

# Edward Peake C of E VC Middle School

## PSHCE Medium Term Overview 2020 – 2021



Year 5

Half Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1	<p><b>Valuing Differences</b></p> <p><b>Respect &amp; Bullying</b> Listening to others; Raise concerns and challenge; Importance of friendships; Positive friendships and wellbeing; Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination</p> <p>PoS: H42, R19, R20, R21, R29, R30, R31, R32, R33, R34, L8, L9, L10</p>	<ul style="list-style-type: none"> <li>About mutual respect, being polite and how personal behavior can affect others</li> <li>How to listen and respond respectfully to people with a range of beliefs, traditions and lifestyles</li> <li>How to behave respectfully online</li> <li>About stereotypes and how they influence behavior</li> <li>About the impact of bullying and hurtful behavior, including online</li> <li>Strategies for responding to bullying and hurtful behavior witnessed or experienced</li> <li>How to challenge discrimination, seek help and report concerns</li> </ul>	<p>CEOP – Play, Like, Share</p> <p>Home Office – Disrespect NoBody</p> <p>Barnardo’s Primary Resource Pack – Anti-HBT Bullying</p> <p>PSHE Association – Inclusion, Belonging and Addressing Extremism – Lesson 3: Stereotypes</p>
Autumn 2	<p><b>Healthy Lifestyles</b></p> <p><b>Mental Wellbeing</b> Taking care of mental health; Managing challenges; Seeking support for themselves and others; What positively and negatively affects health and wellbeing; Making informed choices; That mental health is part of daily life: The importance of taking care of mental health; Strategies and behaviours that support mental health</p> <p>PoS: H15, H16, H17, H18, H19, H20, H21, H22, H24</p> <p><b>Keeping Active</b> Benefits of a balanced diet; Different influences on food; Skills to make choices; Balancing Internet use; How physical activity affects wellbeing</p>	<ul style="list-style-type: none"> <li>About mental health, what it means and how to take care of it</li> <li>How feelings and emotions are affected at changing, challenging or difficult times</li> <li>Ways of managing these feelings</li> <li>How to seek support and advice when needed</li> <li>Strategies and behaviours that support mental health (sleep, exercise, community groups, clubs, hobbies, family &amp; friends)</li> </ul> <ul style="list-style-type: none"> <li>About the benefits of exercise to mental and physical health</li> <li>About risks associated with an inactive lifestyle</li> </ul>	<p>PSHE Association – Mental Health and Emotional Wellbeing</p> <p>Premier League Primary Stars – Resilience</p>

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	PoS: H1, H2, H3, H7, H12, H13, H16, H38	<ul style="list-style-type: none"> <li>To identify opportunities for physical activity</li> <li>About the benefits of the Internet and the importance of balancing time online with other activities</li> <li>How to stay safe in the sun and reduce the risk of sun burn, heat stroke and skin cancer</li> </ul>	
<b>Spring 1</b>	<p><b>Environment</b></p> <p><b>Careers</b> Career types; Challenging career stereotypes; Different rights, responsibilities and duties</p> <p>PoS: R32, L9, L26, L27, L28, L29, L30, L31, L32</p> <p><b>Money</b> Importance of finance in people's lives</p> <p>PoS:</p>	<ul style="list-style-type: none"> <li>What living in a community means</li> <li>Valuing different contributions that people make</li> <li>Recognize there is a range of different jobs/careers</li> <li>Stereotypes in the workplace</li> <li>Influences of people's decisions about a job or career</li> <li>Skills that will help them carry out jobs in the future (i.e. teamwork, communication, negotiation)</li> <li>Identify the kind of job they may like to do when older</li> </ul> <ul style="list-style-type: none"> <li>Being a critical consumer</li> <li>Looking after money, interest, loan</li> <li>Debt management of money</li> <li>Ways of paying for things</li> <li>Attitudes towards saving and spending</li> <li>People's spending decisions impact on environment and others</li> </ul>	
<b>Spring 2</b>	<p><b>Growing and Changing</b> Recognising what they are good at; setting goals; aspirations</p> <p>PoS:</p> <p><b>Keeping Safe</b></p> <p><b>Emergencies &amp; First Aid</b></p>	<ul style="list-style-type: none"> <li>Intensity of feelings</li> <li>Managing complex feelings</li> <li>Coping with change and transition</li> <li>Bereavement and grief</li> <li>Personal identity (ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</li> <li>Gender identity and biological sex</li> </ul> <ul style="list-style-type: none"> <li>How to respond in an emergency situation</li> </ul>	

