



# TNHA Curriculum SOW Document

Subject: **PSHE/RSE**

Year: **7**

| Timescale                   | Autumn  |  | Spring   |  | Summer  |   |
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| Prior Learning (from KS2/3) |   |  |  |  |   |   |
| Component                   | Being me in my world<br>Celebrating differences   |  | Dreams and goals<br>Healthy me   |  | Relationships<br>Changing me  |   |
| Learning Aim                | <p><b><u>Being me in my world:</u></b><br/>How do I fit into the world I live in?</p> <p><b><u>Celebrating differences:</u></b><br/>Do we need to feel 'the same as' to belong?</p>   |  | <p><b><u>Dreams and Goals:</u></b><br/>Can my choices affect my dreams?</p> <p><b><u>Healthy Me:</u></b><br/>To what extent am I responsible for my mental and physical health?</p>  |  | <p><b><u>Relationships:</u></b><br/>What can make a relationship healthy or unhealthy?</p> <p><b><u>Changing Me:</u></b><br/>How do I feel about becoming an adult?</p>   |   |
| Teaching Content            | <p><b><u>Being me in my world:</u></b></p> <p><b><u>Lesson 1 and 2:</u></b><br/>Recognise that identity is affected by a range of factors</p> <p><b><u>Lesson 3</u></b><br/>Understand how peer pressure operates within groups</p> <p><b><u>Lesson 4:</u></b><br/>Recognise how to present myself online</p> | <p><b><u>Celebrating differences:</u></b></p> <p><b><u>Lesson 1:</u></b><br/>Describe what prejudice and discrimination are</p> <p>Know what bystanders affects are and their impact on bullying</p> <p>Explain some ways the Equality Act protects against prejudice and discrimination</p> | <p><b><u>Dreams and Goals:</u></b></p> <p><b><u>Lesson 1:</u></b><br/>Identify my dreams and goals and recognise that these may change over time</p> <p><b><u>Lesson 2:</u></b><br/>Identify some of the skills that may benefit my future, including employment</p> | <p><b><u>Healthy Me:</u></b></p> <p><b><u>Lesson 1:</u></b><br/>Explain ways to help myself when I feel stressed</p> <p><b><u>Lesson 2:</u></b><br/>Understand how health can be affected by emotions and know a range of ways to keep myself well and happy</p> | <p><b><u>Relationships:</u></b></p> <p><b><u>Lesson 1:</u></b><br/>Identify characteristics and benefits of positive, strong, supportive, relationships</p> <p>Understand what expectations might be of having a romantic/ attraction relationship</p> <p>Understand what is meant by consent</p> | <p><b><u>Changing me:</u></b></p> <p><b><u>Lesson 1:</u></b><br/>Understand the changes that happen during puberty</p> <p>Understand that practices such as Female Genital Mutilation and breast ironing are forms of abuse</p> <p>Know where to access help if I am worried or</p> |



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|  | <p><b>Lesson 5:</b><br/>Recognise what can influence my behaviour online</p> <p><b>Lesson 6:</b><br/>Maintain on and offline relationships</p> | <p><b>Lesson 2:</b><br/>Challenge my own and others' attitudes and values and accept difference in others</p> <p><b>Lesson 3:</b><br/>Understand a wide range of roles in society and the variety of individuals that operate within them</p> <p>Understand what stereotyping means and its potential impact and why it is unhelpful.</p> <p><b>Lesson 4:</b><br/>Challenge prejudice and discrimination assertively</p> <p>Understand that negative and positive discrimination take different forms and can affect people's lives</p> <p>Know the Equality Act and examples of Protected Characteristics</p> | <p><b>Lesson 3:</b><br/>Use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour</p> <p><b>Lesson 4:</b><br/>Explain how responsible choices enable me to move towards my dreams and goals</p> <p>Give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals</p> <p><b>Lesson 5:</b><br/>Demonstrate how to respond to a situation requiring first aid</p> <p>Give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals</p> <p><b>Lesson 6:</b><br/>Understand that the choices I make affect</p> | <p>Recognise when I feel stressed and the triggers associated with this</p> <p>Understand how physical activity can help combat stress</p> <p><b>Lesson 3:</b><br/>Know about different substances and the effects they have on the body and why some people use them</p> <p><b>Lesson 4:</b><br/>Understand the positive impact of healthy lifestyle choices such as good nutrition, exercise and sleep on my body and mind</p> <p><b>Lesson 5:</b><br/>Understand the role of vaccinations and can explain differing views on this</p> <p><b>Lesson 6:</b><br/>Summarise some key things I can do to sustain my wellbeing</p> | <p><b>Lesson 2:</b><br/>Identify the supportive relationships in my life</p> <p>Know that relationships change and suggest how to manage this</p> <p><b>Lesson 3:</b><br/>Can identify why people sometimes fall out</p> <p>Can suggest ways to manage conflict within my friendship group</p> <p><b>Lesson 4:</b><br/>Understand that discernment is an important skill when being a consumer of media</p> <p><b>Lesson 5:</b><br/>Recognise when to use assertiveness in some of my relationship</p> <p>Understand the personal and legal consequences of sexting</p> <p>Understand what it meant by consent</p> | <p>concerned about puberty or abuse</p> <p><b>Lesson 2:</b><br/>Know how a baby is conceived naturally</p> <p>Know that there are other ways a baby can be conceived e.g. IVF</p> <p>Understand how a baby develops inside the uterus and is born</p> <p><b>Lesson 3:</b><br/>Know there are different types of committed stable relationships and that some people may choose to have children or not</p> <p>Make links between positive, healthy family relationships and effective parenting</p> <p>Identify some of the roles and responsibilities of being a parent</p> |
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|                   |                            | <p><b>Lesson 5:</b><br/>Understand what bullying is and what it is not and some of the motivations behind bullying behaviour.</p> <p><b>Lesson 6:</b><br/>Understand how respect impacts on relationships.</p> | my relationships, health and future |  | <p><b>Lesson 6:</b><br/>Summarise behaviours and attitudes that can make a relationship healthy or unhealthy and explain what discernment means</p> | <p><b>Lesson 4:</b><br/>Know that the media can have a positive or negative impact on a person's self-esteem or body image</p> <p>Know where to go for help if I am worried about my body image or self-esteem</p> <p><b>Lesson 5:</b><br/>Know some of the changes in my brain during puberty</p> <p>Understand some of the emotional changes during puberty</p> <p>Know where to access support if I am worried about adolescence</p> <p><b>Lesson 6:</b><br/>Summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes.</p> |
| <b>Assessment</b> | Jigsaw Assessment booklets |  | Jigsaw Assessment booklets          |  | Jigsaw Assessment booklets  |   |



