

A decorative graphic on the left side of the slide, consisting of a network of white lines and circles on a blue gradient background. The lines are vertical and horizontal, with some branching out, resembling a circuit board or a tree structure. The circles are small and white, placed at various points along the lines.

RSE & PSHCE SCHEME OF WORK

Year Seven

- Confidentially explored an explained.
- Pupils given the opportunity to work in groups or pairs.
- Labelling male and female body parts using a VARK learning approach.
- Understand puberty as a stage in the life cycle.
- Pupils to appreciate the rate of change can vary between individuals.
- Write a guide/information leaflet on a chosen topic using IT equipment if needed.

1st Autumn Half Term

Puberty

Learn how to look after their bodies during puberty.

Identify how to manage personal hygiene.

Understand the biological aspects of menstruation, conception and reproduction.

Understand puberty as a developmental stage in the life cycle.

Appreciate the concept of 'private' and 'public' activity.

2nd Autumn Half Term

Emotional Change

Investigate the range of emotional changes that take place during puberty and how to manage them.

Explore feelings of attraction to the same and/or opposite gender/sex.

- Pupils to identify positive things about themselves.
- Appreciate the link between emotional and hormonal changes.
- Pupils to appreciate that emotions can be manageable as well as overwhelming.
- Understand that bodily responses to physical attraction.
- Discuss the differences between heterosexual, homosexual and bisexual relationships but discuss that the feelings are the same.
- Use of circle time and breakout groups for differentiation.
- Drama activities and role play.

RSE

Summer Term

Rights and Responsibilities

Peer pressure – what is it and how will it affect you?

Recognise when help is needed and where to access support appropriately.

Explore how to keep yourself safe when using the internet.

Investigate where to get help included in school, family, local and national support services.

- Research opportunities into local services and the right way to access them.
- Encourage pupils to be open and honest with their parents, peers and teachers.
- Use of CEOP teaching materials.
- School visits and talks from PCSO and Fire and Safety Team.

Spring Term

Identity, Status, Conflict and Resolution

Examine the different sources of conflict in their lives and how to resolve them.

Identify what makes a good friend.

Recognise stereotyping and begin to challenge it appropriately.

Analyse different types of bullying – including homophobic and racist bullying.

Pupils to appreciate effects of puberty on self-consciousness new identities and group identities.

- Recognise their own worth as individuals and be able to challenge stereotypes.
- Discuss how boys and girls can do the same tasks and enjoy the same things.
- Use of video clips and drama/role play scenarios and activities.
- Pupils should learn to consider different attitudes, values around gender and sexuality.

RSE

Year Eight

- Confidentiality explored and explained
- Work together to agree a class definition of bullying and the types of behaviour they may witness
- Class discussion around their own behaviour and expected behaviour
- Use of video clips and whole class discussion
- Create a poster on the different types of bullying
- Use of small group work/pairs/breakout groups
- Pupils to create their perfect friend

1st Autumn Half Term

Bullying: Insiders and Outsiders

Groups, Gangs, Belonging

Describe what prejudice is and where society shows examples

Reflect on what influences their own behaviour with their peers

Investigate what a positive relationship looks like

2nd Autumn Half Term

Bullying: Impact, Consequences, Remedies

Consider how physical, mental, sexual and emotional health can affect our lives and our relationships

Investigate the different levels of bullying and how it happens in a school setting

Understand the impact of all forms of bullying including racist and homophobic

Build confidence to be able to challenge inappropriate behaviour

Grow empathy skills and learn to respect and appreciate diversity

Examine the law

- Explore mental health and what it is
- Q&A sessions around the relationships that pupils have in their lives and how they make them feel
- Drama/role play about bullying in schools including racism and homophobia
- Using the internet, pupils research the law around bullying and the legal consequences
- Discuss individual responsibilities about the right thing to do if they witness bullying to themselves or someone else
- Scenario based activities around empathy and how to learn this skill

Summer Term

Sex and it's consequences

Know the age of consent in the UK
Know what pregnancy is, where it occurs and how long it takes

Explore how pregnancy can be prevented

Explore some common myths and misconceptions about contraception

Spring Term

Healthy Relationships

Describe different types of intimate relationships

Explore similarities and differences between friendships and intimate relationships

Understand that sex/making love can be part of an intimate relationship

Discuss what constitutes sexual behaviour and sexual contact

Understand what is meant by 'having sex'