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	<p>Keeping personal information private; Keeping safe online; First aid and techniques for basic injuries</p> <p>PoS:</p>	<ul style="list-style-type: none"> <li>• How to deal with increased independence and responsibility</li> <li>• Resisting pressure</li> <li>• Knowing who is responsible for their health and safety</li> <li>• Where to get help and advice</li> </ul>	
Summer 1	<p><b>Rights and Responsibilities</b> Rules and laws; Respecting and resolving differences</p> <p>PoS:</p>	<ul style="list-style-type: none"> <li>• Changing rules and laws</li> <li>• Anti-social behavior</li> <li>• Recognize ways in which the Internet and social media can be used positively and negatively</li> <li>• Assess reliability of online sources</li> <li>• How information and data is shared and used online</li> </ul>	
	<p><b>Healthy Relationships</b></p> <p><b>Staying Safe</b> Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety; Actions have consequences; Working collaboratively; Negotiation and compromise; A positive, healthy relationship; Recognize different types of relationships; Responding safely to adults whom they do not know</p> <p>PoS: H42, H43, R22, R24, R25, R26, R27, R29, R31, L2, L11</p>	<ul style="list-style-type: none"> <li>• About the role of trust, respect and boundaries in healthy relationships (including friendships and family)</li> <li>• How to recognize if a friendship is making them feel uncomfortable or unsafe</li> <li>• How to maintain and respect privacy and boundaries, including online</li> <li>• How to recognize different types of physical contact and what is, or is not, acceptable</li> <li>• About seeking and giving/not giving permission in different situations</li> <li>• How to seek or report concerns about their personal safety or that of others in a range of contexts</li> </ul>	<p>NSPCC – Share Aware</p> <p>NSPCC – Underwear Rule</p> <p>CEOP – Play, Like, Share</p> <p>Home Office – Disrespect NoBody</p> <p>Google and Parent Zone – Internet Legends</p>

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<b>Summer 2</b>	<p><b>Feelings and Emotions</b>          Responding to feelings of others;          Seeking support if feeling lonely;          Healthy relationships make people feel included; Impact of bullying, including online; Consequences of hurtful behaviour</p> <p>PoS:</p>	<ul style="list-style-type: none"> <li>• About the role of trust, respect and boundaries in healthy relationships (including friendships and family)</li> <li>• How to recognize if a friendship is making them feel uncomfortable or unsafe</li> <li>• How to maintain and respect privacy and boundaries, including online</li> <li>• How to recognize different types of physical contact and what is, or is not, acceptable</li> <li>• About seeking and giving/not giving permission in different situations</li> <li>• How to seek or report concerns about their personal safety or that of others in a range of contexts</li> </ul>	<p>NSPCC – Share Aware</p> <p>NSPCC – Underwear Rule            CEOP – Play, Like, Share</p> <p>Home Office – Disrespect NoBody</p> <p>Google and Parent Zone – Internet Legends</p>
	<p><b>Health &amp; Wellbeing</b>          How puberty changes can affect our emotions and feelings and ways to manage this          Questions about puberty and change, including periods and wet dreams</p>	<p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>• How puberty changes can affect our emotions and feelings and ways to manage this</li> <li>• Questions about puberty and change, including periods and wet dreams</li> </ul>	

