

Updated September 2024



Personal Development

Intent

Our Personal Development curriculum aims to raise students' confidence, and help them to develop interpersonal skills, social skills and appreciation for British Values, in preparation for their adult life.

ACTIVE:

APPRECIATION of the impact you can make to the school and community and even the world

CONTRIBUTION to the school, local area and society personally. What do you do to make it better?

TOLERANCE of differences and a willingness to engage in debate and challenge intolerance

INITIATIVE taking responsibility for your own actions and inspiring others to tackle problems in school and beyond

VALUE others beliefs, religions and opinions and the democratic processes of the UK

ENCOURAGE and inspire others to be active citizens, to respect their environment, each other and their community

Implementation

The Personal Development curriculum is delivered through:

- ACTIVE lessons
- Assemblies
- Tutor time/Padlet resources
- Drop down days/events (e.g. Your Choice Your Voice)
- Through other curriculum areas (e.g. Science and RE)
- Extra curricular activities
- Endeavour Award (Sixth Form)
- Tutor Cup (Sixth Form)

Curriculum content

The statutory Relationships, Sex and Health education requirements are delivered predominantly through the Personal Development curriculum.

Alongside the statutory requirements, we use the following to help make decisions about content that should be delivered:

- Staff surveys
- Student feedback
- SHUE survey
- Local issues
- National and International issues

ACTIVE lessons

Students in year 7-13 receive 1 ACTIVE lesson per fortnight on Wednesday B1. In addition, year 7 and 8 have an additional lesson (ACTIVE+) per fortnight. Active lessons will be delivered using resources from Jigsaw (see below)

The Tutor Programme

There is a tutorial session each morning before period 1.
The tutorial programme plan for 2024/25 is as follows:

	Year 7	Year 8	Year 9	Year 10	Year 11
Monday	Assembly	Assembly	Assembly	Assembly	ACO Assembly (Hall)
Tuesday	Tutor Reading	ACO Assembly (MPH)	Wellbeing (week A) Mentoring (week B)	Votes for School	Assembly
Wednesday	ACO Assembly (MPH)	Wellbeing (week A) Mentoring (week B)	PD/Academic review (week A) Jigsaw (week B)	PD/Academic review/Study Skills (week	PD/Academic review/Study Skills (week
Thursday	Votes for School	Votes for School	Votes for School	ACO Assembly (Hall)	Votes for School
Friday	Wellbeing (week A) Mentoring (week B)	Tutor reading	ACO Assembly (Hall)	Wellbeing (week A) Mentoring/Study	Wellbeing (week A) Mentoring/Study

Assemblies

The weekly Main School Assembly is delivered via a link (shared on the Padlet) which students watch in their tutor rooms.

All year groups (7-13) also have a Year Assembly which take place in the Main Hall or MPH.

	Main Hall	MPH
Monday	Year 11	
Tuesday	6th Form	Year 8
Wednesday	6th Form	Year 7
Thursday	Year 10	
Friday	Year 9	

Enrichment

A link to our Enrichment programme can be found here: hayes.bromley.sch.uk/assets/Enrichment-Autumn-2024.pdf

RSHE

Under the Children and Social Work Act 2017, the government committed to making Relationships and Sex Education (RSE) statutory in all secondary schools, including local authority maintained schools, academies, free schools and independent schools.

Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education was published by the Department for Education (DfE) in June 2019 outlining what schools need to cover from September 2020. *

The RSE Policy can be found on the school website

<https://www.impactmultiacademytrust.co.uk/assets/Documents/Policies/Impact-MAT-Relationships-Sex-and-Health-Education-Policy.pdf>

*A consultation was led by the last Government regarding a review of the statutory content. The outcome of the consultation is still to be announced (Sept 2024)

What is Jigsaw?

Jigsaw is a whole-school approach to PSHE which includes statutory RSHE (England DfE 2019). Every year group studies the same learning theme at the same time*, really spiralling the learning up through the age groups.

*We have adapted the model slightly for year 7 and 8 – see Delivery Plan.

There are 6 half-term units (Puzzles) in each year group from ages 11-15 (UK Years 7-10), and 4 units (Puzzles) in ages 15-16 (Year 11) (to allow for the reduced teaching time because of examination season).

The Puzzles, sequenced and developmental from the beginning to the end of the school year, are thus:

Autumn 1: Being Me in My World

Autumn 2: Celebrating Difference

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me

In year 11 there are just 4 Puzzles:

Being Me in My World

Dreams and Goals

Healthy Me

Relationships

Each Puzzle has a Big Question, encouraging a philosophical approach as well as providing a focus to be reflected upon as the Puzzle progresses, another way to assess learning progress and become aware of how opinions may be changing with added learning.

6 lessons in each Puzzle

Each Puzzle has a Puzzle Map showing the overview of the 6 lessons with their Learning Intentions and 6 lessons (Pieces) comprising:

- a one-page lesson plan overview
- a slide show with teacher notes and student activities

What does Jigsaw 11-16 cover?

Jigsaw's spiral curriculum covers:

- all the outcomes in the DfE statutory Relationships, Sex and Health Education guidance (England 2019)
- all the outcomes in the PSHE Association Programmes of Study (2020).

Sex Education – Parents can request their child to be withdrawn from these lessons

Year 7 ACTIVE and ACTIVE+

Being Me In My World

	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Who am I?	I can recognise that identity is affected by a range of factors	I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.)
2. My influences	I can understand that identity is affected by a range of factors	I can identify what influences my life
3. Peer pressure and belonging	I understand how peer pressure operates within groups	I can achieve an appropriate level of independence from others while maintaining positive relationships with them
4. My online identity	I can recognise how I present myself online	I understand how my online identity can affect what others think and feel about me
5. What are the consequences of what I say and do online?	I understand what can influence my behaviour online	I understand that what I say and do online can have consequences for myself and others
6. Assessment	I can maintain positive on and offline relationships	I understand that what I say and do online can have consequences for myself and others.