# TNHA Curriculum Planning Document

Subject: **PSHE/RSE**

Year: **8**

| Timescale               | Autumn   |  | Spring   |  | Summer   |  |
|-------------------------|--|--|--|--|--|--|
| <b>Component</b>        | <u>Being me in my world</u><br><br><u>Celebrating differences</u>  |  | <u>Dreams and Goals</u><br><br><u>Healthy Me</u>   |  | <u>Relationships</u><br><br><u>Changing Me</u>   |  |
| <b>Learning Aim</b>     | <u>Being me in my world:</u><br>Can I choose how I fit into the world<br><br><u>Celebrating differences:</u><br>How different are we really?   |  | <u>Dreams and Goals:</u><br>Can the choices I make now affect my future?<br><br><u>Healthy Me:</u><br>Can I become more responsible for my health and happiness?   |  | <u>Relationships:</u><br>Because I am worth it...or am I?<br><br><u>Changing Me:</u><br>What factors can make an intimate relationship happy and healthy   |  |
| <b>Teaching Content</b> | <u>Being me in my world:</u><br><br><b>Lesson 1:</b><br>Appreciate that identities are complex and can change over time<br><br>Appreciate the similarities, differences and diversity of people's identities<br><br><b>Lesson 2:</b><br>Understand about collective and individual identities and cultural diversity<br><br>Understand the influence family has on self-identity | <u>Celebrating differences:</u><br><br><b>Lesson 1:</b><br>Recognise the challenges faced by individuals when trying to make positive change<br><br>Give examples of individuals who have made a positive contribution despite prejudice and discrimination<br><br><b>Lesson 2:</b><br>Give examples of social injustice in the UK<br><br>Describe what inequality means in the UK | <u>Dreams and Goals:</u><br><br><b>Lesson 1:</b><br>Know what some of my long- term goals are, how I can achieve them, and how my short- and medium-term goals might help me do that<br><br>Identify the careers that interest me and the skills I need to develop and how these can be linked to short-term and long-term goals | <u>Healthy Me:</u><br><br><b>Lesson 1:</b><br>Describe the actions that can be taken to support good physical health<br><br>List some factors that help ensure good health in the longer term<br><br>List the factors that can impact negatively on dental health<br><br>Describe the steps that can be taken to keep teeth and gums healthy | <u>Relationships:</u><br><br><b>Lesson 1:</b><br>Understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised<br><br>Understand that social media can both positively and negatively affect how I feel about myself<br><br><b>Lesson 2:</b><br>Understand that relationships can | <u>Changing Me:</u><br><br><b>Lesson 1:</b><br>Know different types of close, intimate relationships that people can have<br><br>Know what happens physically when individuals experience physical attraction<br><br>Know how to discuss the positive aspects of a range of different types of personal relationships that adults may have and the possible impact on children |



