



An All-through Co-operative School

# **Personal Social and Health Education Policy**

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The personal and social development of pupils is a fundamental aim of education. PSHE and Citizenship is the planned learning which the school provides in order to support and enhance the personal and social development of pupils.

### **PSHE and Citizenship programmes should:**

- Help pupils to deal with difficult moral and social questions that arise in their lives and in society.
- Help pupils to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives, as individuals, parents, workers and members of society.
- Give pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels.
- Provide education in citizenship and democracy, which will provide coherence in the way in which all pupils are helped to develop a full understanding of their roles and responsibilities as citizens.

### **Personal and social learning occurs in the curriculum through:**

- Subject programmes
- Planned tutorial programmes
- The schools' arrangements for pastoral care and pupil guidance
- Assemblies
- Community work within the school
- School councils
- Planned learning opportunities in contexts outside school, e.g. residential visits, work experience
- Extra curricular activities
- Encouraging all pupils to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world

The ethos of the school, the quality of its relationships, its concern with equality of opportunity and the values which it exemplifies are crucial factors in pupils' personal and social development.

Young people's personal and social development will be influenced by their gender, sexuality, racial, social, cultural or religious background. Schools should aim to create a positive environment in which diversity is valued and access to the curriculum and corporate life of the school is a reality for all pupils. PSHE should help pupils become aware of the barriers that exist in society and enable them to challenge prejudice.

Because all aspects of school life contribute to PSHE, a planned whole-school approach is essential. Preston Manor School should define aims for PSHE and Citizenship, which will reflect school aims. PSHE and Citizenship should be a priority for school management and the responsibility of all teachers. Schemes of work for

subjects, topics and tutorial programmes should make explicit their contributions to the school's PSHE and Citizenship programme. Teachers with responsibility for learning opportunities outside school and extra-curricular activities should show how these areas are supporting PSHE and Citizenship.

All curricular contributions to PSHE and citizenship should form a coherent whole.

PSHE and Citizenship is concerned with the process of personal and social development. Schools should have a clear view of the outcomes of that process – the attitudes, values, personal qualities and skills which they wish to foster in young people. The knowledge, skills and understanding and learning experience which enable young people to achieve these outcomes should also be explicit.

## **PSHEE curriculum**

Our PSHE curriculum challenges pupils to become creative, successful and happy individuals. By focusing on three key strands:

- **Core Theme 1: Health and wellbeing**
- **Core Theme 2: Relationships**
- **Core Theme 3: Living in the wider world: economic wellbeing, careers and the world of work**

We aim to equip students with the skills and knowledge they will need to face current and topical issues and that will allow them to respond with resilience to future change and challenge in their personal lives and the wider world. Pupils throughout the school have one hour of PSHE per week, this happens as a whole school in order to enhance the importance of PSHE in the curriculum. It is delivered through the pastoral curriculum and is also supplemented through discrete delivery across the academic curriculum.

## **Extended Curriculum Provision**

In addition to the dedicated PSHEE lessons, Preston Manor works with a dedicated team of outside providers who deliver additional workshops on a range of topics relating to the core themes. An additional programme of Personal Wellbeing drop down days happen throughout the year.

*Amy Winehouse Foundation, FORWARD (FGM Awareness), Alter Egos- Child Exploitation, Making the Leap, ADDACTION, Mosaic, Devastating After Effects (Anti Violence Programme), Street Style Theatre, My Bank, Body and Soul.*

An additional programme of Personal Wellbeing drop down days happen throughout the year targeting specific areas such as self-esteem, drug and alcohol awareness, SRE, bereavement, Personal finance and careers.

