI's<br><br><b>Input from School Nurse</b>           | <ul style="list-style-type: none"> <li>• about core values and emotions</li> <li>• about gender identity, gender expression and sexual orientation</li> <li>• how to communicate assertively</li> <li>• how to communicate wants and needs</li> <li>• how to handle unwanted attention, including online</li> <li>• how to challenge harassment and stalking, including online</li> <li>• about various forms of relationship abuse</li> <li>• about unhealthy, exploitative and abusive relationships</li> <li>• how to access support in abusive relationships and how to overcome challenges in seeking support</li> <li>• about different types of families and changing family structures</li> <li>• how to evaluate readiness for parenthood and positive parenting qualities</li> <li>• about fertility, including how it varies and changes</li> <li>• about pregnancy, birth and miscarriage</li> </ul> | H2, H3, H4, H8, H12, L22, H26, H27, H28, H29, H30, H31, R16, R17, R21, R23, R32, R2 |

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| Spring 1           | <div>RSHE Safe Sheet 2</div> <div>School Wellbeing Project</div>                                     | <ul style="list-style-type: none"><li>• about specific STIs, their treatment and how to reduce the risk of transmission</li><li>• to overcome barriers, about sexual health and the use of sexual health services</li><li>• about the health services available to people; strategies to become a confident user of the NHS and other health services;</li><li>• how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</li><li>• how to assess emergency and non-emergency situations and contact appropriate services</li><li>• about the links between lifestyle and some cancers</li><li>• about the importance of screening and how to perform self examination</li><li>• about vaccinations and immunisations</li></ul> | H14, H16, H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24, H27, H28 |
| Health & Wellbeing | <div>Health</div> <div>Testicular &amp; Prostate Cancer</div> <div>Breast &amp; Ovarian Cancer</div> |  |  |

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| <b>Spring 2</b><br><br>Health & Wellbeing | <b>Independence</b><br><br>Managing Risk<br><br>Budgeting<br><br>Pupil Assessment 2                      | <ul style="list-style-type: none"><li>• how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)</li><li>• emergency first aid skills</li><li>• to understand and build resilience to thinking errors associated with gambling (e.g. ‘gambler’s fallacy”) the range of gambling-related harms , and how to access support for themselves or others</li><li>• how to effectively budget, including the benefits of saving</li></ul> | H25, H22, H23, H24, H21, L16, L17, L18 |
| <b>Summer 1</b><br><br>Health & Wellbeing | <b>Independence</b><br><br>Travelling in the UK & Abroad<br><br>REVISION<br><br>External Visitors - YZUP | <ul style="list-style-type: none"><li>• how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)</li><li>• the consequences of substance use and misuse</li></ul>  | H19, H20, H22, H23,                    |