



# **TNHA Curriculum Planning Document**

Subject: **PSHE/RSE**

Year: **7**

Timescale	Autumn		Spring		Summer	
Component	Being me in my world Celebrating differences		Dreams and goals Healthy me		Relationships Changing me	
Learning Aim	<u><b>Being me in my world:</b></u> How do I fit into the world I live in?  <u><b>Celebrating differences:</b></u> Do we need to feel 'the same as' to belong?		<u><b>Dreams and Goals:</b></u> Can my choices affect my dreams?  <u><b>Healthy Me:</b></u> To what extent am I responsible for my mental and physical health?		<u><b>Relationships:</b></u> What can make a relationship healthy or unhealthy?  <u><b>Changing Me:</b></u> How do I feel about becoming an adult?	
Teaching Content	<u><b>Being me in my world:</b></u>  Unique me  Differences and conflict  My influences  Peer pressure  Online safety, including sexting  The consequences of not being safe online  Online legislation  County Lines	<u><b>Celebrating differences:</b></u>  Bullying  Prejudice and discrimination  Equality Act  Bystanders  Stereotyping  Challenging negative behaviours and attitudes  Prevent	<u><b>Dreams and Goals:</b></u>  Celebrating success  Identifying goals  Employment  Learning from mistakes  Overcoming challenges  Planning skills  Safe and unsafe choices  Substances  Gang exploitation	<u><b>Healthy Me:</b></u>  Stress and anxiety  Managing mental health  Physical activity and mental health  Effects of substances  Nutrition  Sleep  Vaccination and immunisation  The importance of information on	<u><b>Relationships:</b></u>  The characteristics of healthy relationships  Healthy romantic relationships  Consent  Relationships and change  Emotions within friendships  Being discerning  Assertiveness  Sexting	<u><b>Changing me:</b></u>  Female genital mutilation  Breast flattening/ironing  The responsibilities of parenthood  Types of committed relationships  Happiness and intimate relationships  Media and self-image  Sources of help and support

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				making healthy choices		
Assessment	Jigsaw Assessment Booklet.		Jigsaw Assessment Booklet.		Jigsaw Assessment Booklet.	



# **TNHA Curriculum Planning Document**

Subject: **PSHE/RSE**

Year: **8**

Timescale	Autumn		Spring		Summer	
Component	<u>Being me in my world</u>  <u>Celebrating differences</u>		<u>Dreams and Goals</u>  <u>Healthy Me</u>		<u>Relationships</u>  <u>Changing Me</u>	
Learning Aim	<u>Being me in my world:</u> Can I choose how I fit into the world  <u>Celebrating differences:</u> How different are we really?		<u>Dreams and Goals:</u> Can the choices I make now affect my future?  <u>Healthy Me:</u> Can I become more responsible for my health and happiness?		<u>Relationships:</u> Because I am worth it...or am I?  <u>Changing Me:</u> What factors can make an intimate relationship happy and healthy	
Teaching Content	<u>Being me in my world:</u>  Self-identity  Family and identity  Stereotypes  Personal beliefs and judgements  Managing expectations  First impressions  Respect for the belief of others  Active listening  County Lines	<u>Celebrating differences:</u>  Positive change made by others  How positive behaviour impacts on feelings of well-being  Social injustice  Inequality  Community and cohesion and support  Multiculturalism  Race and religion  Prejudice	<u>Dreams and Goals:</u>  Long-term goals  Skills  Qualifications  Careers  Money and happiness  Ethics and mental well-being  Budgeting  Variation in income  Positive and negative impact of money	<u>Healthy Me:</u>  Long -term physical health  Our responsibilities for our own health  Dental health  Stress triggers  Substances and mood  Legislation associated with substances  Exploitation and substances	<u>Relationships:</u>  A positive relationship with ourselves  Social media and relationships with ourselves  Negative self-talk  managing a range of relationships  Personal space  Online etiquette  Online privacy and personal safety	<u>Changing Me:</u>  Types of close intimate relationships  Physical attraction  Legal status of relationships  Behaviours in healthy and unhealthy romantic relationships  Pornography  Sexuality  Alcohol and risky behaviours

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		LGBTQAI+ bullying Prevent	Online legal responsibilities Gambling issues	Medicine, vaccinations and immunisations Blood donation	Coercion Unhealthy balance of power in relationships Sources of support	
<b>Assessment</b>	Jigsaw Assessment Booklet.		Jigsaw Assessment Booklet.		Jigsaw Assessment Booklet.	