- Use of class mindmaps
- Decisions chart – scenarios and consequences
- Powerpoint of condoms and contraceptive pills
- Science text books to look at pregnancy cycles (simple flow chart and symbols for differentiation)
- What have we learned quizzes
- Drama/role play about risk taking behaviours
- Media influences to look at websites/newspapers/magazines

- Pupils to discuss what makes the 'perfect' relationships. Does it exist?
- Use of circle time and DVDs
- Breakout groups and small group work for differentiation
- Pupils to look at and discuss the reproductive system
- Use of anonymous questions to create opportunities for discussion

Year Nine

RSE

- Confidentially explored an explained.
- Video extracts.
- Drama and role play to explore areas of conflict and resolution.
- The 'escalator of conflict'
- Q&A sessions based on personal experiences of pupils and staff.
- Use of scenario cards.
- Incident narratives.
- Breakout groups and small group/pairs work

1st Autumn Half Term

Relationships, Conflict, Sexual Identities

Reflect on the different relationships in life and how these develop

Consider how conflict within relationships happen and what the possible triggers are

Recognise that actions have consequences, and when and how to make compromises

2nd Autumn Half Term

Communication: attraction, conduct, consent

Understand the nature and range of attraction

Appreciate appropriate and inappropriate ways of showing and responding to attraction

Understand how the idea of consent underpins good relationships

Understand the importance of consent in sexual relationships

Understand legal definitions of consent

- Use of video extracts.
- Use of scenarios and drama opportunities.
- Breakout groups decided on levels of understanding and appropriateness.
- Designing a perfect partner – encouraging understanding of the fact that people find different things attractive.
- Pairs/small group work.

Summer Term

Pleasure: Highs and Lows: Drugs and alcohol

Research facts about legal and illegal drugs

Explore what is meant by a 'healthy lifestyle' and an 'unhealthy lifestyle'

Understand messages and influences on lifestyle choices; where they come from and why they are so powerful

Consider how the use of drugs and alcohol can affect physical and mental health

Spring Term

Pleasure: Highs and Lows – STIs

Know and understand what sexually transmitted infections are including HIV and AIDS

Know and understand how STIs, including HIV and Chlamydia are transmitted

Know and understand where and how to get tested and where to go for help

Understand contraception

- Breakout groups for differentiation/level of need.
- Present research findings.
- Poster campaign.
- Role play/drama pieces around the dangers and negative effects.
- Visiting speakers (PCSO or ex-drug user)
- EYPDAS website and programme.
- Role of the media in anti-drugs and alcohol campaigns and their impact.

- Planning and presenting sessions with peers
- Jigsawing exercises.
- Use of school nurse.
- Contraception box.
- Chlamydia testing kit.
- Designing a leaflet/poster/presentation on STIs and contraception types
- Small group work for differentiation

RSE

Year 10

- Exploring case studies of young people who have different sexual orientations.
- DVD/You Tube videos.
- Drama/role play.
- Social media and its effects.
- Peer led discussions.
- Use of anonymous questions box to promote discussions.
- Q&A sessions – can be both adult and peer led.
- Breakout groups for levels of understanding/appropriateness.

1st Autumn Half Term

Identity and Self-Confidence

Recognise the developing sense of sexual identity and feel comfortable and confident

Understand more about different sexual orientations including transgender and bisexuality

The issues of 'coming out'

2nd Autumn Half Term

What kind of relationship?

Explore the meaning of commitment
Understand the different meaning and different types of family

Reflect on the nature and significance of marriage and stable relationships

Consider the roles and responsibilities of good parenting

- Research the traditions of marriage around the world.
- Research the laws of marriage.
- Design and present ideas of the 'perfect parent'
- Group or work in pairs.
- Presentations about family life around the world.
- Resources and web links on the VLE.

Summer Term

Healthy Choices: Desire

Understand the reasons why individuals may abuse drugs, alcohol or food

Understand the links between early sexual activity and poor self-esteem and/or personal aspirations

Demonstrate the ability to make informed choices about the pattern of their lifestyle

- Design mouse mats or coasters with safety messages on them.
- Study of media campaigns.
- Visit to local supermarket to consider special food and drink.
- School nurse or health professional visit.
- Cross curricular with food tech – building a healthy body.