Celebrating Difference

	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Prejudice and Discrimination	<p>I can describe what prejudice and discrimination are</p> <p>I know what bystanders are and their impact on bullying</p> <p>I can explain some ways the Equality Act protects against prejudice and discrimination</p>	<p>I know how I can challenge prejudice and discrimination assertively</p> <p>I can be assertive when appropriate</p> <p>I can identify what is important to me and what I expect from myself</p>
2. Bubbles of influence	I can challenge my own and others' attitudes and values, and accept difference in others	<p>I can see the world from other people's points of view and take account of their intentions, preferences and beliefs</p> <p>I know I have choices in how I allow others to influence me</p>
3. Challenging stereotypes	<p>I can understand the wide range of roles in society and the variety of individuals that operate within them</p> <p>I understand what stereotyping means and its potential impact</p>	I know that I am a unique individual, and I can think about myself and others on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.)

	I can define stereotyping and explain why it is unhelpful	
4. Human rights and protected characteristics	<p>I can challenge prejudice and discrimination assertively</p> <p>I know what the United Nations Universal Declaration of Human Rights is and how it protects people</p> <p>I know what the Equality Act is and can give some examples of protected characteristics</p>	<p>I understand the impact of bullying, prejudice and discrimination on those involved and can think through how this can be alleviated</p> <p>I can take others' thoughts and feelings into account in how I manage my relationships</p> <p>I know where and how to get help if I am on the receiving end of bullying, prejudice or discrimination (local and national sources of help)</p>
5. Bullying	I can understand what bullying is and what it is not and some of the motivations behind bullying behaviours	<p>I understand the impact bullying, prejudice and discrimination can have on those involved, and can use appropriate strategies to alleviate this and support them</p> <p>I know where and how to get help if I am on the receiving end of bullying, prejudice or discrimination (local and national sources of help)</p>
6. Assessment	I understand how respect impacts on relationships	<p>I can empathise with people who face prejudice and discrimination and can suggest ways to tackle this positively</p> <p>I know how it feels to be included and excluded</p>

Dreams and Goals

1. What are my dreams and goals?	I can identify my dreams and goals and recognise that these may change over time	I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them
2. Achieving my dreams and goals	I can identify some of the skills that may benefit my future, including employment	I know how to bring about change in myself and others
3. Coping strategies	I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour	<p>I can anticipate and plan to work around or overcome potential obstacles</p> <p>I can identify barriers to achieving a goal and identify how I am going to overcome them</p>
4. How responsible or risky choices can affect a person's dreams or goals	<p>I can explain how responsible choices enable me to move towards my dreams and goals</p> <p>I can give an example of when a risky or unsafe choice could affect a person's dreams and goals</p>	I understand that a risky or unsafe choice could affect my dreams and goals

5. How making risky or unsafe choices can affect someone's dreams and goals	I can give an example of when a risky or unsafe choice could affect a person's dreams and goals	I understand that a risky or unsafe choice could affect my dreams and goals
6. Assessment	I understand that the choices I make affect my relationships, health and future	I can take responsibility for my life, believe that I can influence what happens to me and make wise choices

Healthy Me

	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Mindfulness	I understand how health can be affected by emotions and know a range of ways to keep myself well and happy	I can describe techniques I use to manage my emotions I understand that how I express my feelings can have a significant impact both on other people and on what happens to me
2. Nutrition and exercise	I understand how physical activity can help combat stress I understand the positive impact of healthy lifestyle choices such as good nutrition, exercise on my body and mind	I can explain why everyone needs to take responsibility for their health
3. Sleep	I understand the positive impact of healthy lifestyle choices such as good sleep on my body and mind	I can explain why good sleep is important and how it can have an impact on my physical and mental well-being
4. Stress	I can explain ways to help myself when I feel stressed I recognise when I feel stressed, and the triggers associated with this	I can describe techniques I use to manage my emotions
5. Choices	I know about different substances and the effects they have on the body and why some people use them I understand that I can make choices about my own lifestyle including sleep and nutrition	I know what makes me feel good and know how to enjoy myself (e.g., to feel calm, elated, energised, focused, engaged, have fun, etc.) in ways that are not damaging to myself and others
6. Assessment	I can summarise some key things I can do to sustain my well-being	I can express my emotions and empathise with others

Changing Me

	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Puberty	<p>I can understand the changes that happen to someone's body during puberty</p> <p>I can understand how some of the changes that happen during puberty can affect my feelings and emotions</p>	<p>I can express how I feel about the changes that happen during puberty, and that people develop at different rates, and what to do if I am concerned</p>
2. Having a baby	<p>I know some of the ways a baby can be conceived</p> <p>I understand how a baby develops inside the uterus and is born</p>	<p>I can express the different feelings and choices that people may have and make about conception, pregnancy and having a baby</p> <p>I can appreciate that a baby comes with responsibilities</p>
3. Family relationships and choices	<p>I know there are different types of committed stable relationships and that some people may choose to have children or not</p> <p>I can make links between positive, healthy family relationships and effective parenting</p> <p>I can identify some of the roles and responsibilities of being a parent</p>	<p>I can understand that stable, intimate relationships can be linked to happiness</p>
4. Image and self-esteem	<p>I know the media can have a positive or negative impact on a person's self-esteem or body image</p> <p>I know where to go for help if I am worried about my body image or self-esteem</p>	<p>I understand how self-image is linked to self-esteem</p> <p>I can apply strategies to build my self-esteem</p>
5. My changing feelings	<p>I know about some of the changes in my brain during puberty</p> <p>I am aware of some of the emotional changes during puberty</p> <p>I know where to access support if I am worried about adolescence</p>	<p>I know some ways to support myself and others during times of change</p>
6. Assessment	<p>I can summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes</p>	<p>I understand ways to stay positive and boost my self-esteem</p>