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|  | <p><b>Lesson 3:</b><br/>Define what stereotypes are</p> <p><b>Lesson 4:</b><br/>Understand that first impressions can lead to judgements that may be misinformed</p> <p><b>Lesson 5:</b><br/>Understand that there are a range of beliefs within any community and I can recognise the beliefs I hold as important to me</p> <p>Appreciate that people's faiths and beliefs can affect their personal identity</p> <p><b>Lesson 6:</b><br/>Understand how identity influences and differences and use these positively in my relationships</p> | <p><b>Lesson 3:</b><br/>Give examples of social injustice</p> <p><b>Lesson 4:</b><br/>Define what is and what is not bullying</p> <p>Give examples of LGBT bullying</p> <p>Describe the steps that can be taken to challenge LGBT bullying</p> <p><b>Lesson 5:</b><br/>Make a positive contribution to my community</p> <p>Recognise that the choices I make will impact on my ability to develop my self-confidence and integrity</p> <p><b>Lesson 6:</b><br/>Understand how respect and equality, or the lack of these, affects relationships</p> <p>Know I can make a difference (self-efficacy)</p> | <p><b>Lesson 2:</b><br/>Understand some of the positive and negative roles that money can play in society</p> <p><b>Lesson 3:</b><br/>Describe how my activity online can be both positive and negative</p> <p><b>Lesson 4:</b><br/>Explain why it is important to keep track of spending</p> <p><b>Lesson 5:</b><br/>Understand the variations in income across the world</p> <p><b>Lesson 6:</b><br/>Understand that choices I make now can affect my future</p> <p>Know that gambling can become addictive and tell you some of the warning signs</p> | <p><b>Lesson 2:</b><br/>Understand how health can be affected by emotions and know a range of ways to keep myself well and happy</p> <p>Recognise when I feel stressed and the triggers associated with this</p> <p><b>Lesson 3:</b><br/>Know about different substances and the effects they have on the body and why some people use them</p> <p><b>Lesson 4:</b><br/>Understand what the law says about substance use and possession</p> <p>Describe some of the links between substances and exploitation of young people</p> <p><b>Lesson 5:</b><br/>Understand the role of medicines and can</p> | <p>cause strong feelings and emotions</p> <p>Understand the features of positive and stable relationships</p> <p>Understand that all relationships have positive and less positive aspects</p> <p><b>Lesson 3:</b><br/>Define what is meant by personal space and how this varies across my relationships both online and offline</p> <p>Can discuss how personal space differs across different cultures</p> <p><b>Lesson 4:</b><br/>Understand what is meant by control, power balance and coercion in a relationship</p> <p><b>Lesson 5:</b><br/>Understand how to use social media</p> | <p><b>Lesson 2:</b><br/>Understand the positive aspects of having a girlfriend or boyfriend</p> <p>Describe some of the behaviours you would expect to find in a healthy romantic relationship</p> <p><b>Lesson 3:</b><br/>Understand the range of feelings associated with attraction</p> <p>Know where to get information to safely explore feelings about sexuality</p> <p><b>Lesson 4:</b><br/>Know that pornographic images do not reflect reality</p> <p>Know how pornography can impact on expectations and self-image</p> <p><b>Lesson 5:</b><br/>List some risks associated with</p> |
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|                   |                            |  |                            | <p>explain differing views on this</p> <p><b>Lesson 6:</b><br/>Show I understand how and when the influence of others could be harmful to my health and happiness</p> | <p>appropriately, safely and legally</p> <p>Give examples of how personal safety can be compromised online</p> <p><b>Lesson 6:</b><br/>Summarise the differences between a healthy, positive relationship and a coercive one</p> | <p>drinking too much alcohol, including unprotected sex, non-consensual sex</p> <p>Know what the law says in relation to sex and alcohol</p> <p>Discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol</p> <p><b>Lesson 6:</b><br/>Summarise behaviours and attitudes that could make a relationship healthy or unhealthy</p> <p>Explain some risks associated with pornography or alcohol use in relation to relationships</p> |
| <b>Assessment</b> | Jigsaw assessment booklets |  | Jigsaw assessment booklets |   | Jigsaw assessment booklets   |  |