Spring Term

Healthy Choices: Contraception

Demonstrate an understanding of how a range of different contraception works

Consider the impact that culture and religion can have on choices around contraception

Undertake ways of accessing contraceptive advice independently

- Demonstrations using the contraceptive box.
- Research where the local healthy clinic is in Colchester.
- Information leaflet/poster.
- Class Q&A session.
- Use of true/false quizzes.
- Breakout groups for differentiated teaching strategies.

RSE

Year 11

- CEOP education.
- Use of social media – and how to use it safely.
- NSPCC website and educational materials.
- Advertising – use of it in magazines and other publications and the messages conveyed.
- Live Well NHS choices website.
- Be Savvy.
- Use of BBC video clips and scenarios.
- Small breakout groups for less hard hitting teaching and delivery

1st Autumn Half Term

Respect and the Self

Identify the influences and pressures around sexual behaviour

Identify the link between a healthy body and mind and a healthy sexual relationship

Understand 'intimacy' and what it means
Understand the possible consequences of a sexual relationship, e.g. intimacy and commitment, unplanned pregnancy, abortion

2nd Autumn Half Term

Respect and Others

Understanding what you and others want from a sexual relationship

Desire and its management

Develop knowledge of domestic and sexual violence and its impact on emotional health and wellbeing

Consider issues relating to sex and the use of the internet e.g. pornography

- CEOP education.
- Use of social media and the internet.
- NSPCC website and educational materials.
- Use of video clips and appropriate YouTube videos.
- Live Well NHS choices website.
- Use of anonymous statements to promote class discussions.

Spring Term

Practical Help and Advice

Consolidate knowledge of contraception choices and practical demonstration

Consolidate knowledge of where to find information, advice and services related to sexual health

- Use of BBC video clips (set of 4).
- Demonstrations using contraception box.
- Q&A class discussions around what we have learned.
- Information poster/leaflet with advice.
- Group work or work in pairs.
- Use of quizzes.



PSHE (including RSE) Overview

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme	Being Me in my class	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Acorn Class (year 1 cycle)	Self-identity. Understanding feelings. Being in a classroom. Being gentle. Rights and responsibilities.	Identifying talents. Being special. Families. Where we live. Making friends. Standing up for yourself.	Challenges. Perseverance. Goal-setting. Overcoming obstacles. Seeking help. Jobs. Achieving goals.	Exercising bodies. Physical activity. Healthy food. Sleep. Keeping clean. Safety.	Family life. Friendships. Breaking friendships. Falling out. Dealing with bullying. Being a good friend.	Bodies. Respecting my body. Growing up. Growth and change. Fun and fears. Celebrations.
Acorn Class (year 2 cycle)	Feeling special and safe. Being part of a class. Rights and responsibilities. Rewards and feeling proud. Consequences. Owning the Learning. Charter I can explain why my class is a happy and safe place to learn.	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals. Identifying successes and achievements. Learning styles. Working well and celebrating achievement with a partner. Tackling new challenges. Identifying and overcoming obstacles.	Keeping myself healthy. Healthier lifestyle choices. Keeping clean. Being safe. Medicine. safety/safety with household items. Road safety. Linking health	Belonging to a family. Making friends/being a good friend. Physical contact preferences. People who help us. Qualities as a friend and person. Self-acknowledgement . Being a good friend to myself. Celebrating special relationships.	Life cycles - animal and human. Changes in me. Changes since being a baby. Differences between female and male bodies (correct terminology) Linking growing and learning. Coping with change. Transition

			Feelings of success.	and happiness.		
Oak Class (year 1 cycle)	<p>Hopes and fears for the year.</p> <p>Rights and responsibilities.</p> <p>Rewards and consequences.</p> <p>Safe and fair learning environment.</p> <p>Valuing contributions.</p> <p>Choices.</p> <p>Recognising feelings.</p> <p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>Assumptions and stereotypes about gender.</p> <p>Understanding bullying.</p> <p>Standing up for self and others. Making new friends.</p> <p>Gender diversity.</p> <p>Celebrating difference and remaining friends</p>	<p>Achieving realistic goals.</p> <p>Perseverance.</p> <p>Learning strengths.</p> <p>Learning with others.</p> <p>Group co-operation.</p> <p>Contributing to and sharing success.</p>	<p>Motivation.</p> <p>Healthier choices.</p> <p>Relaxation.</p> <p>Healthy eating and nutrition.</p> <p>Healthier snacks and sharing food.</p>	<p>Different types of family.</p> <p>Physical contact boundaries.</p> <p>Friendship and conflict.</p> <p>Secrets.</p> <p>Trust and appreciation</p> <p>Expressing appreciation for special relationships.</p>	<p>Life cycles in nature.</p> <p>Growing from young to old.</p> <p>Increasing independence.</p> <p>Differences in female and male bodies (correct terminology)</p> <p>Assertiveness.</p> <p>Preparing for transition</p>