*Year 8 – Personal Finance Day*

*Year 10 – Personal Wellbeing Day*

*Year 11 – Personal Wellbeing Day*

## **Citizenship Lead Learners**

All tutor groups in Years 7-11 take part in a 15 minute citizenship registration activity each week. The activities are led by two trained Lead Learners and focus on topics surrounding the core themes of the PSHEE curriculum and Citizenship curriculum. Lead Learners have additional responsibilities which involve developing community projects and awareness in the school. *For example, AIDs Awareness Day, Remembrance Day, Holocaust Memorial Day, LGBT month, Black History month, Refugee Week and fundraising for WE Day.*

## **PSHE and Citizenship should aim to produce young adults who are:**

- Knowledgeable about themselves.
- Self-confident and responsible both in and beyond the classroom.
- Able to maintain successful interpersonal relationships.
- Responsible for their actions and aware of the effect of those actions on others.
- Sensitive to the beliefs, values and ways of the life of others.
- Able to reflect on issues and take part in discussions.
- Informed about local, national and global issues.
- Critical thinkers, unafraid to challenge existing assumptions.
- Concerned to promote justice and equality in relationships and in society.
- Able to work independently and collaboratively.
- Able to reflect on their learning and plan for their own future development.
- Able to apply their knowledge and skills to real life needs in the local community.
- Informed, thoughtful and responsible citizens who are aware of their duties and rights.

## **These outcomes can be achieved through knowledge and understanding of:**

- Self in relation to physical, emotional, intellectual and sexual development.
- Others of different attitudes, beliefs and cultures.
- Our economy and democratic institutions and values.
- The environment, the world of work and the needs of the local community.

Teaching and learning styles and classroom organisation are critical in enabling young people to gain a range of personal social and learning skills. There should be planned opportunities for pupils to work independently and in groups, undertake research, evaluate and assess evidence, discuss issues and apply concepts in new situations.

Young people's personal and social development is a continuous process and does not proceed uniformly or at an even pace. There are however certain recognisable stages. Children move from self-centredness towards the acceptance of other viewpoints, from a minimal sense of social obligation towards an understanding of

the need for rules from impulsive through confirming towards autonomous behaviour. By the end of Key Stage 4, young people should be developing their own understanding of responsibilities and commitments in their personal lives and to the wider social and moral issues which they encounter as young adults.

In the early years of primary schools pupils' personal and social development is promoted through a close relationship with one adult, the class teacher who helps them explore new relationships and experiences. As pupils progress, the importance of group activity increases. Whilst continuing to require an environment that offers security and stability, young people need an increasingly wide range of personal, social and learning experiences that lead to greater understanding of social and moral issues.

Good assessment practice, based on the widest view of achievement, in itself contributes to pupils' personal and social development. The process of recording achievement allow pupils to understand the inter-relationship of different aspects of their personal and social learning. All teachers, as class teachers, subject teachers or form tutors, should be responsible for assessing personal and social development within the school's overall policy for assessment. Formal assessment takes place once every half term. Reporting on progress in PSHEE takes place in line with overall school reporting schedule.

## Introduction

This policy covers our school approach to Sex Relationship's education. It was produced in consultation with staff, parents and pupils and will be reviewed in February 2017.

Sex Relationships Education (RSE) is recognised as a vital part of a child's education, ensuring they are ready for the social and emotional challenges of growing up. RSE should be set within a wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches. We aim to encourage students and teachers to share and respect each other's views. Teaching will ensure that lessons are sensitive to a range of views while pupils always have access to information to stay safe and healthy. The important values are love, respect and caring for each other.

## Curriculum

This programme is based around 3 core themes; health and wellbeing; relationships; and living in the wider world.

Year R: Daily routines, keeping clean and families and eating healthily.

Year 1: Me and my family (name of different body parts, my family and people in it, families may be different)

Year 2: Differences (boys and girls, naming the body parts, life cycles).

Year 3: My special self (recognising individual worth, challenging gender stereotypes, male and female differences).

Year 4: Knowledgeable and confident children (changes at puberty, adult human body, having confidence to ask for help)

Year 5: Knowing myself (emotional and physical changes in puberty-personal hygiene, gender stereotype, types of relationships, reproduction)

Year 6: Parenthood: (reproduction in the context of relationships, parenthood- recognising there are different parental situations).

Learning about sex and relationships will link closely to learning about animals including humans, evolution and inheritance and life cycles in plants and animals in Science

## Aims & Rationale

At PMLS we encourage children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends. Our aim is to support children in gaining, appropriate to age and ability, accurate knowledge and understanding about sexuality and relationships.