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Year 6

Half Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1	<p><b>Valuing Differences</b></p> <p><b>Managing Change</b> Developing friendship skills; Changing and ending friendships; Managing change, loss, bereavement; Sources of support</p> <p>PoS: H16, H23, H24, H36, R30, L4</p>	<ul style="list-style-type: none"> <li>• How positive friendships can support wellbeing</li> <li>• How friendships change (including context such as moving home or schools)</li> <li>• How to manage change in different contexts (including loss and bereavement)</li> <li>• Accessing appropriate support during times of change</li> <li>• About empathy and how people can help to support each other in times of difficulty</li> </ul>	<p>PSHE Association – Mental Health and Emotional Wellbeing</p> <p>NSPCC – Making sense of relationships</p>
Autumn 2	<p><b>Healthy Lifestyles</b></p> <p><b>Health &amp; Hygiene</b> Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunization</p> <p>PoS: H1, H2, H3, H6, H9</p> <p><b>Mental Health</b> Strategies to respond to feelings; recognize warning signs and mental health and wellbeing and how to seek support</p> <p>PoS:</p>	<ul style="list-style-type: none"> <li>• How choices can affect a healthy lifestyle</li> <li>• About what constitutes a healthy diet and how to plan healthy meals</li> <li>• How bacteria and viruses can affect health</li> <li>• Hygiene routines to limit the spread of infection</li> <li>• How to take responsibility for personal hygiene during adolescence</li> <li>• How medicines contribute to health, and how to use them responsibly and safely</li> <li>• How to manage allergies including how to respond in an emergency</li> <li>• About how vaccines and immunisations can prevent some diseases</li> </ul> <ul style="list-style-type: none"> <li>• Dealing with emotions, challenges and change</li> </ul>	

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<p><b>Spring 1</b></p>	<p><b>Environment</b></p> <p><b>Personal Identity</b> What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities; Diversity within a society</p> <p>PoS: H25, H26, H27, H28, H29, H35, R32, L25, L26</p>	<ul style="list-style-type: none"> <li>• About what contributes to who we are (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>• How individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>• How to recognize positive things about themselves and their achievements</li> <li>• How to set goals to help achieve personal outcomes</li> <li>• How to manage setbacks and perceived failures</li> <li>• How to reframe unhelpful thinking</li> <li>• About new opportunities and responsibilities that come from increasing independence</li> <li>• How resources are allocated</li> <li>• Why some jobs are paid more than others</li> <li>• Influences of people's job choices</li> <li>• Skills that will help in future careers</li> <li>• Kinds of jobs they might like to do</li> <li>• Recognize routes into careers</li> </ul>	<p>Premier League Primary Stars – KS2 Diversity Lesson</p> <p>Metro – KS2 Workshop on Gender – Anti-HBT Bullying</p>
<p><b>Spring 2</b></p>	<p><b>Feelings &amp; Emotions</b></p> <p>Strategies for recognizing and managing peer influences; how relationships change over time</p> <p>PoS: <b>Healthy Relationships</b></p> <p><b>Friendships and Staying Safe</b> Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online</p> <p>PoS: H37, H38, H41, H42, R1, R12, R18, R22, R23, R24, R25, R27, R29, L11, L15, L16</p>	<ul style="list-style-type: none"> <li>• Strategies for disputes</li> <li>• What to do if a friendship is making them feel unsafe, including online</li> </ul> <ul style="list-style-type: none"> <li>• About opportunities to connect with others, including friends, online</li> <li>• About what it means to 'know someone online' and how this differs to knowing someone face to face</li> <li>• About why someone may behave differently online, including pretending to be someone they are not</li> <li>• How to manage the risks of communicating online with others not know face-to-face</li> </ul>	<p>Home Office – Disrespect NoBody</p> <p>Childnet – Trust Me</p> <p>Google and Parent Zone – Internet Legends</p> <p>CEOP – Play, Like, Share NSPCC – Making sense of relationships – Key Stage 2, Lessons 2 &amp; 3</p>

