

Frederick Gent School PSHE Medium Term Plan

At Frederick Gent School we deliver six engaging drop down PSHE Days. The drop down days are based upon the three core themes of health and wellbeing, relationships and living in the wider world. We have a spiral curriculum allowing pupils to build upon knowledge ascertained in previous years.

Below is an outline of what pupils will be covering in each year. The codes in the right hand column relate to areas covered in the DFE policy for statutory health education, relationships education and RSE plus the recommended programme of study from the PSHE Association.

Should you have any queries please contact Gemma Smith (PSHE Curriculum Leader) gsmith@fgs.derbyshire.sch.uk

YEAR 7 – MEDIUM-TERM OVERVIEW

PSHE Day	Topic	Students learn...	References to:
<p>PSHE Day 1</p> <p>Health & wellbeing</p>	<p>Transition and safety</p> <p>Transition to secondary school and personal safety in and outside school, including first aid</p>	<ul style="list-style-type: none"> • how to identify, express and manage their emotions in a constructive way • how to manage the challenges of moving to a new school and how to establish and manage friendships • how to identify personal strengths and areas for development. How to improve study skills • personal safety strategies and travel safety, e.g. road, rail and water • basic first aid how to respond in an emergency situation 	<p>RE8, RE9, HE1, HE2, HE24, L1, L2</p>
<p>PSHE Day 2</p> <p>Living in the wider world</p>	<p>Developing skills and aspirations</p> <p>Careers, teamwork and enterprise skills, and raising aspirations</p>	<ul style="list-style-type: none"> • how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about a broad range of careers and the abilities and qualities required for different careers • about equality of opportunity • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • about the link between values and career choices 	<p>RE10, RE15, L1, L4, L5, L8, L9, L10, L12</p>
<p>PSHE Day 3</p> <p>Relationships</p>	<p>Diversity</p> <p>Diversity, prejudice, and bullying</p>	<ul style="list-style-type: none"> • about identity, rights and responsibilities • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online and how to support others • about living in a diverse society 	<p>RE7, RE8, RE10, RE11, RE12, RE15, RE16, RE18, RE19, HE5, HE7, HE8</p>
<p>PSHE Day 4</p> <p>Health & wellbeing</p>	<p>Health and puberty</p> <p>Healthy routines, puberty, unwanted contact, and FGM</p>	<ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, dental health, • how to make healthy lifestyle choices including physical activity and sleep • how to manage physical and emotional changes during puberty including personal hygiene • how to recognise and respond to inappropriate and unwanted contact • about FGM and how to access help and support 	<p>RE24, HE6, HE9, HE10, HE12, HE19, HE20, HE23, HE27, HE28</p>

<p>PSHE Day 5</p> <p>Relationships</p>	<p>Building relationships</p> <p>Self-worth, romance and friendships (including online) and relationship boundaries</p>	<ul style="list-style-type: none"> • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships and how to recognise unhealthy relationships. • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent 	<p>RE7, RE10, RE15, RE25, RE26, HE7</p>
<p>PSHE Day 6</p> <p>Living in the wider world</p>	<p>Financial decision making</p> <p>Saving, borrowing, budgeting and making financial choices</p>	<ul style="list-style-type: none"> • how to make safe financial choices • about ethical and unethical business practices and consumerism • about saving, spending and budgeting • how to manage risk-taking behaviour 	<p>HE7, L15, L16, L17, L18</p>

YEAR 8 – MEDIUM-TERM OVERVIEW

PSHE Day	Topic	Students learn...	References to:
PSHE Day 1 Health & wellbeing	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	<ul style="list-style-type: none"> • about medicinal and recreational drugs • about the over-consumption of energy drinks • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to recognise and promote positive social norms and attitudes including how to manage influences in relation to substance use 	RE36, HE13, HE14, HE15, HE16, HE17, HE18,
PSHE Day 2 Living in the wider world	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	<ul style="list-style-type: none"> • about transferable skills, abilities and interests • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future and how to demonstrate strengths • about GCSE and post-16 options: skills for decision making 	L2, L3, L6, L7, L8, L9, L11, L12, L12, L14
PSHE Day 3 Relationships	Humanutopia – Who am I day The first half of the day tackles peer pressure, conformity, and bullying. The second half of the day focuses on choices, teamwork, leadership, and aspirations	<ul style="list-style-type: none"> • How to develop self-worth and confidence • about group-think and persuasion • How to deal with peer pressure and conformity issues. • how to recognise and challenge all types of bullying and discrimination • the benefits of both working as a team and improving leadership skills • Recognising and working towards own aspirations. 	RE1, RE7, RE8, RE9, RE10, RE11, RE12, RE15, RE16, RE20, HE1, HE2, HE5, HE8 L5