In Reception we focus on daily routines, keeping clean and families. From Year 1 children will learn the names of the body parts, the differences between males and females and the ways in which they will develop and grow. Importantly, they will also learn to recognise unsafe and risky situations and to ask for help. The curriculum continues to develop their knowledge and skills as they learn about the physical and emotional changes of puberty and about reproduction.

# Preston Manor Lower School RSE Policy (2016)

## Inclusion & Differentiation

At PMLS we teach RSE to all children, whatever their ability and individual needs. RSE forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of our children including all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language. Where appropriate, single sex lessons may be delivered to support inclusion of all pupils.

## Parental Involvement

We are committed to working with parents and carers. We will notify parents of when these lessons will take place and provide enough notice to allow parents to discuss lesson content with the teacher or co-ordinator, including providing access to a workshop outlining the content of these sessions. We will communicate with parents about their right to withdraw by letter. If you do choose this the school will provide support by offering packs of materials to help provide this learning in a way that parents are comfortable with.

## Pupil Involvement

We will involve pupils by teaching to meet their needs. We will explore their prior knowledge and address any misconceptions of the topic through questionnaires. We will allow children to raise anonymous questions by a class question box. Pupil's questions will be answered honestly and openly.

## Organisation

RSE is taught using a scheme of work produced by Health Education Partnership Ltd and is available on the school website.

Strategies used to deliver sex and relationships education in a child-friendly manner include the use of circle time, stories, puppets, drama, mind maps and debates.

## Assessment

Assessment of RSE takes place formatively through discussions, observations and analysis of children's work. Pupils also self-assess against the lesson objectives using AFL strategies such as thumbs up/down. The PSHCE coordinator is responsible for the termly monitoring cycle that provides an overview of the quality of teaching and learning taking place in RSE lessons. This includes pupil voice monitoring.



Preston Manor Lower School  
Wellbeing Programme

**Emotional Wellbeing and PSHE  
Framework  
For Primary Schools**



## Year 1: Health & Wellbeing – Sex and Relationships

MODULE: MeandMyFamily		By the end of this module pupils should be able to: Know the names of different body parts, identify some differences between girls and boys, know about my family and the people in it, know that other families may be different.
Block	Learning Objectives	Activity Ideas and Resources
1	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	Revisit Early Learning Goals (ELG)
2	I can describe and begin to value individuality and recognise and celebrate my emotions, gifts and talents. I know and value the different groups to which I belong. I recognise similarities and differences between myself and my peers.	
3	I can identify similarities and differences between myself and the opposite gender. I can recognise and name, using the proper terminology, parts of the body and what those parts do.	
4	I know that humans produce babies that grow into children and then into adults. I can consider the ways I have changed physically since I was born.	
5	I can describe my family. I understand why my family is special. I can identify different ways that families and individual members care for each other. I have identified my special people and be able to describe what makes them special.	
6	<b>Assessment of Learning</b> – what did pupils learn in this module?	
Links	<b>Previous Learning: ELG 05, 06, 07, 08.</b> <b>Other National Curriculum Areas: Science (Animals, including humans); Emotional Year 1; Social Year 1; Physical Year 1.</b>	

**Year 2: Health & Wellbeing – Sex and Relationships**

<b>MODULE: More About Differences</b>		<b>By the end of this module pupils should be able to:</b>
<b>Block</b>	<b>Learning Objectives</b>	<b>Activity Ideas and Resources</b>
<b>1</b>	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	Write and draw. Mind mapping.
<b>2</b>	To cover: <ul style="list-style-type: none"> <li>• Understanding and respecting differences between boys and girls</li> <li>• Understand life cycles</li> <li>• Sexual differences and naming of the parts</li> <li>• The need to be cared for</li> </ul>	
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>	<b>Assessment of Learning</b> – what did pupils learn in this module?	Revisit the activities from Block 1 to identify progress and development of understanding.
<b>Links</b>	<b>Other National Curriculum Areas: <a href="#">Science (Animals, including humans)</a></b>	