Relationships

	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Qualities of healthier relationships	<p>I can identify characteristics and benefits of positive, strong, supportive relationships</p> <p>I understand what expectations might be of having a romantic relationship</p> <p>I understand what is meant by consent</p>	<p>I understand/recognise the range of positive qualities people bring to relationships</p> <p>I understand why respect for the other person's wishes is important in relationships</p>
2. My changing supportive relationships	<p>I can identify the supportive relationships in my life</p> <p>I know that relationships change and can suggest how to manage this</p>	<p>I understand/recognise the characteristics of some of the supportive relationships in my life</p> <p>I can recognise that my emotions and feelings can change regularly</p>
3. Getting on and falling out	<p>I can identify why people sometimes fall out</p> <p>I can suggest ways to manage conflict within my friendship group</p>	<p>I can identify emotions that can be associated with falling out</p>
4. Discerning external factors in relationships	<p>I can understand that discernment is an important skill when being a consumer of media</p>	<p>I can understand discernment and how it is important in relationships</p>
5. Assertiveness in relationships	<p>I can recognise when to use assertiveness in some of my relationships</p> <p>I can understand the personal and legal consequences of sexting</p>	<p>I can suggest skills which will keep my relationships happy and healthy</p> <p>I can apply assertiveness to my relationships when appropriate</p>
6. Assessment	<p>I can summarise behaviours and attitudes that could make a relationship healthy or unhealthy</p>	<p>I can explain my understanding of respect and authenticity</p>

Year 8 ACTIVE and ACTIVE+

Being Me in My World

Lesson	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Who am I?	I can appreciate that identities are complex and can change over time I can appreciate the similarities, differences and diversity of people's identities	I understand that faith, families, communities and cultures influence identity and can start to identify the influences in my life
2. My 'family'	I understand about collective and individual identities and cultural diversity I understand the influence family has on self- identity	I can make sense of what has happened in my life and understand the influences from my own history and how they have shaped my self-identity, including those I've chosen to reject
3. 'Family Factors'	I can define what stereotypes are	I can listen actively to other people I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations of, for example, my family
4. The power of first impressions	I understand that first impressions can lead to judgements that may be misinformed	I understand that I can make accurate and inaccurate assumptions about my own and others' identities I understand that I can make choices about the influences I accept as part of my personal identity
5. Faith and beliefs	I understand that there is a range of beliefs within any community and I can recognise the beliefs I hold as important to me I can appreciate that people's faiths and beliefs can affect their personal identity	I can see the world from other people's points of view and understand their beliefs I respect people's right to hold their own views and beliefs

Lesson	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
6. Assessment	I understand how to identify influences and differences and use these positively in my relationships	I know I have choices in how I respond to the expectations of others

Celebrating Difference

Lesson	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Prejudice and Discrimination	I can recognise the challenges faced by individuals when trying to make positive change I can give examples of individuals who have made a positive contribution despite prejudice and discrimination	I can describe the positive feelings that result from doing something positive
2. Injustice	I can give examples of social injustice in the UK I can describe what inequality means in the UK	I can give examples of the benefits of living in a multi-cultural society
3. When things go right	I can give examples of social injustice	I can challenge prejudice and discrimination
4. Bullying	I can define what is and what is not bullying I can give examples of LGBT bullying I can describe the steps that can be taken to challenge LGBT bullying	I understand and explain the emotional impact of LGBT bullying on both victim and perpetrator
5. How I can make a difference	I can make a positive contribution to my community I recognise that the choices I make will impact on my ability to develop my self-confidence and integrity	I can recognise the benefits of helping others I understand that taking positive action can support mental wellbeing
6. Assessment	I understand how respect and equality, or the lack of these, affects relationships I know I can make a difference (self-efficacy)	I can take positive action to challenge bullying, prejudice and discrimination I believe that I can influence what happens to me and can make informed choices

Dream and Goals

Lesson	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Your goals - long-term	I know what some of my long-term goals are and how short- and medium- term goals might help me achieve them I can identify the careers that interest me, the skills I need to develop and how these	I can identify areas where I may need to expand my skills and how I might do this

	can be linked to short- term and long-term goals	
2. What money can't buy	I understand some of the positive and negative roles that money can play in society	<p>I understand that people have different relationships with money</p> <p>I understand that money can be a divisive element in relationships and communities</p> <p>I am able to form my own opinions on moral issues around money</p>
3. Online Safety	I can describe how my activity online can be both positive and negative	I can identify the steps I can take to protect my online identity and avoid anything that can negatively impact my future aspirations
4. Money and earnings	I understand the variations in income across the world	<p>I understand that money can be a divisive element in relationships and communities</p> <p>I can make reasoned judgements about spending</p>
5. The price of life	I can explain why it is important to keep track of spending	<p>I understand that money can be a divisive element in relationships and communities</p> <p>I can reflect on the effect money can have on mental health, including my own</p>
6. Assessment	<p>I understand the choices I make now can affect my future</p> <p>I know that gambling can become addictive and tell you some of the warning signs</p>	I understand that money can be a divisive element in relationships and communities and can be a reason why people gamble

Healthy Me

Lesson	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Supporting myself and my health	<p>I can describe the actions that can be taken to support good physical health</p> <p>I can list some factors that help to ensure good health in the longer term</p>	<p>I can understand my responsibility for my health</p> <p>I can state some links between physical and emotional health</p>
2. Risks and substances	<p>I understand what the law says about substance use and possession</p> <p>I can describe some of the links between substances and exploitation of young people</p>	<p>I am aware of some steps that can be taken to avoid engaging in high-risk behaviour in relation to substance use</p> <p>I know how I can keep myself safe and well</p>

3. Protecting my physical health	<p>I can describe the actions that can be taken to support good physical health</p> <p>I can list some factors that help ensure good health in the longer term</p> <p>I can list the factors that can impact negatively on dental health</p> <p>I can describe the steps that can be taken to keep teeth and gums healthy</p>	I can state some links between dental health and physical and emotional health
4. Vaccination	I understand the role of vaccinations and can explain differing views on this	I can recognise that decisions about my health depend on having access to accurate information
5. Health choices and peer pressure	I understand how health can be affected by emotions and know a range of ways to keep myself well and happy	I understand that how I express my feelings can have a significant impact both on other people and on what happens to me
6. Assessment	I can describe the actions that can be taken to support good physical and mental health	I can understand my responsibility for my health