<p>Oak Class (year 2 cycle)</p>	<p>Setting personal goals. Self-identity and worth. Positivity in challenges. Rules, rights and responsibilities. Rewards and consequences. Responsible choices Seeing things from others' perspectives. I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>Families and their differences. Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it. Recognising how words can be hurtful. Giving and receiving compliments.</p>	<p>Difficult challenges and achieving success. Dreams and ambitions. New challenges. Motivation and enthusiasm. Recognising and trying to overcome obstacles. Evaluating learning processes. Managing feelings. Simple budgeting.</p>	<p>Exercise. Fitness challenges. Food labelling and healthy swaps. Attitudes towards drugs. Keeping safe and why it's important. Online and off-line scenarios. Respect for myself and others. Healthy and safe choices</p>	<p>Family roles and responsibilities. Friendship and negotiation. Keeping safe online and who to go to for help. Being a global citizen. Being aware of how my choices affect others. Awareness of how other children have different lives. Expressing appreciation for family and friends.</p>	<p>How babies grow. Understanding a baby's needs. Outside body changes. Inside body changes. Family stereotypes. Challenging my ideas. Preparing for transition.</p>
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<p>Year 7</p>	<p>Being part of a class team. Being a school citizen. Rights, responsibilities and democracy (school council) Rewards and consequences. Group decision-making. Having a voice. What motivates behaviour. I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued. Puberty.</p>	<p>Challenging assumptions. Judging by appearance. Accepting self and others. Understanding influences. Understanding bullying. Problem-solving. Identifying how special and unique everyone is. First impressions Emotional Change.</p>	<p>Hopes and dreams. Overcoming disappointment Creating new, realistic dreams. Achieving goals. Working in a group. Celebrating contributions. Resilience. Positive attitudes. Identity status.</p>	<p>Healthier friendships. Group dynamics. Smoking Alcohol. Assertiveness. Peer pressure. Celebrating inner strength. Conflict and resolution.</p>	<p>Jealousy. Love and loss. Memories of loved ones. Getting on and Falling Out. Girlfriends and boyfriends. Showing appreciation to people and animals. Rights and responsibilities.</p>	<p>Being unique. Having a baby. Girls and puberty Confidence in change Accepting change. Preparing for transition. Environmental change. Rights and responsibilities.</p>
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<p>Year 8</p>	<p>Planning the forthcoming year. Being a citizen. Rights and responsibilities. Rewards and consequences. How behaviour affects groups. Democracy, having a voice. I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school</p>	<p>Cultural differences and how they can cause conflict. Racism Rumours and name-calling. Types of bullying. Material wealth and happiness. Enjoying and respecting other cultures. Bullying.</p>	<p>Future dreams. The importance of money, jobs and careers. Dream job and how to get there. Goals in different cultures. Supporting others (charity) Motivation. Healthy relationships.</p>	<p>Smoking, including vaping <u>Alcohol</u> and anti-social behaviour. Emergency aid. Body image. Relationships with food. Healthy choices. Motivation and behaviour. Healthy relationships.</p>	<p>Self-recognition and self-worth. Building self-esteem. Safer online communities. Rights and responsibilities online. Online gaming and gambling. Reducing screen time Dangers of online grooming. SMARRT internet safety rules. Sex and consequences.</p>	<p>Self- and body image. Influence of online and media on body image. Puberty for girls. Puberty for boys. Conception (including IVF) Growing. Coping with change. Preparing for transition. Sex and consequences.</p>
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	and a wider community. Bullying					
Year 9	Identifying goals for the year. Global citizenship. Children's universal rights. Feeling welcome and valued. Choices, consequences and rewards. Group dynamics. Democracy, having a voice. Anti-social behaviour. Role-modelling. I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and	Perceptions of normality. Understanding disability. Power struggles. Understanding bullying. Inclusion/exclusion . Differences as conflict, difference as celebration. Empathy. Communication: attraction, conduct, consent.	Personal learning goals, in and out of school. Success criteria. Emotions in success. Making a difference in the world. Motivation. Recognising achievements. Compliments. Pleasure - highs and lows.	Taking personal responsibility. How substances affect the body. Exploitation, including 'county lines' and gang culture. Emotional and mental health. Managing stress. Pleasure - highs and lows.	Mental health. Identifying mental health worries and sources of support. Love and loss. Managing feelings. Power and control. Assertiveness. Technology safety. Take responsibility with technology use. Pleasure - drugs and alcohol.	Self-image. Body image. Puberty and feelings. Conception to birth. Reflections about change. Physical attraction. Respect and consent. Boyfriends/girlfriend . Sexting. Transition. Pleasure - drugs and alcohol.