## Year 3: Health & Wellbeing – Sex and Relationships

MODULE: My Special Self		By the end of this module pupils should be able to:
Block	Learning Objectives	Activity Ideas and Resources
1	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	
2	To cover: <ul style="list-style-type: none"> <li>• Recognise their individual worth</li> <li>• Challenging gender stereotypes</li> <li>• Changes at puberty</li> <li>• Different types of family set ups</li> <li>• Making decisions</li> </ul>	
3		
4		
5		
6	<b>Assessment of Learning</b> – what did pupils learn in this module?	Revisit the activities from Block 1 to identify progress and development of understanding.
<b>Links</b>	<b>Previous Learning:</b> Social Year 1, 2 and 3, Emotional Year 1, 2 and 3, Physical Year 1, 2 and 3 <b>Other National Curriculum Areas:</b> Science (Animals, including humans)	

## Year 4: Health & Wellbeing – Sex and Relationships

MODULE: Knowledgeable and Confident Adults		By the end of this module pupils should be able to: Understand the changes at puberty, understand the adult human body, have confidence to ask for help.
Block	Learning Objectives	Activity Ideas and Resources
1	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	
2	To cover: <ul style="list-style-type: none"> <li>• Life cycles</li> <li>• Puberty</li> <li>• Asking questions with confidence</li> <li>• Knowing when to see help</li> </ul>	
3		
4		
5		
6	<b>Assessment of Learning</b> – what did pupils learn in this module?	
<b>Links</b>	<b>Previous Learning:</b> Social Year 1, 2, 3 and 4, Emotional Year 1, 2, 3 and 4, Physical Year 1, 2, 3 and 4 <b>Other National Curriculum Areas:</b> Science (Animals, including humans)	

## Year 5: Health & Wellbeing – Sex and Relationships

MODULE: Knowing Myself		By the end of this module pupils should be able to: Describe the life process of reproduction in humans, describe the changes as humans develop to old age.
Block	Learning Objectives	Activity Ideas and Resources
1	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	
2	To cover: <ul style="list-style-type: none"> <li>• Emotional and physical changes that occur during puberty</li> <li>• Gender stereotyping and sexuality</li> <li>• Personal hygiene during puberty and after</li> <li>• Menstruation and wet dreams (perhaps some of this in gender groups)</li> <li>• Types of relationships</li> </ul>	
3		
4		
5		
6	<b>Assessment of Learning</b> – what did pupils learn in this module?	
Links	<b>Previous Learning:</b> Social Year 1, 2, 3, 4 and 5, Emotional Year 1, 2, 3, 4 and 5, Physical Year 1, 2, 3, 4 and 5 <b>Other National Curriculum Areas:</b> Science (Living things and their habitats), (Animals, including humans)	

## Year 6: Health & Wellbeing – Sex and Relationships

MODULE: Parenthood		By the end of this module pupils should be able to: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents, recognise that there are different parental situations.
Block	Learning Objectives	Activity Ideas and Resources
1	<b>Assessment for Learning</b> – what do pupils already know about the topics covered in this module?	
2	To cover: <ul style="list-style-type: none"> <li>• Reproduction in the context of relationships</li> <li>• Parenthood</li> <li>• Conception and pregnancy</li> <li>• Responsibilities of carer/parents.</li> <li>• Adoption, fostering</li> <li>• HIV transmission</li> <li>• Questions with confidence</li> </ul>	
3		
4		
5		
6	<b>Assessment of Learning</b> – what did pupils learn in this module?	
Links	<b>Previous Learning:</b> Social Year 1, 2, 3, 4, 5 and 6, Emotional Year 1, 2, 3, 4, 5 and 6, Physical Year 1, 2, 3, 4, 5 and 6 <b>Other Learning:</b> This module forms a foundation for future Being A Responsible Citizen Modules <b>Other National Curriculum Areas:</b> Science (Evolution and inheritance)	