Changing Me

Lesson	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Different types of relationship	<p>I know different types of close, intimate relationships that people can have</p> <p>I know what happens physically and emotionally when individuals experience physical attraction</p>	<p>I know that intimate relationships do not have to involve sex</p> <p>I know some of the positive behaviours seen in healthier, intimate relationships</p>
2. What's in a relationship?	<p>I understand the positive aspects of having a girlfriend or boyfriend</p> <p>I can describe some of the behaviours you would expect to find in a healthier romantic relationship</p>	<p>I can identify what you would seek in a boyfriend/girlfriend relationship</p> <p>I can compare and contrast the key features of healthier and less healthy romantic relationships</p>
3. Looks and smiles	<p>I understand the range of feelings associated with attraction</p> <p>I know where to get information to safely explore feelings about sexuality</p>	I recognise that attraction towards others takes many forms and can change over time
4. Pornography and understanding relationships	<p>I know that pornographic images do not reflect reality</p> <p>I know how pornography can affect expectations and self-image</p>	<p>I recognise the role of pornography in society</p> <p>I understand the negative influence pornography can have on relationships</p>
5. Alcohol	I can list some risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex	I can describe the behaviour changes that can occur when people drink alcohol

	<p>I know what the law says in relation to sex and alcohol</p> <p>I can discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol</p>	
6. Assessment	<p>I can summarise behaviours and attitudes that could make a relationship healthier or less healthy</p> <p>I can explain some risks associated with pornography or alcohol use in relation to relationships</p>	I can express my own opinions on relationship issues

Relationships

Lesson	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Being in control of myself	I understand that relationship skills have to be learned and practised, including the one with ourselves	I understand that social media can affect both positively and negatively how I feel about myself
2. Being in control of my relationships	<p>I understand that relationships can cause strong feelings and emotions</p> <p>I understand the features of positive and stable relationships</p> <p>I understand that all relationships have positive and less positive aspects</p>	I understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised
3. Being in control of personal space	<p>I can define what is meant by personal space and how this varies across my relationships</p> <p>I can discuss how personal space differs across different cultures</p>	<p>I understand etiquette and manners in relation to privacy both online and offline</p> <p>I know some steps that can be taken if my personal space, privacy or both are being threatened</p>
4. Staying safe in the physical world	<p>I understand what is meant by control, power balance and coercion in a relationship</p> <p>I understand that carrying a knife can lead to serious consequences for me and others around me</p>	<p>I know what a good relationship looks like and how to protect myself from an unhealthy relationship</p> <p>I know where to seek help if I feel unsafe in a relationship</p>
5. Staying safe in the online world	<p>I understand how to use social media appropriately, safely and legally</p> <p>I can give examples of how personal safety can be compromised online</p>	<p>I understand some of the emotional risks associated with inappropriate use of social media</p> <p>I know what to do if I'm worried about my online or offline safety</p>

6. Assessment	<p>I understand that personal space is different for everyone</p> <p>I can explain what is meant by the term neurodivergent</p>	<p>I know some ways to make sure that everyone feels included and accepted and that there are different ways of doing this depending on someone's neurodivergence</p>
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Year 9 ACTIVE

Being Me In My World

Lesson	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Being 'Me' in a group	<p>I can Identify differences between myself and others in my social groups</p> <p>I can explain how differences can be a source of conflict or a reason to celebrate</p>	<p>I can manage differences of opinion within my social groups to maintain positive and safe relationships</p>
2. Expectations and perceptions of relationships	<p>I understand that different people have different expectations of intimate relationships and know how to access support if worried about a relationship issue</p>	<p>I have an understanding of my own expectations of intimate relationships</p>
3. Peer approval	<p>I can explain peer approval and how it can cause problems</p> <p>I can describe what grooming is and give examples</p>	<p>I have strategies to help me manage my peer group relationships</p>
4. Risks	<p>I can suggest links between risky behaviour choices and the influence of social groups</p> <p>I know that I can accept or reject influences</p>	<p>I know where to access help and advice if I am concerned about a risky situation in my life</p>
5. Consent	<p>I can explain the links between having a positive self-identity and healthy intimate relationships</p> <p>I understand what consent means for me within my peer and intimate social groups</p> <p>I know how to report abusive or coercive behaviour</p>	<p>I can explain how negative self-identity and low self-esteem can contribute towards risky behaviour</p>
6. Assessment	<p>I understand how the choices I make can be linked to my self-identity and self-esteem, and how this can affect my health and relationships</p>	<p>I feel confident about re-assessing my own and others' behaviour and choices</p>

Celebrating difference

Lesson	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Equality	<p>I can give examples of different types of prejudice and discrimination</p> <p>I can explain how the Equality Act has protected characteristics and why these are important</p> <p>I can distinguish between 'banter' and sexist, LGBT-phobic and racist language</p> <p>I know where to report bullying</p> <p>I understand the legal consequences of bullying and hate crime</p>	I can empathise with people who are discriminated against
2. Understanding difference	<p>I can explain why some people can display sexist and ageist behaviour</p> <p>I understand the complexities associated with gender identity</p> <p>I can challenge my own and others' attitudes towards difference in relation to sexism, ageism and gender identity</p>	I understand why fear can lead us to judge others negatively
3. The power of positive language	<p>I can identify positive and negative language and can recognise my own language style</p>	<p>I can recognise that my language choices can affect other people and their views of me</p> <p>I understand that negative language can be damaging to mental health</p>
4. Bullying	<p>I understand that there are different types of bullying (verbal, physical, online)</p> <p>I know what to do if I encounter bullying</p> <p>I can give examples of workplace bullying</p>	I appreciate the short-term and long-term effects and consequences of bullying on everyone involved including impact on mental health
5. Discrimination	<p>I understand about protected characteristics and how everyone has the responsibility to challenge discrimination</p> <p>I understand that there are some inequalities in the world</p>	I know some ways that I can protect myself from discrimination and some ways that I can challenge inequalities
6. Assessment	I understand how prejudice, discrimination and bullying can arise and how these can affect mental health	I know some ways that I can protect myself from the prejudices that I might encounter in my life