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		<ul style="list-style-type: none"> <li>Strategies to respond to harmful behavior, including online</li> <li>How to report concerns and access help or advice</li> </ul>	
<b>Summer 1</b>	<p><b>Rights &amp; Responsibilities</b></p> <p><b>Media Literacy</b> How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling</p> <p>PoS: H37, H38, H42, R29, L1, L11, L12, L13, L14, L16, L23</p>	<ul style="list-style-type: none"> <li>About the role of the Internet in everyday life</li> <li>About the positive and negative uses and effects of the Internet and social media</li> <li>How data is shared and used online, and how information can be targeted</li> <li>How images and information online can be manipulated or invented</li> <li>Strategies to evaluate reliability of sources and identify misinformation</li> <li>How and why to choose age-appropriate media including TV, film, games and online content</li> <li>About risk in relation to gambling, including online</li> <li>How to manage influences in relation to gambling</li> </ul>	<p>Google and Parent Zone – Internet Legends</p> <p>BBFC – Let’s watch a film</p> <p>CEOP – Play, Like, Share Childnet – Trust Me</p> <p>Newswise – Lesson 3 Managing feelings about the news; Lesson 5 Spotting fake news; Lesson 6 Understanding that news is targeted</p>
<b>Summer 2</b>	<p><b>Growing &amp; Changing</b></p> <p><b>Puberty &amp; Reproduction</b> Growing up and developing independence; Managing the changes of puberty; Menstrual wellbeing; How a baby is made <b>Non-Statutory RSE</b></p> <p>PoS: H17, H31, H33, H34, L3</p> <p><b>Keeping Safe</b></p> <p><b>Substances</b> Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws</p>	<ul style="list-style-type: none"> <li>How to manage change – new roles and responsibilities as they grow up</li> <li>How to manage the physical and emotional changes that happen during puberty</li> <li>Hygiene routines during puberty</li> <li>About adult relationships and the human life cycle</li> <li>About human reproduction; how a baby is made and how it grows</li> </ul> <ul style="list-style-type: none"> <li>Risks and effects of legal drugs (cigarettes, e-cigarettes/vaping, alcohol, medicines)</li> <li>Impact on health</li> <li>Laws around use of legal drugs</li> <li>About why people choose to use or not use substances</li> </ul>	<p>Medway Public Health Directorate relationships and sex education schemes of work for KS2 – Lessons 1-4 for Year 6</p> <p>Rise Above – Puberty</p> <p>Betty – It’s Perfectly Natural</p> <p>Drug Wise primary school resource (Islington Healthy Schools Team)</p>

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	PoS: H37, H38, H40, H44, H45, H46, H47, H48, R29, L1	<ul style="list-style-type: none"> <li>• About the mixed messages in the media about substances</li> <li>• How to seek help and support organisations</li> <li>• Strategies for managing personal safety in the local environment</li> <li>• Predict, assess and manage risk in different situations</li> <li>• Online safety including sharing images, mobile phone safety</li> <li>• Regulations and restrictions (social media, television programmes, films, games and online gaming)</li> </ul>	
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Year 7