PSHE and Citizenship SOW

Week	Core Theme	Topic	Links to safeguarding area
1		<b>Voting of class rep to be completed by</b>	<b>4 – British Values and Equality</b>
2	Learning Identity	Learning culture - Preston Manor Learning Identity 1	<b>12 - Developing key skills in: Autonomy, Resilience, Collaboration, Reflectivity, Independence</b>
3	Learning Identity	Learning culture - Preston Manor Learning Identity 2	<i>Developing key skills in: Autonomy, Resilience, Collaboration, Reflectivity, Independence</i>
4	Learning Identity	Learning culture - Preston Manor Learning Identity 3	<i>Developing key skills in: Autonomy, Resilience, Collaboration, Reflectivity, Independence</i>
5		<b>No PSHE - INSET</b>	<b>No PSHE - INSET</b>
6	Learning Identity	Learning culture - Preston Manor Learning Identity 4 H/w – examples of where they have used all the learning identity	<i>Developing key skills in: Autonomy, Resilience, Collaboration, Reflectivity, Independence</i>
7	Learning Identity	Assessment – Produce a welcome to Preston Manor – success criteria – How they use the learning identity to be successful at Preston manor – with examples...	<i>Developing key skills in: Autonomy, Resilience, Collaboration, Reflectivity, Independence</i>
<b>Half Term</b>			
8	CT 1	Emotional Health – Self Esteem	<b>12 – Mental Health and promoting Emotional Resilience</b>
9	CT 1	Emotional Health – How to cope with loss	<b>12 – Mental Health and promoting Emotional Resilience</b>
10	CT 1	<b>Anti-Bullying Week</b>	<b>8 – Bullying and Cyber Bullying</b>
11	CT 1	Emotional Health – Instant Messaging & Cyber Bullying	<b>8 – Bullying and Cyber Bullying</b>
12	CT 1	Term assessment - Making progress in PSHEE CT 1	<b>12 – Mental Health and promoting Emotional Resilience</b>
13	CT 1	Emotional Health – Internet Safety	<b>1 – Protecting and understanding how to keep themselves safe from risks</b>
14	CT1	<b>Progress check</b>	
15		<b>NO PSHE (End of Term)</b>	



PSHE and Citizenship SOW

Christmas Break			
16	CT 1	Physical Health – Food Types	6. Healthy Lifestyle
17	CT 1	Physical Health – Healthy lifestyle choices	6. Healthy Lifestyle
18	CT 1	Drugs Education – learning about Alcohol	6. Healthy Lifestyle
19	CT 1	Drugs Education– learning about cigarettes	6. Healthy Lifestyle
20	CT 1	Drugs Education – Consequences	6. Healthy Lifestyle
21	PSHE	Assessment Lesson – Drug Education	6. Healthy Lifestyle
Half Term			
22	CT3	Careers Education – Careers 1	11 – Personal Development
23	CT3	Careers Education – Careers 2	11 – Personal Development
24	CT3	Progress check / assessment - Careers	11 – Personal Development
25	CT2	Sex Education – General Health	5. SRE
26	CT2	Sex Education – Relationships/ Peer pressure/ choices	5. SRE
27	CT2	Sex Education – Saying no! (No PSHE – Last day of term)	5. SRE
Easter Break			
28	Citizenship	Introduction - What is Citizenship?	4 – British Values and Equality
29	Citizenship	Law and Justice - Animal Rights	1 – Protecting and understanding how to keep themselves safe from risks
30	Citizenship	Bank Holiday	
31	Citizenship	Law and justice - How the law protects animals	1 – Protecting and understanding how to keep themselves safe from risks
32	Citizenship	Assessment – Animal rights – debate - teacher tick sheet/ peer assessment tick sheet	1 – Protecting and understanding how to keep themselves safe from risks
33	Citizenship	Law and Justice – The role of the police	13- Being informed as a young person
Half term			
34	Citizenship	Political Systems - Understanding your role as a citizen in the UK	4 – British Values and Equality