# TNHA Curriculum Planning Document

Subject: **PSHE/RSE**

Year: **9**

| Timescale        | Autumn   |   | Spring  |   | Summer  |   |
|------------------|--|---|---|---|---|---|
| Component        | <p><b>Being me in my world</b></p> <p><b>Celebrating differences (tutor)</b></p>   |   | <p><b>Dreams and goals</b></p> <p><b>Celebrating differences (tutor)</b></p> <p><b>Changing me (tutor)</b></p> <p><b>Healthy me (throughout the Year on Curriculum Days)</b></p>  |   | <p><b>Relationships</b></p> <p><b>Changing me (tutor)</b></p>   |   |
| Learning Aim     | <p><b><u>Being me in my world:</u></b><br/>To what extent does the world I live in affect my identity?</p> <p><b><u>Celebrating differences:</u></b><br/>Is being different a good thing?</p>  |   | <p><b><u>Dreams and goals:</u></b><br/>Who do I dream of becoming?</p> <p><b><u>Healthy me:</u></b><br/>How can substances impact on wellbeing?</p>   |   | <p><b><u>Relationships:</u></b><br/>Can relationships ever be equal?</p> <p><b><u>Changing me:</u></b><br/>How do I feel about becoming an adult?</p>   |   |
| Teaching Content | <p><b><u>Being me in my world:</u></b></p> <p><b><u>Lesson 1:</u></b><br/>Understand that different people have different expectations of intimate relationships and know how to access support if worried about a relationship issue</p> <p><b><u>Lesson 2:</u></b><br/>Explain peer approval and how it can cause problems</p> | <p><b><u>Celebrating differences:</u></b></p> <p><b><u>Lesson 1:</u></b><br/>Give examples of different types of prejudice and discrimination</p> <p>Explain how the Equality Act has protected characteristics and why these are important</p> <p>Distinguish between 'banter' and sexist, LGBT-phobic and racist language</p> | <p><b><u>Dreams and goals:</u></b></p> <p><b><u>Lesson 1:</u></b><br/>Identify my personal strengths</p> <p>Identify some health goals I would like to achieve</p> <p><b><u>Lesson 2:</u></b><br/>Produce a SMART plan and know how to apply it to support my life and learning</p> | <p><b><u>Healthy me:</u></b></p> <p><b><u>Lesson 1:</u></b><br/>Know that the majority of people my age make healthy lifestyle choices</p> <p>Understand that there are misperceptions about the health choices of people my age</p> <p><b><u>Lesson 2:</u></b><br/>Understand the physical and emotional</p> | <p><b><u>Relationships:</u></b></p> <p><b><u>Lesson 1:</u></b><br/>Recognise when others might try to use their power to control, coerce and manipulate in an intimate relationship</p> <p>Understand the features of positive, stable, intimate relationships</p> <p><b><u>Lesson 2:</u></b></p> | <p><b><u>Changing me:</u></b></p> <p><b><u>Lesson 1:</u></b><br/>Know that my mental health can be affected by different situations and experiences</p> <p>Know about some common mental health issues</p> <p>Can challenge stigma about mental health issues</p> |

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|  | <p>Describe what grooming is and give examples</p> <p><b>Lesson 3:</b><br/>Suggest links between risky behaviour choices and the influence of social groups</p> <p>Know that I can accept or reject influences</p> <p><b>Lesson 4:</b><br/>Identify differences between myself and others in my social groups</p> <p>Explain how differences can be a source of conflict or a reason to celebrate</p> <p><b>Lesson 5:</b><br/>Explain the links between having a positive self-identity and healthy intimate relationships</p> <p>Understand what consent means for me within my peer and intimate social groups</p> <p>Know how to report abusive or coercive behaviour</p> | <p>Know where to report bullying</p> <p>Understand the legal consequences of bullying and hate crime</p> <p><b>Lesson 2:</b><br/>Explain why some people can display sexist and ageist behaviour</p> <p>Understand the complexities associated with gender identity</p> <p>Challenge my own and others' attitudes towards difference in relation to sexism, ageism and gender identity</p> <p><b>Lesson 3:</b><br/>Identify positive and negative language and can recognise my own language style</p> <p><b>Lesson 4:</b><br/>Understand that there are different types of bullying (verbal, physical, online)</p> <p>Know what to do if I encounter bullying</p> | <p><b>Lesson 3:</b><br/>Able to accept helpful feedback and reject unhelpful criticism</p> <p><b>Lesson 4:</b><br/>Know the difference between the mental health and mental ill-health</p> <p>Consider factors that can contribute to a person's mental ill health</p> <p>Know how to access support if I am worried about a mental health issue</p> <p><b>Lesson 5:</b><br/>Understand how media manipulation can be involved in a person's mental ill-health</p> <p>Understand how and why some media is manipulated</p> <p>Consider how self-esteem can be affected by the media positively and negatively</p> | <p>effects of alcohol and how it can affect decision-making</p> <p>Know what the law says about alcohol</p> <p><b>Lesson 3:</b><br/>Understand the physical and emotional effects of certain substances and how they can affect decision-making</p> <p>Know some facts about drug classification and what the law says about possession and supply of drugs</p> <p><b>Lesson 4:</b><br/>Know about the recovery position and how to contact emergency services</p> <p>Know what to do in an emergency situation involving substances</p> <p><b>Lesson 5:</b><br/>Understand some of the physiological and psychological effects of substance misuse and</p> | <p>Understand that I have a choice in many situations, including when I want to say no</p> <p>Know and can use some assertiveness skills to help me manage a range of circumstances</p> <p>Understand that consent is a vital feature of a sexual relationship</p> <p>Know about sex and the law</p> <p><b>Lesson 3:</b><br/>Understand that pornography and some media images give a false impression of sex and sexual relationships</p> <p>Challenge stereotypical ideas of 'ideal' males and females</p> <p>Know about sex and the law as applied to online and social media</p> | <p>Know where to access support if I am worried about my mental health</p> <p><b>Lesson 2:</b><br/>Know that change can trigger a range of emotional responses</p> <p>Know that some changes can be more difficult to manage than others</p> <p>Know that going through change can develop resilience</p> <p><b>Lesson 3:</b><br/>Know that sleep is important for psychological and physical reasons</p> <p>Know that sleep is important for my mental health</p> <p>Know that sleep is important for learning</p> <p><b>Lesson 4:</b><br/>Understand what resilience means</p> |
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|  | <p><b>Lesson 6:</b><br/>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>Give examples of workplace bullying</p> <p><b>Lesson 5:</b><br/>Understand about protected characteristics and how everyone has the responsibility to challenge discrimination</p> <p>Understand that there are some inequalities in the world</p> <p><b>Lesson 6:</b><br/>Understand how prejudice, discrimination and bullying can arise and how these can affect mental health</p> | <p>Know where to access help if worried about a mental health concern</p> <p><b>Lesson 6:</b><br/>Understand my own mental health and how to recognise signs of mental ill-health in myself and others</p> | <p>the impact of illegal substances on society and individuals</p> <p><b>Lesson 6:</b><br/>Summarise some of the risks associated with substance use and the laws relating to these.</p> <p>Express why some people choose to use different substances and my own thinking relating to such choices.</p> | <p><b>Lesson 4:</b><br/>Know about the different contraception methods available</p> <p>Know that contraception is important for sexual health as well as preventing a pregnancy</p> <p>Know that communication and negotiation about contraception use is important</p> <p>Understand that information and facts are vital in making an informed choice about contraception if and when needed</p> <p>Know how to access advice and information about sexual health</p> <p><b>Lesson 5:</b><br/>Understand that there are consequences if I</p> | <p>Understand how resilience can be developed</p> <p><b>Lesson 5:</b><br/>Reflect on the changes that my body and brain have undergone since starting puberty</p> <p>Consider the changes yet to come and how to manage these</p> <p>Know where to access support if I am worried about an aspect of change in my life</p> <p><b>Lesson 6:</b><br/>Summarise how different types of change can affect mental health and know some strategies to stay resilient</p> |
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|            |  |  |  |  | <p>choose to have unprotected sex<br/>Know about different sexually transmitted infections</p> <p>Know about sexual health clinics and how to access help and support if I have unprotected sex</p> <p><b>Lesson 6:</b><br/>Consider the risks and consequences of becoming sexually active</p> |  |
| Assessment | End of Unit Assessment<br>Peer and self - assessment | End of Unit Assessment<br>Peer and self - assessment | End of Unit Assessment<br>Peer and self - assessment | End of Unit Assessment<br>Peer and self - assessment | End of Unit Assessment<br>Peer and self - assessment  | End of Unit Assessment<br>Peer and self - assessment |