<p>PSHE Day 4</p> <p>Health & wellbeing</p>	<p>Emotional wellbeing</p> <p>Mental health and emotional wellbeing, including body image and coping strategies</p>	<ul style="list-style-type: none"> • how to challenge myths and stigma plus attitudes towards mental health • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self-harm and eating disorders) • about healthy coping strategies 	<p>RE15, HE1, HE2, HE3, HE4, HE6, HE7, HE9</p>
<p>PSHE Day 5</p> <p>Relationships</p>	<p>Identity and relationships</p> <p>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p>	<ul style="list-style-type: none"> • the qualities of positive, healthy relationships and how to demonstrate positive behaviours in healthy relationships. Forming new partnerships and developing relationships. • about gender identity and sexual orientation • the law in relation to consent, that the legal and moral duty is with the seeker of consent and how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill 	<p>RE1, RE2, RE8, RE9, RE11, RE18, RE19, RE20, RE22, RE24, RE25, RE26, RE29, RE31, RE34, RE35, RE37, HE7, HE8</p>
<p>PSHE Day 6</p> <p>Living in the wider world</p>	<p>Digital literacy</p> <p>Online safety, digital literacy, media reliability, and gambling hooks</p>	<ul style="list-style-type: none"> • about online communication and how to use social networking sites safely • how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation plus how to seek support • how to recognise biased or misleading information online and how to critically assess different media sources • how to distinguish between content which is publicly and privately shared, about age restrictions when accessing different forms of media and how to make responsible decisions • how to assess and manage risks in relation to gambling and chance-based transactions. How to protect financial security online 	<p>RE7, RE8, RE16, RE17, RE18, RE19, RE20, RE24, HE7, HE8, L19, L20, L21, L22, L23, L24, L25, L26, L27</p>

YEAR 9 – MEDIUM-TERM OVERVIEW

Half term	Topic	Students learn...	References to:
<p>PSHE Day 1</p> <p>Health & wellbeing</p>	<p>Peer influence, substance use and gangs</p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p>	<ul style="list-style-type: none"> • how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online, about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs. About the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use, about legal and health risks in relation to drug and alcohol use, including addiction and dependence 	<p>RE7, RE8, RE9, RE13, RE16, RE17, RE19, RE36, HE2, HE7, HE8, HE13, HE14, HE15, HE16, HE17</p>
<p>PSHE Day 2</p> <p>Living in the wider world</p>	<p>Community and careers</p> <p>Equality of opportunity in careers and life choices, and different types and patterns of work</p>	<ul style="list-style-type: none"> • about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relation to work and pay • about employment, self-employment and voluntary work • how to set aspirational goals for future careers and challenge expectations that limit choices 	<p>RE10, RE11, RE15, HE7, L3, L8, L9, L10, L11, L12</p>
<p>PSHE DAY 3</p> <p>Relationships</p>	<p>Respectful relationships</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>	<ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • 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. About conflict resolutions strategies. • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services 	<p>RE1, RE2, RE3, RE4, RE5, RE8, RE11,</p>

<p>PSHE Day 4</p> <p>Health & wellbeing</p>	<p>Healthy lifestyle</p> <p>Diet, exercise, lifestyle balance and healthy choices.</p>	<ul style="list-style-type: none"> • about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to take increased responsibility for physical health, including testicular self-examination 	<p>HE7, HE9, HE10, HE12, HE21. HE23,</p>
<p>PSHE Day 5</p> <p>Relationships</p>	<p>Intimate relationships</p> <p>Relationships and sex education include the risks of STIs, and attitudes to pornography</p>	<ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent, about the continuous right to withdraw consent and capacity to consent • the consequences of unprotected sex (including pregnancy), about STIs, effective use of condoms and negotiating safer sex • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images. How to secure personal information online. 	<p>RE20, RE21, RE22, RE23. RE24, RE25, RE26, RE27, RE29, RE30, RE31, RE34, RE35, RE37, HE7, HE19,</p>
<p>PSHE Day 6</p> <p>Living in the wider world</p>	<p>Employability skills</p> <p>Employability and online presence</p>	<ul style="list-style-type: none"> • about young people's employment rights and responsibilities • skills for enterprise and employability • how to give and act upon constructive feedback • how to manage their 'personal brand' online • CV writing. Habits and strategies to support progress • how to identify and access support for concerns relating to life online 	<p>HE8, L2, L4, L6, L8, L9, L14, L21, L24, L27</p>

YEAR 10 – MEDIUM-TERM OVERVIEW

Half term	Topic	Students learn...	References to:
<p>PSHE Day 1</p> <p>Health & wellbeing</p>	<p>Mental health</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p>	<ul style="list-style-type: none"> • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health and how to access support and treatment. • about the portrayal of mental health in the media and how to challenge stigma, stereotypes and misinformation • how to manage challenges during adolescence 	<p>RE10, HE1, HE2, HE3, HE4, HE5, HE6, HE9, HE10, HE27, HE28</p>
<p>PSHE Day 2</p> <p>Living in the wider world</p>	<p>Financial decision making and preparing for life after Y11</p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p> <p>College visit for half of the day.</p>	<ul style="list-style-type: none"> • how to prevent and manage debt, including understanding credit rating and pay day lending • how data is generated, collected and shared, and the influence of targeted advertising. about the law and illegal financial activities, including fraud and cybercrime • about the relationship between gambling and debt and how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling, • look into Post 16 options 	<p>RE23, HE7, HE8, L16, L17, L18, L19, L20, L25</p>
<p>PSHE Day 3</p> <p>Relationships</p>	<p>Healthy relationships</p> <p>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p>	<ul style="list-style-type: none"> • about relationship values and the role of pleasure in relationships. About asexuality, abstinence and celibacy • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours • about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent. How to recognise and challenge victim blaming. How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support 	<p>RE1, RE13, RE14, RE17, RE19, RE21, RE24, RE25, RE26, RE27, RE30, RE37, HE7,</p>