## PSHE and Citizenship SOW

35	Citizenship	Political systems – working together to improve communities	4 – British Values and Equality
36	Citizenship	Political systems – Respecting equality and diversity	1 – Protecting and understanding how to keep themselves safe from risks
37	Citizenship	Term Assessment – Citizenship Assessment	
38	Citizenship	Environment - Planet Earth	4 – British Values and Equality
39	Citizenship	Environment - Sustainability	4 – British Values and Equality
40	Citizenship	Environment - Waste Watchers	4 – British Values and Equality

Year 8

Year 9

Week	Core Theme	Topic	Links to safeguarding area
1		<b>Voting of class rep to be completed by</b>	
2	CT3	<b>Careers Education</b> – Personal Strengths and Skills Linked to KS4 Subjects & Career Pathways	11 – Personal Development
3	CT3	<b>Careers Education</b> - School Subjects and the Labour Market	11 – Personal Development
4	CT3	<b>Careers Education</b> – Decision-making and KS4 choices	11 – Personal Development
5		<b>No PSHE - INSET</b>	

PSHE and Citizenship SOW

6	CT3	Personal Finance – Savings	11. Personal Development
7	CT3	Personal Finance – Income & Taxes	11. Personal Development
<b>Half Term</b>			
8	Learning Identity	Learning culture - Preston Manor Learning Identity 1	Developing key skills in: <i>Autonomy, Resilience, Collaboration, Reflectivity, Independence</i>
9	Learning Identity	Learning culture - Preston Manor Learning Identity 2	Developing key skills in: <i>Autonomy, Resilience, Collaboration, Reflectivity, Independence</i>
10	Learning Identity	Learning culture - Preston Manor Learning Identity 3	Developing key skills in: <i>Autonomy, Resilience, Collaboration, Reflectivity, Independence</i>
11	Learning Identity	Learning culture - Preston Manor Learning Identity 4	Developing key skills in: <i>Autonomy, Resilience, Collaboration, Reflectivity, Independence</i>
12	CT1	Emotional Health – Coping with Bereavement	12 – Mental Health and promoting Emotional Resilience
13	CT1	Emotional Health – Managing Stress	12 – Mental Health and promoting Emotional Resilience
14	CT1	Term assessment	1 – Protecting and understanding how to keep themselves safe from risks
15	<b>NO PSHE (End of Term)</b>		
<b>Christmas Break</b>			
16	CT1	Emotional Health - Sense of self	12 – Mental Health and promoting Emotional Resilience
17	CT2	Sex Education – How Do I Know I am ready to Have sex?	5. SRE
18	CT2	Sex Education – Teenage Pregnancy	5. SRE
19	CT2	Sex Education – Knowing about abuse	6.CSE/ RSE
20	CT2	Sex Education –HIV / AID’s / STI’s	5. SRE
21	CT2	Term assessment	5. SRE
<b>Half Term</b>			
22	CT3	Business/Enterprise – Introducing Dragon’s Den	11. Personal Development
23	CT1	Physical Health – Fitness & Exercise	6. Healthy Lifestyle
24	CT1	Physical Health – Weight Loss and Gain	6. Healthy Lifestyle

PSHE and Citizenship SOW

25	CT1	Physical Health – First Aid	6. Healthy Lifestyle
26	CT1	Drug Education – The truth about smoking	6. Healthy Lifestyle
27	CT1	Drug Education – Saying No!	6. Healthy Lifestyle
<b>Easter Break</b>			
28	Citizenship	Government and Politics - Island Rules	4 – British Values and Equality
29	Citizenship	Crime and Punishment - Crime and the individual	10. Gang and Youth Violence
30		Bank Holiday	
31	Citizenship	Crime and Punishment - Crime and the Law	10. Gang and Youth Violence
32	Citizenship	Crime and Punishment - Gun and Knife Crime	10. Gang and Youth Violence
33	Citizenship	Term Assessment – Gun and knife crime	10. Gang and Youth Violence
<b>Half term</b>			
34	Citizenship	Human Rights – The rights of the child	1 – Protecting and understanding how to keep themselves safe from risks
35	Citizenship	Media and Society - How does the media influence you?	1 – Protecting and understanding how to keep themselves safe from risks
36	Citizenship	Refugee Week	
37	Citizenship	Government and Politics – Voting and Elections	4 – British Values and Equality
38	Citizenship	Government and Politics - Political Parties	4 – British Values and Equality
39	Citizenship	Government and Politics – Making Laws	4 – British Values and Equality
40	Citizenship	Progress check	4 – British Values and Equality

