



Social & Personal Education Delivery Grid

Intent

Social and Personal Education is a compulsory subject at Studley High School. All pupils are exposed to PSHE and RSE content through many forms including SPE Days, tutor time activities, assemblies, alongside their timetabled lessons. Social and Personal Education is not an assessed subject in the way that many other subjects are, however pupil progress in their understanding is still of paramount importance. Pupil progress is measured through regular review of content covered and by pupils completing recall tasks at the end of each lesson and module. The Social and Personal Education curriculum is intended to equip pupils with the skills needed to become life-long learners and active citizens in their community and the world we live in. The schemes of work have been planned in order to cover all aspects in the 2020 Relationships Education, Relationships and Sex Education (RSE) and Health Education guidelines, giving pupils the breadth of understanding needed to move into the next stage of their lives as informed and as aware of their surroundings as possible. The schemes of work also link to contemporary issues and discussions to ensure engagement and relevance to pupils in the modern world. It is intended that students learn how to be safe and healthy in a variety of aspects, and manage their social and academic lives in an increasingly complex world. The curriculum has also been designed to incorporate a variety of skills that students need to develop to be successful not only in Social and Personal Education lessons and their future lives, but in other subjects at Studley High School. These skills will include the use of literacy and numeracy skills where possible, including the use of understanding articles in the media and the appropriate and sensible use of finances available to them. They will also include the ability to understand and critically evaluate current practices around the world, including different country's governmental roles in human rights and peace organisations, the work of charities in a range of topic areas, and how different types of governments uphold their laws and values. Furthermore, there will be a lot of coverage on physical and mental health and wellbeing. All of these skills will support pupils to access their curriculums in a range of subjects including Religious Education, Physical Education, History, Geography, and Science.


Implementation

In Social and Personal Education, students are taught using a range of resources and take part in a wide range of activities. Students explore the subject through group work, a large number of group and class discussions, and examples of case studies to support their learning. All resources used in lessons, especially with topics such as Sex and Relationships Education are delivered in a factual and impartial way. Numerous guest speakers and visitors are also invited in throughout the year for SPE Days to support pupils' learning and understanding further. Students use and develop a range of skills such as resilience, kindness, integrity, generosity, and honesty in their Social and Personal Education lessons. Student progress is facilitated through them studying a well-planned and exciting curriculum, and is measured through regular assessment for each topic studied. Individual student progress is continually assessed through teacher questioning and observation in the classroom.

Impact



Equally important as pupil progress in their understanding of the content covered, is that in Social and Personal Education students develop a range of life-long skills such as resilience, confidence and independence and how to keep physically and mentally healthy. The skills that students develop in Personal and Social Education will enable them to continue in the next stages of their lives to further education, apprenticeships, and the world of work.

 links to prior learning





KS3/4 National Curriculum Requirements

Behaviour for learning
Other








Mental health and wellbeing

Careers







RSE

	<u>Autumn 1</u> (7 weeks)	<u>Autumn 2</u> (7 weeks)	<u>Spring 1</u> (7 weeks)	<u>Spring 2</u> (5 weeks)	<u>Summer 1</u> (6 weeks)	<u>Summer 2</u> (7 weeks)
<u>Year 7</u> (One lesson a week)	Behaviour for learning.	What does it mean to be British?  <i>Freedom, being part of a diverse community, active citizenship, British citizenship applications.</i>	 How did Britain become a multicultural country? <i>How Britain and the UK formed, role of the monarch, role of Parliament, multicultural Britain and migration throughout history, challenging discrimination.</i>		 How does Parliament work? <i>Democracy, voting and elections, role of political parties.</i>	 Mental health and wellbeing. <i>Understanding emotions and signs of poor mental health.</i>



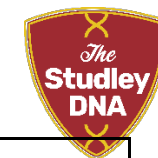
<p><u>Year 8</u> (One lesson a week)</p>	<p>Behaviour for learning.</p>	<p> How does the law work and what happens when people break them?</p> <p><i>What laws are in place, how the law is upheld, the justice system and tribunals, mock trials.</i></p>	<p> How can citizens work together to improve their communities ?</p> <p><i>Charities, volunteering, developing countries, refugees and migrants, environment and recycling.</i></p>	<p> Mental health and wellbeing.</p> <p><i>Self esteem and the importance of relationships with others.</i></p>	<p> How do I make smart decisions with my money?</p> <p><i>The functions and uses of money, budgeting, online gambling, debt, and managing risk.</i></p>
<p><u>Year 9</u> (One lesson a fortnight)</p>	<p>What does a family look like in modern Britain? </p>		<p>How can we challenge stereotypes? </p>	<p>What are the risks around drug use and alcohol? </p>	













<p><u>Year 10</u> (One lesson a fortnight)</p>	<p>What makes a relationship healthy? </p>	<p>How do I keep myself physically fit and mentally healthy? </p> <p><i>Supporting each other. Positivity, community work, and volunteering.</i></p>	<p>How do global government systems and human rights work across the world? </p> <p><i>Different electoral systems and their origins, developing countries, importance of local and national elections and voting, working together (EU, NATO, UN, Commonwealth). Human Rights, modern day slavery, genocide, Holocaust</i></p>	
<p><u>Year 11</u> (One lesson a fortnight)</p>	<p>How do I make sure that a relationship is safe? </p>	<p>How do I keep myself safe? </p>	<p> Mental health and wellbeing.</p> <p><i>Mindfulness strategies and self care, work/life balance.</i></p> <p><i>Continue in Summer 1 lessons if there are any lessons left for Y11 in this half term.</i></p>	