Dreams and Goals

Lesson	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. My personal strengths	I can identify my personal strengths	I can identify personal strengths I would like to improve

	I can identify some health goals I would like to achieve	
2. The power of planning	I can produce a SMARTER plan and know how to apply it to support my life and learning	I am aware of the importance of planning in order to achieve my goals
3. My dreams for my life	I am able to accept helpful feedback and reject unhelpful criticism	I know that some dreams and goals in life are not associated with financial gain
4. Mental health and illness	<p>I know the difference between mental health and mental illness</p> <p>I know what can contribute to mental illness</p> <p>I know where I can access support if I am worried about mental illness</p>	I understand that stigma about mental illness is unhelpful
5. Media manipulation and mental health	<p>I can understand how and why some media is manipulated</p> <p>I can understand that this can have an impact on self-esteem and mental health, both positively and negatively</p> <p>I know where to access help if worried about a mental health concern</p>	I can understand how some mental illness issues can be linked to low self-esteem
6. Assessment	I understand my own mental health and how to recognise signs of mental ill-health in myself and others	I know ways to include mental health as part of a healthy lifestyle

Healthy Me

Lesson	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. The amazing teenage brain	<p>I understand that my brain works in order to keep me safe, process my emotions and think logically</p> <p>I can explain how my environment changes as a teenager and how my brain might respond to this</p>	I know how I can use my brain to make the most of my social and learning interactions
2. Protecting the teenage brain	<p>I understand the physical and emotional effects of alcohol and how it can affect decision-making</p> <p>I know what the law says about alcohol I understand the physical and emotional effects of certain substances and how they can affect decision-making</p>	I feel confident about making my own decisions about my lifestyle choices

	I know some facts about drug classification and what the law says about possession and supply of drugs	
3. Risk taking and group behaviour	<p>I understand that my social environment has a bigger impact on me in adolescence than it did in earlier childhood</p> <p>I understand why fitting in with a social group is important to me at this age</p>	I can make decisions that help others to feel accepted and know how this can encourage myself and those around me to make healthy choices regarding mental and physical health
4. Life saving skills (supported by RCUK)	<p>I understand how I can make choices to keep myself healthy</p> <p>I know what cardiac arrest is and the steps</p> <p>I can take if I think this might have happened to someone</p> <p>I can follow instruction to carry out CPR</p> <p>I understand what a defibrillator is and can follow instructions on how to use one</p>	I understand that I can take steps to keep myself and those around me safe if they get into difficulty
5. Mental health first aid	I am able to notice when the behaviour of those around me changes and know some steps I can take to help them	I am able to recognise when my thoughts and feelings become challenging to manage and where to seek help
6. Assessment	I can describe the actions that can be taken to support good physical and mental health	I can understand my responsibility for my health

Changing Me

Lesson	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Mental health and addiction	<p>I know that my mental health can be affected by different situations and experiences</p> <p>I know about some common mental health issues</p> <p>I can challenge stigma about mental health issues</p> <p>I know where to access support if I am worried about my mental health</p>	I appreciate that the people in my life may have a range of different views and opinions
2. Change and our emotions	I know that change can trigger a range of emotional responses	I can suggest ways I can manage change in my life

	<p>I know that some changes can be more difficult to manage than others</p> <p>I know that going through change can develop resilience</p>	
3. Better sleep	<p>I know that sleep is important for psychological and physical reasons</p> <p>I know that sleep is important for my mental health</p> <p>I know that sleep is important for learning</p>	I acknowledge that I am in control of changes in my life and appreciate that the decision to implement change can be challenging
4. Resilience	<p>I understand what resilience means</p> <p>I understand how resilience can be developed</p>	I can reflect on skills that I could improve to enhance my resilience
5. Changing and Growing	<p>I know different ways someone might choose to express themselves (self-expression)</p> <p>I understand some of influences that can affect a person's body image and how they might choose to express themselves</p>	I understand the choices I have relating to my body image and self-expression
6. Assessment	I can summarise how different types of change can affect mental health and know some strategies to stay resilient	I can manage change positively and know where to get help if I need it

Relationships

Lesson	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Equality in relationships	<p>I can recognise when there is an imbalance of power in a relationship</p> <p>I understand the features of positive, stable relationships</p>	<p>I know how communicate well in a relationship so that negative peer pressure does not impact my decisions</p> <p>I know that my adolescence is normal for me</p>
2. Assertiveness and saying no	<p>I understand that I have a choice in many situations, including when I want to say no</p> <p>I know and can use some assertiveness skills to help me manage a range of circumstances</p> <p>I understand that consent and the law are important features in a sexual relationship</p>	<p>I can be assertive when appropriate</p> <p>I know how to access help if I'm worried about a relationship</p>
3. Pornography and its impact	I understand that pornography and some media images give a false impression of sex and romantic relationships	I am reassured that my adolescence is normal for me

	<p>I can challenge stereotypical ideas of 'ideal' males and females</p> <p>I know about sex and the law as applied to online and social media</p>	
4. Contraception	<p>I know about the different contraception methods available and that communication about contraception use is important</p> <p>I know that contraception is important for sexual health as well as preventing a pregnancy and how to access advice and information about sexual health</p> <p>I know about sex and the law</p>	I feel empowered to make an informed decision about contraception if and when needed
5. Consequences of unprotected sex	<p>I understand that there are consequences if I choose to have unprotected sex</p> <p>I know about different sexually transmitted infections</p> <p>I know about sexual health clinics and how to access help and support if I have unprotected sex</p>	I know some of the options available if I have unprotected sex
6. Assessment	<p>I understand that personal space is different for everyone</p> <p>I can explain what is meant by the term neurodivergent</p>	I know some ways to make sure that everyone feels included and accepted and that there are different ways of doing this depending on someone's neurodivergence