Year 10

0Week	Core Theme	Topic	Links to safeguarding:
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PSHE and Citizenship SOW

1		<b>Voting of class rep to be completed by</b>	<b>4 – British Values and Equality</b>
2	CT3	Personal Development - Transition to GCSE	11 – Personal Development
3	CT3	Personal Development - Time Management	11 – Personal Development
4	CT3	Personal Development - SMART targets to success	11 – Personal Development
5	<b>INSET DAY – No PSHE</b>		
6	CT1	Personal Development - Informed decisions	11 – Personal Development
7	CT1	Physical Health - Managing risks	1 – Protecting and understanding how to keep themselves safe from risks
<b>HALF TERM</b>			
8	CT3	Making the Leap –	11 – Personal Development
9	CT3	Making the Leap –	11 – Personal Development
10	CT3	Making the Leap –	11 – Personal Development
11	CT3	Making the Leap –	11 – Personal Development
12	CT3	Making the Leap –	11 – Personal Development
13	CT3	Making the Leap –	11 – Personal Development
14	CT3	Making the Leap –	11 – Personal Development
15	<b>No PSHE - End of term</b>		
<b>CHRISTMAS HOLIDAYS</b>			
16	CT3	Personal Development - Reviewing goals and refreshing targets	11 – Personal Development
17	CT2	Sex Education – Parenting skills	5. SRE

## PSHE and Citizenship SOW

18	PSHE	Personal Development – Developing Relationships	<b>5. SRE</b>
19	CT3	Personal Finance – Understanding money	<b>11 – Personal Development</b>
20	CT3	Personal Finance – What is a budget?	<b>11 – Personal Development</b>
21	CT3	Personal Finances -	<b>11 – Personal Development</b>
<b>HALF TERM</b>			
22	RE	Religious Education	
23	CT3	Form Tutor WEX session	<b>11 – Personal Development</b>
24	RE	Religious Education	
25	RE	Religious Education	
26	RE	Religious Education	
27	RE	Religious Education	
<b>EASTER HOLIDAYS</b>			
28	Citizenship	Stereotyping and the media – PREVENT SOW	<b>3. Preventing Radicalisation and PREVENT Strategy</b>
29	Citizenship	Persuasion and influence - PREVENT SOW	<b>3. Preventing Radicalisation and PREVENT Strategy</b>
30	Citizenship	Bank Holiday	
31	Citizenship	Radicalisation – PREVENT SOW	<b>3. Preventing Radicalisation and PREVENT Strategy</b>
32	Citizenship	Government and Politics – What is the United Nations?	<b>4 – British Values and Equality</b>
33	Citizenship	Government and Politics - What is the EU?	<b>4 – British Values and Equality</b>
<b>HALF TERM</b>			
34	Citizenship	Government and Politics - Legal System in the UK	<b>4 – British Values and Equality</b>
35	Citizenship	Living in the UK – Democracy or Dictatorship	<b>4 – British Values and Equality</b>

PSHE and Citizenship SOW

<b>36</b>	<b>CT3</b>	<b>Refugee Week</b>	
<b>37</b>	<b>Citizenship</b>	<b>Government and Politics - Law and Society – London Riots</b>	<b>4 – British Values and Equality</b>
<b>38</b>	<b>CT3</b>	<b>Careers Education - WEX debrief</b>	<b>11 – Personal Development</b>
<b>39</b>	<b>Citizenship</b>	<b>Living in the UK – How to contribute to the community</b>	<b>4 – British Values and Equality</b>
<b>40</b>	<b>Citizenship</b>	<b>Living in the UK – additional lesson</b>	<b>4 – British Values and Equality</b>

**Extended curriculum Year 10**

***The Amy Winehouse Foundation – Pupils are in the second year of the programme and are receiving sessions on SRE and Drugs and Alcohol (Links to safeguarding themes 1, 2, 5, 6, 8, 9, 12, 13)***