Half Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1	<p><b>Valuing Differences</b></p> <p><b>Friendships &amp; Diversity</b> Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice-based bullying and discrimination, including online</p> <p>PoS: R1, R3, R4, R5, R9, R13, R14, R16, R17, R19, R37, R38, R39, R40, R41, R42, L20, L22, L23, L26, L27</p>	<ul style="list-style-type: none"> <li>• How to develop self-worth and confidence to support decision making</li> <li>• To manage influences on beliefs and decisions</li> <li>• Strategies for managing group-think and persuasion</li> <li>• About gender identity, transphobia and gender-based discrimination, homophobia and biphobia, racism and religious discrimination; and disability discrimination through discussion of equality</li> <li>• Strategies to challenge prejudice-based bullying and discrimination</li> <li>• How to access support services in relation to inclusion or discrimination</li> </ul>	<p>#ImWithSam – Anti-disability discrimination</p> <p>Barnardo’s – Secondary Resource Pack – Anti-HBT Bullying</p> <p>Metro – KS3 Sexual Orientation &amp; Gender Identity, Smashing Stereotypes &amp; Feeling Proud</p> <p>PSHE Association – Managing peer influence</p> <p>Rise Above – Bullying and Cyberbullying</p> <p>Rise Above – Forming positive relationships</p> <p>Childnet – Crossing the Line</p>
Autumn 2	<p><b>Healthy Lifestyles</b></p> <p>Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services</p> <p>PoS: H3, H5, H13, H14, H15, H16, H17, H18, H20, H21, H34</p>	<ul style="list-style-type: none"> <li>• How to manage influences on healthy lifestyle choices including diet and physical activity</li> <li>• About the link between sleep and wellbeing</li> <li>• How to maintain healthy sleep habits</li> <li>• How to balance time between school work, leisure, exercise and time spent outdoors and online</li> <li>• How to manage influences on, and maintain, good oral hygiene and dental health</li> <li>• Strategies to manage stress, puberty and the physical and mental changes that are a part of growing up</li> <li>• How to access health services</li> </ul>	<p>PSHE Association – The Sleep Factor</p> <p>Medway Public Health Directorate relationships and sex education schemes of work for KS3</p> <p>Rise Above – Sleep</p> <p>Rise Above – Online Stress and FOMO</p>

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<b>Spring 1</b>	<b>Environment</b>  <b>Careers</b> Developing enterprise skills; the world of work and young people's employment rights  PoS: R15, R16, L1, L4, L5, L11, L13	<ul style="list-style-type: none"> <li>• How to be enterprising</li> <li>• About different types of career and work patterns</li> <li>• How to identify abilities and qualities required for different careers</li> <li>• About young people's employment rights</li> <li>• About ethical and unethical business practices and consumerism</li> </ul>	Barclays Lifeskills  Bank of England - econoME
<b>Spring 2</b>	<b>Growing &amp; Changing</b>  <b>Substances</b> Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; Influence and risks relating to substance use  PoS: H5, H23, H24, H25, H26, H27, H28, H29  <b>Keeping Safe</b>  How to identify risk and manage personal safety in situations  PoS:	<ul style="list-style-type: none"> <li>• About substance use and misuse, including laws relating to this</li> <li>• About the effects of alcohol, tobacco, nicotine and e-cigarettes</li> <li>• About attitudes and social norms regarding substances</li> <li>• About dependence, including the over-consumption of caffeine-based energy drinks</li> <li>• How to safely use over the counter and prescription medications</li> <li>• How to manage peer influence in relation to substance abuse</li> </ul> <ul style="list-style-type: none"> <li>• Strategies to manage personal safety in situations, including online</li> <li>• Assessing and reducing the risk in relation to health, wellbeing and personal safety</li> </ul>	Rise Above – Smoking  Rise Above – Alcohol  PSHE Association – Managing peer influence
<b>Summer 1</b>	<b>Rights &amp; Responsibilities</b>  Challenging career stereotypes and raising aspirations  PoS:	<ul style="list-style-type: none"> <li>• Reviewing strengths, interests, skills, qualities and values and how to develop them</li> <li>• Setting realistic but ambitious goals</li> <li>• Safely manage personal information and images online</li> </ul>	Barclays Lifeskills: Money skills lessons 1-4  Cifas: Anti-fraud  Bank of England: econoME