# TNHA Curriculum Planning Document

Subject: **PSHE/RSE**

Year: **10**

| Timescale        | Autumn  |  | Spring  |  | Summer   |  |
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| Component        | Being me in my world<br>Celebrating differences (tutor)   |  | Celebrating differences (tutor)<br>Dreams and goals (tutor)<br>Healthy me   |  | Dreams and goals (tutor)<br>Relationships (in Curriculum days across the year)<br>Changing me  |  |
| Learning Aim     | <p><b><u>Being me in my world:</u></b><br/>Is managing my online and offline world within my control?</p> <p><b><u>Celebrating differences:</u></b><br/>Does difference result in inequality?</p>   |  | <p><b><u>Celebrating differences:</u></b><br/>Does difference result in inequality?</p> <p><b><u>Dreams and goals:</u></b><br/>Is success only possible when physical and emotional needs are met?</p> <p><b><u>Healthy me:</u></b><br/>When it comes to health, to what extent am I in control?</p>        |  | <p><b><u>Dreams and goals:</u></b><br/>Is success only possible when physical and emotional needs are met?</p> <p><b><u>Relationships:</u></b><br/>Is love all you need?</p> <p><b><u>Changing me:</u></b><br/>Can all change be positive in some way?</p>                             |  |
| Teaching Content | <p><b><u>Being me in my world:</u></b></p> <p><b><u>Lesson 1:</u></b><br/>List the freedoms I enjoy in society</p> <p>Describe what personal freedom means to me</p> <p>Describe my understanding of safety</p> <p>Identify potential risks to my safety</p> <p><b><u>Lesson 2:</u></b></p> | <p><b><u>Celebrating differences:</u></b></p> <p><b><u>Lesson 1:</u></b><br/>Define what equality is</p> <p>Give examples of disabilities including hidden disabilities</p> <p>Give some consequences of not adhering to the Equality Act</p> <p><b><u>Lesson 2:</u></b></p> | <p><b><u>Dreams and goals:</u></b></p> <p><b><u>Lesson 1:</u></b><br/>Describe the relationships in my life that will support me in reaching my goals</p> <p>Assess how I can respect and nurture the important relationships in my life</p> <p>Define what resilience is and identify both my areas of</p> | <p><b><u>Healthy me:</u></b></p> <p><b><u>Lesson 1:</u></b><br/>Understand the range of factors that affect my physical and mental health</p> <p>Can use new (health-related) information to inform my lifestyle choice</p> <p><b><u>Lesson 2:</u></b><br/>Understand there is a wide range of actions</p> | <p><b><u>Relationships:</u></b></p> <p><b><u>Lesson 1:</u></b><br/>Identify types of long-term relationships, including legal status</p> <p>Identify the important elements in long- term relationships</p> <p>Discuss what is required to sustain healthy long-term relationships</p> | <p><b><u>Changing me:</u></b></p> <p><b><u>Lesson 1:</u></b><br/>Identify some of the changes in society that will affect me</p> <p>Discuss the emotional impact societal change can have on young people</p> <p>Assess the role of media, including social media on social change</p> |