Tutor Time

Please see this document for the outline of PSHE provision in tutor time:



	PD Day 1	PD Day 2
<u>Year 7</u>	 Keeping healthy.	 Careers.
<u>Year 8</u>	 Identity.	 Puberty and adolescent bodies.
<u>Year 9</u>	 Mental health and wellbeing. <i>Understanding signs of poor mental health, types of mental health issues, eating disorders, self-harm and depression and anxiety.</i>	 Staying safe.
<u>Year 10</u>	 The importance of working relationships and overcoming barriers and conflict. <i>Create a business from scratch - research a gap in the market, produce the advertising, item design, delivery.</i>	 Careers.
<u>Year 11</u>	 Basic first aid, finances, and careers.	 Dangers of drugs, alcohol, and the media.

Component Outline

Behaviour for learning

To be delivered to Y7 and Y8 in Autumn 1, focusing on skills they need to be successful learners across all subjects.

Careers Provision

Y7

Future career options and raising aspirations, STEM.

Y10

Look at possible courses and their requirements online, meet employers through careers fayre, understanding purpose of work experience.

Y11

CVs, future choices, writing college/sixth form/job applications, mock interviews with employers.



Mental health module progression

Y7

How to talk about their emotions accurately and sensitively, using appropriate vocabulary. How to recognise the early signs of mental wellbeing concerns.

What is wellbeing?

Y8

Understand that happiness is linked to being connected to others.

How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.

Screen time.

Y9

Awareness of common types of mental ill health (e.g. anxiety and depression). What are the signs?

Stigma around mental health.

Y10

Exploring the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Y11

Mindfulness strategies and self care, work/life balance. Coping with stress.

Healthy routines.



National Curriculum

All KS3 aspects covered throughout Y7 and Y8 Social and Personal Education lessons.

Electoral systems aspects of the KS4 curriculum are visited in Y10 (Spring 2) as pupils approach their study on human rights organisations and critical thinking, and also as they approach age where they will start to form their own political views and are able to vote.

Other

Key skills essential for future life - teamwork and understanding of conflict and barriers and how to overcome them



RSE - Y7

SPE Day 1 - Keeping healthy

about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. Biology aspects of puberty

RSE - Y8

SPE Day 1 - Identity

about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online.

SPE Day 2 - Puberty and adolescent bodies

key facts about puberty, the changing adolescent body and menstrual wellbeing.

the main changes which take place in males and females, and the implications for emotional and physical health. Focus to be on adolescence and relationship aspects.

RSE - Y9

What does a family look like in modern Britain?

that there are different types of committed, stable relationships.

how these relationships might contribute to human happiness and their importance for bringing up children.

what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.

why marriage is an important relationship choice for many couples and why it must be freely entered into. the characteristics and legal status of other types of long-term relationships.

the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.

how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

How can we challenge stereotypes?

how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

the concepts of, and laws relating to hate crime and how this can affect current and future relationships.

What are the risks around drug use and alcohol?

the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.

the law relating to the supply and possession of illegal substances.

the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. the physical and psychological consequences of addiction, including alcohol dependency.

awareness of the dangers of drugs which are prescribed but still present serious health risks.

the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

SPE Day 2 - Staying safe

how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

over-reliance on online relationships including social media.

how advertising and information is targeted at them and how to be a discerning consumer of information online.

their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. what to do and where to get support to report material or manage issues online.

RSE - Y10

What makes a relationship healthy?

the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships. practical steps they can take in a range of different contexts to improve or support respectful relationships.

how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. what constitutes sexual harassment and sexual violence and why these are always unacceptable.

The concepts of, and laws relating to, sexual exploitation, abuse, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.

How do I keep myself fit and healthy?

the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.

about the science relating to blood, organ and stem cell donation. the benefits of regular self-examination and screening.

the facts and science relating to immunisation and vaccination.

the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

RSE - Y11

How do I make sure that a relationship is safe?

how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.

the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.

that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.

that they have a choice to delay sex or to enjoy intimacy without sex.

the facts about the full range of contraceptive choices, efficacy and options available. the facts around pregnancy including miscarriage.

that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).

how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.

about the prevalence of some STIs, the impact they can have on those who contract them and key facts

about treatment. how the use of alcohol and drugs can lead to risky sexual behaviour.

how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).



How do I keep myself safe?

the concepts of, and laws relating to, grooming and FGM, and how these can affect current and future relationships.
what criminal exploitation is (for example, through violence and exploitation by gang involvement or 'county lines' drug groups.
about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
not to provide material to others that they would not want shared further and not to share personal material which is sent to them. what to do and where to get support to report material or manage issues online.
the impact of viewing harmful content.
that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. how information and data is generated, collected, shared and used online.
dangers of being exposed to extremism/radicalisation.

SPE Day 1 - Basic first aid and finances

basic treatment for common injuries.
life-saving skills, including how to administer CPR.
the purpose of defibrillators and when one might be needed.
Reiterate key messages on using money wisely.

SPE - Dangers of drugs, alcohol, and the media

the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
the law relating to the supply and possession of illegal substances.
the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. the physical and psychological consequences of addiction, including alcohol dependency.
awareness of the dangers of drugs which are prescribed but still present serious health risks.
the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
over-reliance on online relationships including social media.