	<p>explain how this can influence the choices I make.</p> <p>Relationships, conflict and sexual identity.</p>					
Year 10	<p>Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation.</p> <p>Identity and self-confidence.</p>	<p>Assertiveness. Prejudice and discrimination. My values and those of others. Challenging stereotypes. Discrimination in school. How prejudice and discrimination fuels bullying. Being inclusive.</p> <p>Relationships.</p>	<p>What are my dreams and goals? Steps to success. Coping when things don't go to plan. Rewarding my dreams. Intrinsic and extrinsic. Motivation. Keeping my dreams alive. How dreams and goals change in response to life.</p> <p>Healthy choices - contraception.</p>	<p>Healthy choices about my emotional health. Managing stress. Managing my choices around substances. Managing my nutritional choices. Medicines and immunisation. Healthy choices about physical activity and rest/sleep.</p> <p>Healthy choices - contraception</p>	<p>My changing web of friendships. Support I need now and in the future. Developing positive relationships. What external factors affect relationships, e.g. media influences? Assertiveness in relationships. The changing role of families.</p> <p>Healthy choices - desire.</p>	<p>My changing body and feelings. What is self-image? Coping during times of change. My changing ways of thinking. Managing my changes in mood. Moving forwards into my next year of education.</p> <p>Healthy choices - desire.</p>

Year 11	<p>Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others. Marriage. Protected characteristics. Active listening. Self-respect.</p>	<p>Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness. Respect and others.</p>	<p>Celebrating success, identifying goals. Employment. Learning from mistakes. Overcoming challenges. Planning skills. Safe & unsafe choices. Substances. Gangs. Knives. Exploitation. Emergency first aid. Help and advice.</p>	<p>Stress and anxiety. Managing mental health. Physical activity and mental health. Effects of substances. Legal consequences. Nutrition. Sleep. Vaccination and immunisation importance of information on making health choices. Help and advice.</p>	<p>Characteristics of healthy relationships. Consent. relationships and change. Emotions within friendships. Peer on peer abuse. Rights and responsibilities, being discerning, Assertiveness. Sexting. Overview.</p>	<p>Puberty changes. Reproduction facts. FGM. Breast flattening/ ironing. Responsibilities of parenthood, IVF. Types of committed relationships. Media and self-esteem. Self-image. Brain changes in puberty. Factors affecting moods. Sources of help and support. Overview.</p>
Yr 11 extension	<p>Perceptions about intimate relationships. Consent. Sexual exploitation. Peer approval.</p>	<p>Positive change made by others. How positive behaviour affects feelings of wellbeing, social injustice,</p>	<p>Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental</p>	<p>Long-term physical health, responsibility for own health, dental health, stress</p>	<p>Positive relationship with self, social media and relationship with self, negative self-talk, managing a range</p>	<p>Types of close intimate relationships. Physical attraction, love, legal status of relationships, behaviours in</p>

	peer on peer abuse, grooming, radicalisation, county lines, risky experimentation , positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive control.	inequality, community cohesion and support, multiculturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, peer on peer abuse hate crime, fear & emotions Stand up to bullying, the golden rule Organ and blood donation	wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities , gambling issues	triggers and help tips, substances and mood, legislation associated with substances, exploitation and substances, county lines, medicine, vaccinations, immunisation	of relationships, peer on peer abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support.	healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour.
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