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| <p>Describe the stages of grief</p> <p>Know where to appropriately get help and support with loss and bereavement issues</p> <p>Discern which online sources or support in regards to loss/ grief are helpful or not</p> <p><b>Lesson 3:</b><br/>Recognise the positive and negative role of social media e.g. challenge culture vs environmental campaigns and awareness-building</p> <p>Understand the impact social media has on culture and identity</p> <p>Recognise how online data is used both positively and negatively</p> <p>Compare social media usage across different societies</p> <p><b>Lesson 4:</b><br/>Identify potential threats to online safety</p> | <p>Give examples of job roles that are exempt from the Equality Act</p> <p>Give examples of how to promote equality</p> <p>Know what is expected of me and what I can expect in the workplace</p> <p><b>Lesson 3:</b><br/>Discuss a range of individuals that make up society</p> <p>Explain the benefits of multi-cultural societies</p> <p>Appreciate the differing views and opinions of individuals</p> <p>Explain some of the physical and mental consequences of unequal treatment of individuals</p> <p><b>Lesson 4:</b><br/>Identify the misuse of power in relationships</p> | <p>strength and where I need to keep working</p> <p><b>Lesson 2:</b><br/>Identify the connections between physical health and achieving my goals</p> <p>Understand the impact that poor mental health can have on my goals</p> <p>Consider some steps I could take to ensure my health supports me with my goals</p> <p><b>Lesson 3:</b><br/>Understand the issues that may impact on me and my future success, including social media</p> <p>Understand the importance of balance in all aspects of my life (work, social life, family, etc.)</p> <p>Identify realistic and unrealistic goals</p> <p><b>Lesson 4:</b><br/>Describe how balance supports mental and physical health</p> | <p>that I can use to enhance and protect my health</p> <p><b>Lesson 3:</b><br/>Appreciate how complex my body is and that it needs to be looked after well, now and in the future</p> <p>Aware of the potential risks associated with a range of substances including prescribed and over-the-counter drugs</p> <p><b>Lesson 4:</b><br/>Know about some mental health disorders</p> <p>Understand the positive impact that community action and volunteering can have on mental health</p> <p><b>Lesson 5:</b><br/>Discuss common threats to health, including cardio-vascular disease and cancer and diabetes</p> <p>Identify the steps that can be taken to help prevent lifestyle-related ill-health</p> | <p>Know appropriate vocabulary associated with long-term relationships</p> <p>Differentiate the elements present in different types of long-term relationships</p> <p><b>Lesson 2:</b><br/>Understand the relationship life-cycle</p> <p>Understand the choices I have in my relationships, including; ending a range of relationships, physical and non-physical relationship choices</p> <p>Explain how a range of relationships can be ended including romantic relationships</p> <p>Understand the consequences of ending relationships including: bullying, revenge pornography, depression, the grief process and how to manage this</p> <p>List sources of help and support for when relationships end including bereavement and divorce, family separation.</p> <p><b>Lesson 3:</b></p> | <p><b>Lesson 2:</b><br/>Recognise the range of changes I have experienced in my life</p> <p>Identify the feelings associated with change both positive and negative</p> <p>List changes I have made that I am proud of</p> <p>Understand the type of decision-maker I am</p> <p>Discuss the impact of the range of changes families can experience and their impact on children and their parents/family</p> <p><b>Lesson 3:</b><br/>Identify the change that some people may experience in relation to sexual identity and gender</p> <p>Understand the spectrum (or galaxy) of sexuality and gender including appropriate vocabulary</p> |
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|  | <p>Understand “netiquette” and legislation relating to online safety</p> <p>State decision-making processes regarding what you post online</p> <p><b>Lesson 5:</b><br/>Identify potential threats to safety in a range of situations on and offline</p> <p>Describe actions to mitigate risk in a range of situations</p> <p>Know how to get help if my personal safety is threatened</p> <p><b>Lesson 6:</b><br/>Understand how to stay safe in my online and offline relationships</p> | <p>Give examples of the physical and mental consequences of misuse of power in relationships</p> <p>List sources of support for individuals experiencing ill-treatment by others</p> <p><b>Lesson 5:</b><br/>Identify individuals and groups that may experience inequality</p> <p>List some organisations that campaign for greater equality</p> <p>Describe how some groups and individuals’ campaign for equality</p> <p><b>Lesson 6:</b><br/>Understand how equality and inequality can affect relationships</p> | <p>Identify what I can do to create more balance in my life</p> <p>Explain the importance of connections in relation to healthy relationships</p> <p><b>Lesson 5:</b><br/>Identify the wide range of goals individuals have<br/>Understand a range of health goals that are priorities for some people</p> <p>Explain how helping a stranger can impact positively on people</p> <p><b>Lesson 6:</b><br/>Understand how relationships and being part of a community can support me and others to achieve their goals.</p> | <p>Knowledge of future health challenges to society including: epidemics, pandemics, antibiotic resistance</p> <p>Understand the availability and limitations of advanced medical techniques including: stem cell therapy, organ donation</p> <p><b>Lesson 6:</b><br/>Describe how people who are sexually active can keep themselves safe from STIs</p> | <p>Understand the benefits of healthy relationships</p> <p>Discuss the physical and mental benefits of connectedness</p> <p>Assess the impact healthy relationships can have on children</p> <p>Evaluate my own role in a range of relationships</p> <p>Evaluate the role of love in relationships</p> <p>List strategies to cope with difficult relationships</p> <p><b>Lesson 4:</b><br/>Evaluate the truth or otherwise of a relationship e.g. via social media, “fake news” etc.</p> <p>Explain why rumour mongering might give a false impression of a relationships</p> <p>Discuss the media portrayal of relationships and potential harms this may cause e.g. sensationalisation, reality TV, pornography</p> | <p>Discuss the reality and myths surrounding sexual identity and gender</p> <p>Describe where to find help and support around sexual identity and gender</p> <p><b>Lesson 4:</b><br/>Discuss gender and stereotypes in relation to a range of romantic relationships</p> <p>Identify and understand the legislation relating to a range of relationships</p> <p>Understand the risks associated with exploring sexual identity</p> <p><b>Lesson 5:</b><br/>Reflect on physical changes experienced so far</p> <p>Understand the relationship between physical change, self-esteem and emotional change</p> <p>Understand the impact of family change and how it</p> |
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|                   |  | <p>Recognise some of the ways in which aspects of health can impact on life chances, particularly education</p> <p>Know how to take responsibility for some aspects of my health and I understand that my health-related decisions will have consequences</p> |  |  | <p><b>Lesson 5:</b><br/>List the health benefits that positive relationships can provide</p> <p>Understand the physical and mental impact of unhealthy relationships</p> <p>Discuss the patterns associated with abusive relationships including exploitation and abuse in teenage relationships</p> <p>Understand how coercion can feature in a range of relationships</p> <p>Describe examples of legislation associated with coercion, exploitation and abuse in relationships</p> <p>Know the support available when relationships are unsafe</p> <p><b>Lesson 6:</b><br/>Consider what makes a relationship healthy or coercive and know what my non-negotiables are</p> <p>Know how to get help if needed</p> | <p>can affect future relationships</p> <p>List sources of help and support in relation to changes young people may have difficulty with</p> <p><b>Lesson 6:</b><br/>Understand how societies change and this affects people's attitudes and ways of life</p> |
| <b>Assessment</b> | End of Unit Assessment<br>Peer and self - assessment |   | End of Unit Assessment<br>Peer and self - assessment |  | End of Unit Assessment<br>Peer and self - assessment  |  |