<p>PSHE Day 4</p> <p>Health & wellbeing</p>	<p>Exploring influence</p> <p>The influence and impact of drugs, gangs, role models and the media</p>	<ul style="list-style-type: none"> • about positive and negative role models. How to evaluate the influence of role models and become a positive role model for peers • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making. How to keep self and others safe in situations that involve substance use. How to seek help for substance use and addiction • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime. Exit strategies for pressurised or dangerous situations 	<p>RE7, RE29, RE36, HE13, HE15,</p>
<p>PSHE Day 5</p> <p>Relationships</p>	<p>Addressing extremism and radicalisation</p> <p>Community cohesion and challenging extremism</p>	<ul style="list-style-type: none"> • about communities, inclusion, respect and belonging. About the Equality Act, diversity and values • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalisation 	<p>RE15, RE16, HE7, HE8, L24, L26, L27, L28, L29</p>
<p>PSHE Day 6</p> <p>Living in the wider world</p>	<p>Work experience</p> <p>Preparation for upcoming work experience and readiness for work</p>	<ul style="list-style-type: none"> • how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain a positive personal presence online 	<p>RE23, L11, L13, L30, L31</p>

YEAR 11 — MEDIUM-TERM OVERVIEW

Half term	Topic	Students learn...	References to:
<p>PSHE Day 1</p> <p>Health & wellbeing</p>	<p>Building for the future</p> <p>Self-efficacy, stress management, and future opportunities</p>	<ul style="list-style-type: none"> • how to manage the judgement of others and challenge stereotyping • how to balance ambition and unrealistic expectations • how to develop self-efficacy, including motivation, perseverance and resilience. How to maintain a healthy self-concept • about the nature, causes and effects of stress. Stress management strategies, including maintaining healthy sleep habits • about positive and safe ways to create content online and the opportunities this offers. How to balance time online 	<p>RE10, RE16, HE23 L22</p>
<p>PSHE Day 2</p> <p>Living in the wider world</p>	<p>Next steps</p> <p>Application processes, and skills for further education, employment and career progression,</p> <p>University visit for half of the day.</p>	<ul style="list-style-type: none"> • how to use feedback constructively when planning for the future. How to set and achieve SMART targets • effective revision techniques and strategies. How to manage work/life balance • about application processes, including reviewing CVs, personal statements and interview technique • how to maximise employability, including managing online presence and taking opportunities to broaden experience. Career pathways. • about rights, responsibilities and challenges in relation to working part time whilst studying 	<p>L1,L2, L3, L4, L6, L7, L8. L11, L12, L21</p>
<p>PSHE Day 3</p> <p>Relationships</p>	<p>Communication in relationships</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<ul style="list-style-type: none"> • about core values and emotions • about gender identity, gender expression and sexual orientation • how to communicate assertively. How to communicate wants and needs • How to handle unwanted attention, including online. How to challenge harassment and stalking, including online • about various forms of relationship abuse. Unhealthy, exploitative and abusive relationships. How to access support in abusive relationships and how to overcome challenges in seeking support 	<p>RE1, RE13, RE14, RE19, RE24, RE26,</p>

<p>PSHE Day 4</p> <p>Health & wellbeing</p>	<p>Independence</p> <p>Responsible health choices, and safety in independent contexts</p>	<ul style="list-style-type: none"> • how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills. How to assess emergency and non-emergency situations and contact appropriate services • about the links between lifestyle and some cancers. About the importance of screening and how to perform self examination • about vaccinations and immunisations. About registering with and accessing doctors, sexual health clinics, opticians and other health services • how to manage influences and risks relating to cosmetic and aesthetic body alterations. About blood, organ and stem cell donation 	<p>HE10, HE11, HE21, HE22, HE25, HE26</p>
<p>PSHE Day 5</p> <p>Relationships</p>	<p>Families</p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	<ul style="list-style-type: none"> • about different types of families and changing family structures. How to evaluate readiness for parenthood and positive parenting qualities. About adoption and fostering • about fertility, including how it varies and changes. About pregnancy, birth and miscarriage • about unplanned pregnancy options, including abortion • how to manage change, loss, grief and bereavement • about various forms of relationship abuse. About unhealthy, exploitative and abusive relationships. How to access support in abusive relationships and how to overcome challenges in seeking support. About 'honour based' violence and forced marriage and how to safely access support • 	<p>RE2, RE6, RE7, RE13, RE14, RE24, RE27, RE28, RE32, RE33, RE37,</p>