Year 10 ACTIVE

Being Me In My World

Lesson	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Liberty and safety in my world	<p>I can list the freedoms I enjoy in society</p> <p>I can describe what personal freedom means to me</p> <p>I can describe my understanding of safety</p> <p>I can identify potential risks to my safety</p>	<p>I understand that this can differ in other parts of the world</p> <p>I can compare my freedom and safety to that of teenagers in different parts of the world</p>
2. How I feel when things end	<p>I can describe the stages of grief</p> <p>I know where to appropriately get help and support with loss and bereavement issues</p> <p>I can discern which online sources or support in regards to loss/grief are helpful or not</p>	<p>I understand the range of emotions associated with relationships ending</p> <p>I understand the behaviours that some people experience as a result of grief, this can be on or off-line</p> <p>I can identify some of the ways some individuals manage grief and loss</p>

Lesson	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
3. How social media affects me, my identity and culture	<p>I recognise the positive and negative role of social media</p> <p>I understand the impact social media has on culture and identity</p> <p>I recognise how online data is used both positively and negatively</p>	I can reflect on how social media can impact on safety
4. Rated!	<p>I can identify potential threats to online safety</p> <p>I understand "netiquette" and legislation relating to online safety</p> <p>I can state decision-making processes regarding what you post online</p>	I can critically assess my own online identity
5. Risk	<p>I can identify potential threats to safety in a range of situations on and offline</p> <p>I can describe actions to mitigate risk in a range of situations</p> <p>I know how to get help if personal safety is threatened</p>	I know some strategies for managing my feelings about how my world is changing
6. Assessment	I understand how to stay safe in my online and offline relationships	I know some strategies for managing on and offline relationships, positively

Celebrating Difference

Lesson	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Equality: what does it mean to me in the UK?	<p>I can define what equality is</p> <p>I can give examples of disabilities including hidden disabilities</p> <p>I can give some consequences of not adhering to the Equality Act</p>	<p>I know of strategies to accept and embrace my individuality</p> <p>I appreciate other people's individuality and accept them as they are</p>
2. Equality in the workplace	<p>I can give examples of job roles that are exempt from the Equality Act</p> <p>I can give examples of how to promote equality</p> <p>I know what is expected of me and what I can expect in the workplace</p>	I know of some strategies to deal with situations that may occur in the workplace
3. Multicultural Society	<p>I can explain the benefits of multi-cultural societies</p> <p>I can appreciate the differing views and opinions of individuals</p> <p>I can explain some of the physical and mental consequences of unequal treatment of individuals</p>	I can explain how being treated unequally can affect a person's physical and mental well-being

4. Power in relationships	<p>I can identify the misuse of power in relationships</p> <p>I can give examples of the physical and mental consequences of misuse of power in relationships</p> <p>I can list sources of support for individuals experiencing ill-treatment by others</p>	I can understand and discuss how coercive control can develop
5. Challenging inequality	<p>I can identify individuals and groups that may experience inequality</p> <p>I can list some organisations that campaign for greater equality</p> <p>I can describe how some groups and individuals' campaign for equality</p>	I can explain the physical and mental effects of unequal treatment on individuals
6. Assessment	<p>I understand how equality and inequality can affect relationships</p> <p>I recognise some of the ways in which aspects of health can impact on life chances, particularly education</p> <p>I know how to take responsibility for some aspects of my health and I understand that my health-related decisions will have consequences</p>	I understand that some people face barriers to better health and I appreciate the challenges that this brings

Dreams and Goals

1. Relationships and goals	<p>I know how the relationships I have can support me reaching my goals</p> <p>I can respect and nurture the important relationships I have</p> <p>I can define resilience and identify my areas of strength and areas to improve</p>	I can identify my main strategies for coping when things don't go according to plan
2. Me, my goals and my health	<p>I can identify the connections between physical health and achieving my goals</p> <p>I can understand the impact that poor mental health can have on my goals</p> <p>I can consider some steps I could take to ensure my health supports me with my goals</p>	I can describe how relationships can support people in achieving their goals
3. Work/life balance	I understand the issues that may impact on me and my future success, including social media	I know some ways to relax and can recognise when I need to take some time out, and also when I need to persevere

	<p>I understand the importance of balance in all aspects of my life (work, social life, family, etc.)</p> <p>I can identify realistic and unrealistic goals</p>	
4. Relationships and goals	<p>I can describe how balance supports mental and physical health</p> <p>I can identify what I can do to create more balance in my life</p> <p>I can explain the importance of connections in relation to healthy relationships</p>	I understand the importance of having balance in my life
5. Health goals and other people	<p>I can identify the wide range of goals individuals have</p> <p>I understand a range of health goals that are priorities for some people</p> <p>I can explain how helping a stranger can impact positively on people</p>	I can discuss how I can support someone achieve their health goals
6. Assessment	I understand how relationships and being part of a community can support me and others to achieve our goals	I know how to make manageable plans for my life and set myself realistic and challenging expectations

Healthy Me

Lesson	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. My health MOT	<p>I understand the range of factors that affect my physical and mental health</p> <p>I can use new (health-related) information to inform my lifestyle choices</p>	I recognise that my health choices can affect many aspects of my life
2. Extraordinary bodies	<p>I can discuss common threats to health, including cardiovascular disease, cancer and diabetes</p> <p>I can identify the steps that can be taken to help prevent lifestyle-related illness</p> <p>I understand there is a wide range of actions that I can use to enhance and protect my health</p>	I am aware of the importance of looking after myself and that it is my responsibility to do so
3. Extraordinary minds	I know about some mental health disorders	I am aware of the importance of looking after my mental health and that it is my responsibility to do so