# TNHA Curriculum Planning Document

Subject: **PSHE/RSE**

Year: **11**

| Timescale        | Autumn   |   | Spring  |  | Summer |  |
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| Component        | Being me in my world (tutor)<br><br>Healthy me   |   | Relationships<br><br>Dreams and goals (Tutor)   |  |        |  |
| Learning Aim     | <p><b><u>Being me in my world:</u></b><br/>Are we in the adult world at 16?</p> <p><b><u>Healthy me:</u></b><br/>Should relationships, sex and sexual health be discussed more openly?</p>   |   | <p><b><u>Relationships:</u></b><br/>Is it possible to stay true to yourself and be in a healthy relationship?</p> <p><b><u>Dreams and goals:</u></b><br/>Can I rely on myself to achieve my goals or do I need luck or destiny?</p>                                     |  |        |  |
| Teaching Content | <p><b><u>Being me in my world:</u></b></p> <p><b><u>Lesson 1:</u></b><br/>State what 'being an adult' means to me<br/><br/>Give some examples of legislation that affects me at 16</p> <p><b><u>Lesson 2:</u></b><br/>Give examples of legislation that relates to sex and relationships</p> | <p><b><u>Healthy me:</u></b></p> <p><b><u>Lesson 1:</u></b><br/>Know some ways to help me manage anxiety and stress<br/><br/>Know some ways to relax</p> <p>Explain the links between sleep and physical/mental health</p> <p><b><u>Lesson 2:</u></b></p> | <p><b><u>Relationships:</u></b></p> <p><b><u>Lesson 1:</u></b><br/>Know that an intimate relationship can move through different stages and how behaviour may change according to the stage</p> <p>Give examples of how the media can sometimes portray unrealistic</p> | <p><b><u>Dreams and goals:</u></b></p> <p><b><u>Lesson 1:</u></b><br/>Know of some ways to help me manage any anxiety I may feel now and in the future<br/><br/>Know of some ways to help me manage when I feel overwhelmed</p> <p>Know where I can access further</p> |        |  |