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	<p><b>Money</b></p> <p><b>Economic Wellbeing</b> Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation</p> <p>PoS: L15, L16, L17, L18, L19, L21, L27</p>	<ul style="list-style-type: none"> <li>• About financial choices including saving, spending and budgeting</li> <li>• About attitudes and values in relation to finance, including debt and payday loans</li> <li>• How to manage influences over financial decisions</li> <li>• How to manage emotions in relation to finance</li> <li>• To recognize risk and financial exploitation and access help and advice</li> </ul>	
<p><b>Summer 2</b></p>	<p><b>Healthy Relationships</b></p> <p><b>Relationships</b> Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent <b>RSE</b></p>	<ul style="list-style-type: none"> <li>• About different types of relationships and the qualities and behaviours associated with positive relationships</li> <li>• About media stereotypes and their effect on relationship expectations</li> <li>• How to manage expectations for romantic relationships</li> <li>• How to manage strong feelings in relationships</li> <li>• How to identify unhealthy relationships and seek support when necessary</li> <li>• About the concept of consent</li> <li>• How to seek and give/not give consent in a variety of contexts</li> </ul>	<p>PSHE Association: Guidance on teaching about consent in PSHE education – Lesson 1</p> <p>Medway Public Health Directorate relationships and sex education schemes of work for KS3 – Lessons 2 &amp; 3 Year 7</p> <p>NSPCC – Making sense of relationships</p> <p>Disrespect NoBody</p> <p>BBFC – Making Choices: Sex, Relationships and BBFC Age ratings</p>
	<p><b>Growing &amp; Changing</b></p> <p><b>Puberty</b> To develop further knowledge around the emotional &amp; physical changes during puberty</p> <p><b>Conception &amp; Reproduction</b></p>	<ul style="list-style-type: none"> <li>• Consolidation and reinforcement of KS2 puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence</li> <li>• Explore how puberty enables reproduction</li> </ul>	

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	Explore how puberty enables reproduction <b>RSE</b> PoS:		
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Year 8

Half Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
<b>Autumn 1</b>	<p><b>Valuing Differences</b></p> <p><b>Friendships &amp; Managing Influences</b> Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance abuse</p> <p>PoS: H30, H31, R1, R2, R9, R13, R14, R16, R23, R42, R44, R45, R46</p> <p><b>Feelings &amp; Emotions</b></p> <p>Tackling racism and religious discrimination; Promoting human rights</p> <p>PoS:</p>	<ul style="list-style-type: none"> <li>• How to manage group friendships</li> <li>• How to manage social influences, peer pressure and the desire for peer approval in a range of contexts, including in relation to substance use and anti-social behavior</li> <li>• How to manage personal safety in social situations</li> <li>• How to access support and advice in relation to friendship and peer influence issues</li> <li>• About why young people may join gangs and the consequences of gang behavior</li> <li>• How to access support in relation to gangs</li> <li>• Exit strategies for pressurized situations</li> </ul>	<p>Childnet – Trust Me</p> <p>Childnet – Crossing the Line</p> <p>Home Office - #knifefree</p> <p>NCA: Exploring Cybercrime</p> <p>BBFC – Making Choices: Sex, Relationships and BBFC Age ratings</p>
<b>Autumn 2</b>	<p><b>Healthy Lifestyles</b></p> <p><b>Mental Health &amp; Wellbeing</b> Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others</p>	<ul style="list-style-type: none"> <li>• About attitudes to mental health and how to challenge stigma and misconceptions</li> <li>• Ways to promote and maintain emotional wellbeing</li> <li>• How to build resilience and reframe disappointments and setbacks</li> <li>• About the impact of social media on mental health and emotional wellbeing</li> <li>• Strategies to develop digital resilience</li> <li>• Managing influences, including the media, on body image</li> </ul>	<p>PSHE Association – Mental Health and Emotional Wellbeing</p> <p>Media Smart – Body Image and Advertising</p> <p>Rise Above – Online Stress and FOMO</p> <p>Diana Award &amp; ASOS - #MySenseOfSelf</p>