	<p>I understand the positive impact that community action and volunteering can have on mental health</p> <p>I am aware of the potential risks associated with a range of substances</p>	<p>I can describe a range of actions I can take that support mental health</p> <p>I understand the links between physical and mental health, including spending time outdoors</p>
4. STIs	<p>I understand that there could be consequences to both myself and my sexual partner if I choose to have unprotected sex</p> <p>I know about different sexually-transmitted infections, their symptoms and how they are transmitted and how to get tested</p>	<p>I know some of the options available if I have unprotected sex</p>
5. Safer sex	<p>I know about the different contraception methods available and that they are important for sexual health and preventing pregnancy</p> <p>I know that communication about contraception use is important</p> <p>I know about sex and the law and how to access advice and information about sexual health</p>	<p>I feel empowered to have meaningful discussions and make an informed decision about contraception if and when needed</p>
6. Assessment	<p>I can describe the actions that can be taken to support good physical and mental health</p>	<p>I can understand my responsibility for my health</p>

Changing me

Lesson	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Changing society and me	<p>I can identify some of the changes in society that will affect me</p> <p>I can discuss the emotional impact societal change can have on young people</p> <p>I can assess the role of media, including social media, on social change</p>	<p>I understand that change is inevitable and have strategies to manage feelings about this</p>
2. Managing change and decision making	<p>I can identify the feelings associated with change, both positive and negative</p> <p>I understand the type of decision-maker I am</p>	<p>I can reflect on how I have managed the changes I have faced</p>

	I can discuss the impact of a range of changes that families can experience, as well as the effect they can have on children/parents/family members	
3. Identifying risk and managing personal safety	<p>I know how to identify some potential risks to my personal safety in a number of common situations</p> <p>I can recognise how my increasing independence means I am responsible for considering my own safety</p> <p>I understand some risks associated with life experiences when no adults are present</p>	I understand that as I become more independent, I become more responsible for my own well-being and safety
4. Stereotypes and exploring relationships	<p>I can discuss gender and stereotypes in relation to a range of romantic relationships</p> <p>I can identify and understand the legislation relating to a range of relationships</p>	I understand the range of emotions individuals can experience in relation to romantic relationships
5. Physical and emotional changes	<p>I can reflect on physical changes experienced so far</p> <p>I understand the relationship between physical change, self-esteem and emotional change</p> <p>I understand the impact of family change and how it can affect future relationships</p> <p>I can list sources of help and support in relation to changes young people may have difficulty with</p>	<p>I can discuss the difficulties associated with the physical and emotional changes young people can experience</p> <p>I can describe some of the strategies that can be helpful in managing change</p>
6. Assessment	I can summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes	I can stay positive and boost my own self-esteem

Relationships

Lesson	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Healthier, long-term relationships	<p>I can identify types of long-term relationships, including their legal status</p> <p>I can outline the differences between lust, attraction and attachment in relationships</p>	I understand the importance of relationship with self

	I can differentiate the elements present in different types of long-term relationships	
2. Love and loss	<p>I understand the relationship life-cycle</p> <p>I understand the choices I have in my relationships, including ending them</p> <p>I understand the potential consequences of ending toxic relationships and how to manage this</p> <p>I can list sources of help and support for when relationships end</p>	I understand relationship choices and support available when things go wrong
3. Healthy connections	<p>I understand the benefits of healthier relationships and connection</p> <p>I can assess the impact healthier relationships can have on children</p> <p>I can list strategies to cope with difficult relationships</p>	I can explain how different types of relationships contribute towards happiness
4. Can you always believe what you see?	<p>I can critically evaluate the truth or otherwise of a relationship e.g. via social media</p> <p>I can explain why social media might give a false impression of a relationship</p> <p>I can discuss the media portrayal of relationships and potential harms this may cause e.g. sensationalisation, reality TV, pornography</p>	I can describe the negative influence pornography can have on relationships
5. Better together?	<p>I can list the health benefits that positive relationships can provide</p> <p>I understand the patterns associated with abusive relationships including exploitation and abuse in teenage relationships</p> <p>I understand how coercion can feature in a range of relationships and can describe examples of associated legislation</p> <p>I know the support available when relationships are unsafe</p>	I can discern relationships that may be less healthy
6. Assessment	<p>I can consider what makes a healthier or less healthy relationship</p> <p>I know how to get help with relationships if needed</p>	I can recognise my own emotions and know these help me discern when a relationship is good for me or not

Year 11 ACTIVE

Being Me In My World

Lesson	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Becoming an adult	<p>I can state what 'being an adult' means to me</p> <p>I can give some examples of legislation that affects me at 16</p>	<p>I can identify things I am looking forward to in adulthood, and things that concern me</p> <p>I know where to access help and information if I am worried or concerned about anything</p>
2. Relationships and the law	<p>I can give examples of legislation that relates to sex and relationships</p> <p>I know about the legal status of different relationships e.g. marriage, civil partnership, co-habitation</p> <p>I can explain why coercive control, sexual harassment and sexual violence in relationships is unacceptable, illegal and the consequences of this</p>	<p>I can suggest ways to keep myself and others safe in regard to healthy and positive relationships</p> <p>I know how and where to access advice and support if I am concerned about a sex or relationship matter</p>
3. The law and you	<p>I can give examples of legislation around the possession and supply of drugs, tobacco and other substances</p> <p>I can assess the impact of substance supply and misuse on the range of people involved in a scenario including coercive control</p>	<p>I can suggest ways to keep myself and others safe in regard to alcohol and substances</p> <p>I know how and where to access advice and support if I am concerned about the misuse of power or coercive control</p>
4. Me, the internet and the law	<p>I can give examples of legislation in reference to online activity</p> <p>I can assess the impact of illegal online activity and misuse of technology on a range of people</p> <p>I can explain why pornography is legislated against and the potential consequences of viewing pornography</p>	<p>I know how and where to access advice and support if I am concerned about the misuse of technology</p>
5. Emergency situation	<p>I know the steps to take in an emergency situation including assessment of the situation, making the area safe, giving emergency aid, accessing help</p> <p>I can apply this knowledge to a range of scenarios where emergency aid may be needed</p>	<p>I am aware of the feelings I might encounter when faced with an emergency situation and how those requiring my help might feel</p>
6. Assessment	<p>I know some of the rights, responsibilities and laws that affect me</p>	<p>I acknowledge that I can accept or reject influences in my life to be a responsible citizen</p>