**Drop Down Days**

**Personal wellbeing day**

***Personal Wellbeing Day with Focus on SRE and drug education (Safeguarding themes covered 1, 2, 6, 12, 13)***

**Making the Leap – Careers guidance and resilience programme (Links to safeguarding theme 1, 11 and 12)**

**First Aid course – Delivered by School Nurse (Links to safeguarding theme 1)**

PSHE and Citizenship SOW

Year 11

Week	Subject	Topic	Links to safeguarding:
1		<b>Voting of class rep to be completed by</b>	<b>4 – British Values and Equality</b>
2	CT3	Personal Development - Transition to Year 11 - Target	<b>11 – Personal Development</b>
3	CT3	Personal Development - Time Management	<b>11 – Personal Development</b>
4	CT3	Personal Development – Future goals?/ motivational vid/story?	<b>11 – Personal Development</b>
<b>INSET – No PSHE</b>			
5	CT3	Careers Education - Post-16 Options'	<b>11 – Personal Development</b>
6	CT1 AND 2	<b>Yr 11 Personal Wellbeing Day</b>	<b>6. Healthy Lifestyle</b>
7	CT3	Careers Education - Successful Post-16 Options Applications	<b>11 – Personal Development</b>
<b>HALF TERM</b>			
8	CT1	Personal Development -Managing Stress	<b>11 – Personal Development</b>
9	PSHE	Yr 11 PPE 's	
10	PSHE	Yr 11 PPE 's	
11	RE	Religious Education	<b>11 – Personal Development (understanding leadership)</b>
12	RE	Religious Education	<b>11 – Personal Development (understanding leadership)</b>
13	RE	Religious Education	<b>11 – Personal Development (understanding leadership)</b>
14	RE	Religious Education	<b>11 – Personal Development (understanding leadership)</b>
15	<b>No PSHE (Last day of term)</b>		
<b>CHRISTMAS HOLIDAYS</b>			



PSHE and Citizenship SOW

16	CT1	Drug Education - Shisha – The Risks	<b>6. Healthy Lifestyle</b>
17	CT2	Emotional Health – Developing adult relationships with parents	<b>12 – Mental Health and promoting Emotional Resilience</b>
18	CT2	Sex Education – TBC	<b>5. SRE</b>
19	CT2	Emotional Health – TBC	<b>5. SRE</b>
20	CT3	Personal Finance – TBC	<b>11 – Personal Development</b>
21	CT3	Personal Finance – TBC	<b>11 – Personal Development</b>
<b>HALF TERM</b>			
22	PSHE	Targeted Revision session	
23	PSHE	Yr 11 PPE's	
24	PSHE	Yr 11 PPE 's	
25	Citizenship	Asylum Seekers and refugees	<b>4 – British Values and Equality</b>
26	Citizenship	Problems asylum seekers face	<b>4 – British Values and Equality</b>
<b>EASTER HOLIDAYS</b>			
27	Citizenship	INSET - No PSHEE	
28	Citizenship	TBC	<b>4 – British Values and Equality</b>
29	Citizenship	World populations	<b>4 – British Values and Equality</b>
30	Citizenship	Bank Holiday	
31	Citizenship	British Values	<b>4 – British Values and Equality</b>
32	Citizenship	Targeted Revision sessions	<b>11 – Personal Development</b>
33	Citizenship	Targeted Revision sessions	<b>11 – Personal Development</b>
<b><u>Extended curriculum Year 11</u></b>			
<b><i>The Amy Winehouse Foundation – Pupils are in the second year of the programme and are receiving sessions on SRE and Drugs and Alcohol (Links to safeguarding themes 1, 2, 5, 6, 8, 9, 12, 13)</i></b>			
<b><u>Drop Down Days</u></b>			

PSHE and Citizenship SOW

**Personal wellbeing day**

***Has been compressed to 2 hours with a focus on Gang and youth violence – programme of study being delivered by Devastating After Affects.***

***(Safeguarding themes covered 1, 6, 10, 13)***