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	<p>PoS: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H21, H31, R43, L21, L22, L24, L27</p> <p><b>Young Leaders' Award</b></p>	<ul style="list-style-type: none"> <li>About unhealthy coping strategies, including self-harm and eating disorders</li> <li>About healthy ways to manage difficult feelings, challenging circumstances, stress and anxiety</li> <li>Why, when and how to access support for themselves or others</li> </ul>	<p>Cornwall Healthy School: STOP Stigma</p> <p>Samaritans: DEAL</p>
Spring 1	<p><b>Environment / Money</b></p> <p><b>Careers &amp; Tenner Challenge</b> Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence</p> <p>PoS: H1, R15, R16, R39, L2, L4, L6, L8, L10, L11, L12, L14, L20, L21, L22, L24</p>	<ul style="list-style-type: none"> <li>How to identify their life and career aspirations</li> <li>How to identify personal strengths and skills for employment</li> <li>How to challenge stereotypes and expectations that limit aspirations</li> <li>About routes into different careers</li> <li>How to evaluate progression routes</li> <li>About how a person's online presence can affect employability</li> <li>How to manage online presence including on social networking sites</li> <li>How to manage emotions in relation to future employment</li> </ul>	<p>Barclays LifeSkills</p>
Spring 2	<p><b>Keeping Safe</b></p> <p><b>First Aid</b> First aid including CPR and defibrillator use; Personal safety including travel safety</p> <p>PoS: H30, H31, H33</p>	<ul style="list-style-type: none"> <li>How to manage personal safety, including when out, travelling, at home and online</li> <li>How to respond in an emergency situation</li> <li>How to perform basic first aid, including CPR</li> <li>When and how to safely use defibrillators</li> </ul>	<p>British Heart Foundation: Call Push Rescue</p> <p>NaCTSO – Run, Hide, Tell</p> <p>Home Office - #knifecrime</p> <p>British Red Cross: First aid learning for young people</p>
Summer 1	<p><b>Rights &amp; Responsibilities</b></p> <p><b>Moving Forward</b></p>	<ul style="list-style-type: none"> <li>How to review personal strengths and targets</li> <li>How to identify opportunities to develop strengths and skills</li> <li>How to set realistic yet ambitious goals for the future</li> </ul>	<p>Rise Above – Dealing with change</p> <p>Rise Above – Exam Stress</p>

# Edward Peake C of E VC Middle School

## PSHCE Medium Term Overview 2020 – 2021



	<p>Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change</p> <p>PoS: R22, L2, L3, L6, L7, L9</p>	<ul style="list-style-type: none"> <li>About options available in senior school</li> <li>How to manage change and transition, including feelings</li> </ul>	<p>Barclays LifeSkills: Setting goals; Recognising and building personal skills; Staying positive; Adaptability</p>
<p><b>Summer 2</b></p>	<p><b>Healthy Relationships</b></p> <p>Relationship norms; Stereotypes and expectations of gender roles, behaviour and intimacy; Gender identity and sexual orientation; Consent in intimate situations; Contraception and sexual health (links to Health &amp; Wellbeing)</p> <p><b>RSE</b></p> <p>PoS: H19, H22, H35, H36, R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R16, R23, R28, R29, R31, R33, R39, L24, L25, L27</p>	<ul style="list-style-type: none"> <li>About relationship norms and expectations</li> <li>About forming new partnerships and developing relationships</li> <li>The impact of stereotypes on expectations of gender roles, behaviour and intimacy</li> <li>About gender identity and sexual orientation</li> <li>About the choice to delay sex and the right to enjoy intimacy without sex</li> <li>Effective communication strategies and consent in intimate situations</li> <li>The law in relation to relationships, sex, consent (including sharing of sexual images), FGM and forced marriage</li> <li>About contraception, its role in preventing pregnancy and sexually transmitted infections</li> <li>How condoms and the pill are used safely</li> <li>About the HPV vaccination programme</li> <li>About FGM and forced marriage, and how to access help and support</li> </ul>	<p>Guidance on teaching about consent in PSHE education – Lesson 1-4</p> <p>Medway Public Health Directorate relationships and sex education schemes of work for KS3 – Lessons 1-6 Year 8</p> <p>NSPCC – Making sense of relationships</p> <p>Home Office – Disrespect NoBody</p> <p>FORWARD: FGM resource</p> <p>BBFC – Making Choices: Sex, Relationships and BBFC Age ratings</p> <p>Metro – Sexual Orientation and Gender Identity – Anti-HBT Bullying</p>