# **TNHA Curriculum Planning Document**

Subject: **PSHE/RSE**

Year: **9**

Timescale	Autumn		Spring		Summer	
Component	<b>Being me in my world</b>  <b>Celebrating differences (tutor)</b>		<b>Dreams and goals</b>  <b>Celebrating differences (tutor)</b>  <b>Changing me (tutor)</b>  <b>Healthy me (throughout the Year on Curriculum Days)</b>		<b>Relationships</b>  <b>Changing me (tutor)</b>	
Learning Aim	<u><b>Being me in my world:</b></u> To what extent does the world I live in affect my identity?  <u><b>Celebrating differences:</b></u> Is being different a good thing?		<u><b>Dreams and goals:</b></u> Who do I dream of becoming?  <u><b>Healthy me:</b></u> How can substances impact on wellbeing?		<u><b>Relationships:</b></u> Can relationships ever be equal?  <u><b>Changing me:</b></u> How do I feel about becoming an adult?	
Teaching Content	<u><b>Being me in my world:</b></u>  Perceptions about intimate relationships  Consent  Sexual exploitation  Peer approval  Grooming  Radicalisation  County Lines Risky experimentation	<u><b>Celebrating differences:</b></u>  The Protected characteristics  The Equality Act  Phobic and racist language  Legal consequences of bullying and hate crime  Sexism  Ageism	<u><b>Dreams and goals:</b></u>  Personal strengths  Health goals  SMART planning  Links between body image and mental health  Non-financial dreams and goals  Mental health and ill-health	<u><b>Healthy me:</b></u>  Misperceptions about young people's health choices  Physical and psychological effects of alcohol  Alcohol and the law  Alcohol and dependency  Drug classification	<u><b>Relationships:</b></u>  Power and control in intimate relationships  Risk in intimate relationships  Importance of sexual consent  Assertiveness skills  Sex and the law  Pornography and stereotypes	<u><b>Changing me:</b></u>  Mental health Stigma  Triggers for mental health issues  Support strategies for mental health  Managing emotional changes  Resilience and how to improve it Reflection on the importance of sleep in

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	Positive and negative self-identity  Abuse and coercion  Coercive control	Positive and negative language  Banter  Bullying in the workplace  Direct and indirect discrimination  Harassment  Prejudice  Discrimination and stereotyping	Media manipulation  Self-harm  Anxiety disorders, eating disorders and depression	Drug supply and possession and legislation  Emergency situations  First Aid/CPR  Substances and safety  Sources of information and support	Contraception choices  Family planning  STIs	relation to mental health  Reflection on body and brain changes,  Stereotypes
Assessment	End of Unit Assessment Peer and self - assessment		End of Unit Assessment Peer and self - assessment		End of Unit Assessment Peer and self - assessment	