Dreams and Goals

Lesson	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Managing anxiety and overwhelm	<p>I know the links between sleep, physical and mental health and learning</p> <p>I know some ways to help myself manage any feelings over anxiety or overwhelm when or if they occur</p> <p>I know where I can access further information and support</p>	<p>I acknowledge that I am in control of changes in my life and appreciate that the decision to implement change can be challenging</p>
2. Money and debt	<p>I can identify my financial goals and whether these are realistic in the short or longer term</p> <p>I know the skills and attributes I have or need to develop in to aim for my financial goals</p> <p>I am able to budget and understand the possible consequences of debt</p> <p>I know where to find sources of support for people in debt or have a gambling problem</p> <p>I understand the risks associated with gambling as an answer to debt or financial pressures</p>	<p>I can tell you about some of the financial pressures that come with increasing independence and into adulthood</p>
3. Dream jobs and skill set	<p>I have ideas about what my dream job might be</p> <p>I have considered if my dream job might differ from the expectation of others and how I might manage this</p> <p>I can explain why I may need to change my skill set as my career develops</p>	<p>I can reflect on my skills and feel proud of who I am</p>
4. My future relationships	<p>I have considered what my long-term family goals might be</p> <p>I understand what the different legal partnership choices are</p> <p>I understand that parenting presents challenges and opportunities</p> <p>I can identify the key skills of successful parenting</p>	<p>I can reflect on whether my long term relationship aspirations differ from those expected of me from others e.g. family or friends, and how I can manage this to maintain healthy positive relationships</p>

5. What to do when things go wrong	<p>I can identify some possible barriers to some of my dreams and goals</p> <p>I can identify some contingency plans in relation to some of my dreams and goals if obstacles or barriers are met</p>	<p>I can suggest ways I can build my own resilience to face potential challenges in the future</p> <p>I reflect upon people's different responses when goals and aspirations are missed and how they manage/cope with this</p>
6. Assessment	I understand what I need to do to achieve successful health, relationships and life-goals	I know how to develop skills and relationships that will help me achieve my goals

Healthy Me

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Self-worth	<p>I understand the influences that inform decision-making with regard to sexual relationships</p> <p>I can explain the links between sleep and physical/mental health</p>	I understand that my sense of self-worth influences my decision making and that good self-esteem helps me to make better choices for me
2. Staying safe in sexual relationships	<p>I understand the influences that inform decision-making regarding sexual relationships</p> <p>I know some strategies to help manage the pressure to have sex</p> <p>I understand what consent is in relation to sexual relationships</p>	I recognise that there are different views about sexual relationships and my own may be different from others
3. Hormonal health	<p>I know important facts about fertility and pregnancy</p> <p>I know how hormones can influence many aspects of my health and life</p> <p>I am aware of the steps I can take to keep healthy</p>	I understand the responsibilities I have to protect my own health
4. Contraception and sexual health	<p>I understand the choices available in relation to contraception and pregnancy</p> <p>I know important facts about fertility and pregnancy</p>	<p>I have an understanding of my own feelings and beliefs about pregnancy and choice</p> <p>I understand that there is a range of views and beliefs about contraception and pregnancy and respect that views may differ from my own</p>
5. Pregnancy and choice	<p>I understand the choices available in relation to pregnancy</p> <p>I know important facts about pregnancy</p>	<p>I understand my own feelings and beliefs about pregnancy and choice</p> <p>I understand that there is a range of views and beliefs about contraception and pregnancy and respect that views may differ from my own</p>

6. Assessment	<p>I can summarise ways people can stay healthy physically, mentally and sexually</p> <p>I can think about how health and healthy choices change as people get older</p>	I can reflect on my own learning about health
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Relationships

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Intimate romantic relationships	<p>I know that an intimate relationship can move through different stages</p> <p>I can give examples of how the media portrays expectations of sex and relationships, both positive and negative</p> <p>I can tell you about my own sexual relationships checklist and what I can do to protect my sexual and reproductive health now, and in the future</p>	<p>I can judge whether information I receive about intimate sexual relationships can be trusted</p> <p>I know how to access confidential health and advice about sex and relationships</p>
2. Gender diversity and sexuality	<p>I understand some of the terminology and language used surrounding gender and sexuality</p> <p>I know that sexuality is different from gender diversity</p> <p>I know that for some people, gender identity and sexuality is fluid and for others it is fixed</p> <p>I know that LGBT+ people are protected by law</p>	I know how to access support if worried about sexuality or gender issues
3. Coming Out as LGBT+	<p>I understand that 'coming out' can be challenging for some LGBT+ people and it is up to them to choose the right time for this</p> <p>I understand that the media often shows stereotypical LGBT+ people and relationships, and within this community there is diversity which may not always be represented</p> <p>I know that being LGBT+ is different for each individual and there are many ways someone may express being LGBT+</p>	<p>I know how to access support and advice about LGBT+ issues</p> <p>I can empathise with people who are LGBT+</p>
4. Who holds all the cards?	I can recognise when there is an imbalance of power within an intimate	I understand that for some young people a lack of understanding, information or support can lead them towards risky sexual relationships

	<p>relationship</p> <p>I can suggest strategies for managing relationships that are imbalanced, including ending them if appropriate</p> <p>I know how to recognise illegal behaviour within an intimate relationship, how and where to report it</p>	
5. Harmful and illegal cultural and social practices	<p>I know what Female Genital Mutilation (FGM) and breast ironing/ flattening are and why they are illegal</p> <p>I know how to report crimes such as these</p>	I understand some of the potential difficulties people can face as a result of certain cultural practices
6. Assessment	<p>I can consider how power in relationships can affect people</p> <p>I understand issues relating to inclusion, equality and violations of human rights</p>	I can empathise with people coming to terms with their own identity