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|  | <p>Know about the legal status of different relationships e.g. marriage, civil partnership, co-habitation</p> <p>Explain why coercive control, sexual harassment and sexual violence in relationships is unacceptable, illegal and the consequences of this</p> <p><b>Lesson 3:</b><br/>Give examples of legislation around the possession and supply of drugs, tobacco and other substances</p> <p>Explain the legal consequences of breaching the Equality Act</p> <p>Assess the impact of substance supply and misuse on the range of people involved in a scenario including coercive control</p> <p><b>Lesson 4:</b></p> | <p>Aware of the steps I can take to keep healthy including self-examination</p> <p>Understand the preventative steps that can be taken to reduce the chance of contracting STIs</p> <p>Knowledge of the treatment available for STIs</p> <p><b>Lesson 3:</b><br/>Understand the influences that inform decision making with regard to sexual relationships.</p> <p>Know some strategies to help manage sexual pressure</p> <p>Understand what consent is in relation to sexual relationships</p> <p><b>Lesson 4:</b><br/>Understand the choices available in relation to contraception and pregnancy</p> | <p>expectations of sex and relationships</p> <p>Tell you some of positive and negative connotations of sex and where these might come from</p> <p>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><b>Lesson 2:</b><br/>Explain there is a spectrum of gender and sexuality</p> <p>Know that sexuality is different from gender diversity</p> <p>Know that for some people, gender identity and sexuality is fluid and for others it is fixed</p> | <p>information and support</p> <p>Know the links between sleep, physical and mental health and learning</p> <p><b>Lesson 2:</b><br/>Identify my financial goals and whether these are realistic in the short or longer term</p> <p>Can tell you the skills and attributes I have or need to develop in order to aim for my financial goals</p> <p>Able to budget and understand the possible consequences of debt and sources of support for people in debt or have a gambling problem</p> <p>Understand the risks associated with gambling as an answer to debt or financial pressures</p> |  |  |
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|  | <p>Give examples of legislation in reference to online activity</p> <p>Assess the impact of illegal online activity and misuse of technology on a range of people</p> <p>Explain why pornography is legislated against and the potential consequences of viewing pornography</p> <p><b>Lesson 5:</b><br/>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>Apply this knowledge to a range of scenarios where emergency aid may be needed</p> <p><b>Lesson 6:</b><br/>Know some of the rights, responsibilities and laws that affect me</p> | <p>Know key facts about fertility and pregnancy</p> <p><b>Lesson 5:</b><br/>Understand the range of risks to physical and mental health associated with unhealthy sexual relationship</p> <p>Know some things I can do to avoid high risk situations in relation to sex</p> <p><b>Lesson 6:</b><br/>Summarise ways people can stay healthy when they are sexually active</p> <p>Explain choices relating to pregnancy and where to go for advice and support concerning sexual and reproductive health</p> | <p>Know that LGBT+ people are protected by law</p> <p><b>Lesson 3:</b><br/>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>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>Know that being LGBT+ is different for each individual and there is no 'normal' way of being or expressing being LGBT+</p> <p><b>Lesson 4:</b><br/>Recognise when there is an imbalance of power within an intimate relationship</p> | <p><b>Lesson 3:</b><br/>Identify what my dream job might be</p> <p>Can tell you if my dream job differs from the expectations of my family or friends and if so, how I can manage this to maintain positive relationships</p> <p>Explain why I may need to change my skill-set as my career develops</p> <p><b>Lesson 4:</b><br/>Can tell you what my dreams and goals are in relation to long-term intimate commitments including my choice to raise a family or not</p> <p>Can tell you about the choices available to me in terms of different legal arrangements in a relationship status e.g marriage, civil partnership and the</p> |  |  |
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|  |  |  | <p>Suggest strategies for managing relationships that are imbalanced, including ending them if appropriate</p> <p>Know how to recognise illegal behaviour within an intimate relationship, how and where to report it</p> <p><b>Lesson 5:</b><br/>Explain why honour-based violence and forced marriage is unacceptable and illegal</p> <p>Give examples of honour-based violence</p> <p>Know what FGM and breast ironing is, and why it is illegal</p> <p>Give examples of hate crimes against LGBT+ people and explain why this is unacceptable and illegal</p> <p>Know how to report honour-based crimes</p> | <p>difference between them</p> <p>Can explain the challenges and opportunities of becoming a parent</p> <p>Can identify key skills of successful parenting</p> <p>Can reflect on an appropriate time to start a family and the positive conditions within my relationships and lifestyle that I believe are essential to raising children successfully e.g. financial stability, support networks etc.</p> <p><b>Lesson 5:</b><br/>Identify some possible barriers to some of my dreams and goals</p> <p>Identify some contingency plans in relation to some of my dreams and goals if obstacles or barriers are met</p> |  |  |
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|                   |  |  | <p>or hate crime against LGBTQ+ people</p> <p>Consider how power in relationships can affect people</p> <p><b>Lesson 6:</b><br/>Understand issues relating to inclusion, equality and violations of human rights</p> | <p><b>Lesson 6:</b><br/>Understand what I need to do to achieve successful health, relationships and life-goals</p> |  |  |
| <b>Assessment</b> | End of Unit Assessment<br>Peer and self - assessment | End of Unit Assessment<br>Peer and self - assessment | End of Unit Assessment<br>Peer and self - assessment   | End of Unit Assessment<br>Peer and self - assessment  | End of Unit Assessment<br>Peer and self - assessment | End of Unit Assessment<br>Peer and self - assessment |