

Year group	T1 + 2 Planning Meeting		T3 + 4 Planning Meeting		T5 + 6 Planning Meeting	
Assembly	Wk 2 Thurs 11 th Oct Keeping safe online	Wk 2 Tues 13 th Nov Anti-bullying	Wk 1 Mon 14 th Jan CEOP safeguarding	1Wed 13 th Feb Peer on Peer abuse	1 Fri 22 nd Mar Alumi / next steps	2 Wed 8 th May Body Image
7	Tobacco H24, 25, 26, 28, 32 R31	Puberty H7	Peer approval – risky behaviour that can be generated R6, 8, 30	Different types of work	Critical Consumers L 20, 21	Body image
8	Debt L20, 21	Alcohol H24, 25, 26 R31	Contraception H11 R13, 14, 16, 17, 21	Immunisation + HPV H10, 24	Laws regulating young people in work L10, 11	Healthy Eating + Activity
9	The need for STEM skilled staff L13, 14	Consumer Rights L22	Cannabis H15, 16, 17, 17, 25, 26	Diversity in sexual attraction R5, 8, 25 L3	HIV H12, 18, 19, 20	How to respond in an emergency
10	FGM H8 L5, 6	National Citizens service and other voluntary/ community activities (DoE)	Gambling	Experimental/ occasional substance use H15, 16, 17, 30, R32	STI's H12, R22, 30	Stress and Anxiety
11	Sexual consent R5, 8, 15, 16, 18, 19, 20	Breast / Testicular Cancer H7, H32	Entrepreneurial skills	Employee vs Self employed L16 L13, 14, 20	Social consequences of substance use/misuse	Abortion

PSHE CORE THEMES : 1 Health and Wellbeing 2 Relationships 3 Living in the Wider World – Economic wellbeing and being a responsible citizen

A. Drugs

- 1.1 How to manage transition
- 1.2 How to maintain physical, mental and emotional health and wellbeing
- 1.3 How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco
- 1.6 how to identify and access help, advice and support

A. Sexual Health

- 1.3 how to make informed choices about sexual health*
- 1.4 about parenthood and the consequences of teenage pregnancy*
- 2.4 about the concept of consent in a variety of contexts (including in sexual relationships)
- 2.5 about managing loss including bereavement, separation and divorce
- 2.6 to respect equality and be a productive member of a diverse community
- 2.7 how to identify and access appropriate advice and support

C. Lifestyle

- 1.2 How to maintain physical, mental and emotional health and wellbeing

D. Business and Enterprise

- 3.4 about economic and business environment
- 3.5 how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

E. Careers – Living in the wider world

- 3.1 about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- 3.2 how to make informed choices and be enterprising and ambitious
- 3.3 how to develop employability, team working and leadership skills and develop flexibility and resilience

F. Health, Wellbeing and Safety– Assembly Themes – Vertical Tutor groups

- 1.3 Maintaining a balanced diet, physical activity, mental and emotional health and well being
- 1.5 how to assess and manage risks; to health and to keep themselves and others safe.
- 1.7 how to respond in an emergency, including administering first aid
- 1.8 the role and influence of the media on lifestyle
- 2.1 how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- 2.2 how to recognise and manage emotions within a range of relationships
- 2.3 how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters.

PSHE Themes for Vertical Tutor Groups

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Citizenship British values CREATIVITY	Mental Health (self-esteem) Communication (stigma) Depression (signs) Anxiety Hormones	Eating + Exercise CREATIVITY	Personal safety + Risk taking (violence/ online/ road)	Relationships CREATIVITY	Physical Health Body Image (social media)
Brighton University – ‘The resilient classroom’ -connected -safe -respected and valued -sense of purpose	The need to “build stronger children rather than mend broken adults” Frederick Douglass, 1817-1895 Recognised need to work on well-being; coping mechanisms, recognising when we need support, accepting support. Sometimes school is the most positive setting in the life of young people.	Associations between physical activity and mental health in young people is evident, but research designs are often weak and effects are small-to-moderate. Evidence shows small but consistent associations between sedentary screen-time and poorer mental health. Biddle & Asare Loughborough Uni Exercise improves sleep quality. Christopher Kline University of Pittsburgh	The Good Childhood Report 2017 “Fear of crime was the most common problem of all, affecting 2.2 million children, with 1 in 3 teenage girls afraid of being followed by a stranger and 1 in 4 boys worried they’ll be assaulted. One million 10 to 17 year olds face seven or more of these serious problems in their lives.”		