# **TNHA Curriculum Planning Document**

Subject: **PSHE/RSE**

Year: **10**

Timescale	Autumn		Spring		Summer	
Component	<p><b>Being me in my world</b></p> <p><b>Celebrating differences (tutor)</b></p>		<p><b>Celebrating differences (tutor)</b></p> <p><b>Dreams and goals (tutor)</b></p> <p><b>Healthy me</b></p>		<p><b>Dreams and goals (tutor)</b></p> <p><b>Relationships (in Curriculum days across the year)</b></p> <p><b>Changing me</b></p>	
Learning Aim	<p><u><b>Being me in my world:</b></u> Is managing my online and offline world within my control?</p> <p><u><b>Celebrating differences:</b></u> Does difference result in inequality?</p>		<p><u><b>Celebrating differences:</b></u> Does difference result in inequality?</p> <p><u><b>Dreams and goals:</b></u> Is success only possible when physical and emotional needs are met?</p> <p><u><b>Healthy me:</b></u> When it comes to health, to what extent am I in control?</p>		<p><u><b>Dreams and goals:</b></u> Is success only possible when physical and emotional needs are met?</p> <p><u><b>Relationships:</b></u> Is love all you need?</p> <p><u><b>Changing me:</b></u> Can all change be positive in some way?</p>	
Teaching Content	<p><u><b>Being me in my world:</b></u></p> <p>Human Rights</p> <p>Societal freedom</p> <p>Understanding safety in the UK and beyond</p> <p>Ending relationships safely</p> <p>Stages of grief</p> <p>Loss and bereavement</p> <p>Social media and culture</p>	<p><u><b>Celebrating differences:</b></u></p> <p>Equality including in the workplace, in society and in relationships</p> <p>Equality and vulnerable groups</p> <p>Power and control</p> <p>What are the different qualifications at the</p>	<p><u><b>Dreams and goals:</b></u></p> <p>The impact of physical health in reaching goals</p> <p>Relationships and reaching goals</p> <p>Work/life balance</p> <p>Connections and impact on mental health</p> <p>Benefits of helping others</p>	<p><u><b>Healthy me:</b></u></p> <p>Improving health, including sexual health</p> <p>Blood-borne infections</p> <p>Diet and long-term health</p> <p>Common mental health disorders</p> <p>Positive impact of volunteering</p>	<p><u><b>Relationships:</b></u></p> <p>Sustaining long term relationships</p> <p>Relationship choices</p> <p>Consequences of relationships ending, including bullying, revenge porn and the grief cycle from ending a relationship</p> <p>Divorce and separation, including the impact of a family break-up</p> <p>Understanding love</p>	<p><u><b>Changing me:</b></u></p> <p>The impact of societal change on young people</p> <p>The role of the media in societal change</p> <p>Reflection on change so far and how to manage it successfully</p> <p>Decision making</p> <p>Sexual identity and gender</p>

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	Use of online data Threats to online safety Online identity Assessing and managing risk County Lines	next stages of education Prevent	Online Profile and impact on future goals	Common threats to health including chronic disease, epidemics and misuse of antibiotics Organ donations Self-examination Misuse of prescription drugs stem Cells	Fake news and rumour mongering Abuse in teenage relationships Legislation, support and advice	Spectrum of sexuality Stereotypes in romantic relationships Sexual identity and risk Family change Sources of support
<b>Assessment</b>	End of Unit Assessment Peer and self - assessment		End of Unit Assessment Peer and self - assessment		End of Unit Assessment Peer and self - assessment	





# **TNHA Curriculum Planning Document**

Subject: **PSHE/RSE**

Year: **11**

Timescale	Autumn		Spring		Summer	
Component	Being me in my world (tutor)		Relationships			
	Healthy me		Dreams and goals (Tutor)			
Learning Aim	<u>Being me in my world:</u> Are we in the adult world at 16?  <u>Healthy me:</u> Should relationships, sex and sexual health be discussed more openly?		<u>Relationships:</u> Is it possible to stay true to yourself and be in a healthy relationship?  <u>Dreams and goals:</u> Can I rely on myself to achieve my goals or do I need luck or destiny?			
Teaching Content	<u>Being me in my world:</u>  Equality in relation to disability, including the hidden consequences of not adhering to the Equality Act  An employer's responsibilities  The benefits of a multi-cultural society  The impact of unfair treatment on mental health	<u>Healthy me:</u>  Managing anxiety and stress  Exam pressure  Concentration strategies  Work-life balance  Sexual Health  Self-examination  STIs	<u>Relationships:</u> Stages of intimate relationships  Positive and negative connotations of sex  Protecting sexual and reproductive health  Spectrum of gender and sexuality  LGBTQAI+ rights and protection under The Equality Act	<u>Dreams and goals:</u>  Aspiration on: Career, Finances, relationships and health  Skills identification  Realistic goals  Financial pressure  Debt  Dream jobs		

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	<p>The misuse of power</p> <p>Campaigning for equality</p> <p>Prevent</p> <p>County Lines</p>	<p>Sexual pressure</p> <p>Fertility</p> <p>Contraception</p> <p>Pregnancy facts and myths</p> <p>Identifying a range of health risks and strategies for staying safe</p>	<p>'Coming out' challenges</p> <p>LGBTQAI+ media stereotypes</p> <p>Power, control and sexual experimentation</p> <p>Forced-marriage</p> <p>Honour-based violence</p> <p>FGM and other abuses</p> <p>Hate crime and sources of support</p>	<p>Education and training options</p> <p>Long-term relationship dreams and goals</p> <p>Resilience</p> <p>What to do when things go wrong</p>		
<b>Assessment</b>	<p>End of Unit Assessment</p> <p>Peer and self - assessment</p>		<p>End of Unit Assessment</p> <p>Peer and self - assessment</p>			