

Y7 long term plan		Text to remind parents/carers			
Autumn 1 Energy drinks assessment	Autumn 2 End of unit assessment	Spring 1 End of unit assessment	Spring 2 End of unit assessment	Summer 1 End of unit assessment	Summer 2 End of unit assessment
Transition to secondary school Diet, exercise and how to make healthy choices (includes energy drinks) screen time and sleep	Diversity, prejudice and bullying including cyber bullying (includes e safety)	Supporting you though puberty-periods, body changes myths and what to expect, wet dreams and how to protect yourself from unwanted contact. Self-esteem and confidence, romance & friendships.	The risks of alcohol, tobacco and other substances.	Enterprise skills and introduction to careers. Challenging career stereotypes and raising aspirations	Saving, spending and budgeting our money Film unit BEING UNIQUE, DISABILITY, DOSCRIMINATION, BULLYING
Y8 long term plan Reduce unit to 4 weeks add in cannabis (Y9 lesson)		Texts to remind parents/carers	Reduce unit to 4 weeks		
Autumn 1 End of unit assessment	Autumn 2 End of unit assessment	Spring 1 End of unit assessment	Spring 2 End of unit assessment	Summer 1 End of unit assessment	Summer 2 End of unit assessment
First Aid and personal safety, focusing on road safety. Alcohol and drug misuse – how to manage peer influence	Rights and responsibilities in the community. Tackling age and disability discrimination	Introduction to sexual identity and LGBTQ+ young people. Consent. Understanding self pleasure, emotional and sexual well-being and the law. Introduction to safe contraception choices-only including condom use and the contraceptive pill	Mental health & emotional wellbeing, including body image. Managing change and loss Self harm, mental wellbeing and stress	Tackling racism & religious discrimination, promoting human rights, understanding human rights-including child abuse, child soldiers, refugees Online safety, online grooming and digital literacy/safety	Our wider world-citizenship topic. Including refugees, asylum seekers, protesting Film unit-BODY IMAGE, BULLYING AND RELATIONSHIPS THE DUFF

Y9 long term plan		TEXTS to PARENTS			
Autumn 1 End of unit assessment	Autumn 2 End of unit assessment	Spring 1 final overview of topic assessment	Spring 2 SPRING 1 CONTINUED	Summer 1 End of unit assessment	Summer 2 End of unit assessment
Peer pressure, the law and crime (with a focus on gangs & knives)	Managing conflict at home and the dangers of running away from home, being homeless in the UK today Tackling homophobia, transphobia and sexism.	Relationships & sexual health education including healthy relationships and consent, safe contraception choices, The risks of STIs, sexting and grooming, sexual exploitation and the risks of pornography.		Understanding careers and future aspirations. Identifying learning strengths and setting goals as part of the GCSE options process.	Managing peer pressure in relation to illicit substances. Assessing the risks of drug and alcohol abuse and addiction Understanding the impact on mental well being- Anxiety/depression
Y10 long term plan					
Autumn 1 C.V assessed piece	Autumn 2 End of unit assessment	Spring 1 End of unit assessment	Spring 2 End of unit assessment	Summer 1 End of unit assessment	Summer 2
Transition to key stage 4 Preparation for work experience. (part 1) Developing study habits.	Health & wellbeing – Body modification, body shaming, rape and non consensual sexual activity, pornography, sexual harassment and consent. Guest speakers on risk and gambling.	Understanding and awareness of teen cancer, Breast, ovarian, testicular cancer and smear tests HIV awareness.	Exploring human trafficking, modern slavery, honour based violence, forced marriage and Female genital mutilation. Understanding county lines, grooming and sexual exploitation.	Citizenship lessons 2-3 weeks- out identity, respecting identity, extremism and propaganda	Understanding different families and Preparation for work experience – (part 2)

Y11 long term plan					Computer rooms needed
Autumn 1 Text and updates to parents needed	Autumn 2 End of unit assessment	Spring 1 End of unit assessment	Spring 2 Lessons subject to change as many students are out of PSHE for exam subject intervention. All assessments will now be through the observation every 4 weeks.	Summer 1	Summer 2
Evaluation of work experience. Understanding the Post 16 application process and plans beyond school. Interview lessons- including external speakers	The value of key skills- self management and confidence lessons Exam stress Life skills – understanding the causes and effects of debt – including pay day loans & credit cards. Introduction into payslips, mortgages etc	Personal values and assertive communication in relationships, sexual harassment. Tackling domestic abuse. What is good/healthy sex?	Health & safety in independent contexts – Young drivers, festivals, party drugs, first aid. Recap on contraception and abortion rights.	Health & wellbeing – PROMOTING SELF ESTEEM AND COPING WITH STRESS Suicide, gambling , self harm and mental health	

What else is taught and where in KS3

1. Y7 mental and emotional well being through tutor time sessions.
2. Pregnancy –science
3. Organ donations- science

What else is taught and where in KS4

1. Revision and stress management techniques in Y11
2. Diversity of relationships and marriage-RS
3. Abortion rights-RS
4. Donation of stem cells- science

New lessons in PSHE for 2020

The impact of miscarriage on a person
Abortion-the laws, the rights, the facts and the impact.

KS3 SMSC at The Birley Academy. Curriculum leader Ellie Bannister.

<p>Spiritual: pupils spiritual development is shown by their;</p> <ul style="list-style-type: none"> - Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in respect for different peoples faiths, feelings and values. - Sense of enjoyment and fascination in learning about themselves, others, and the world around them. - Use of imagination and creativity in their learning and a willingness to reflect on their experiences. 	<p>Moral: pupils moral development is shown by their;</p> <ul style="list-style-type: none"> - Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so respect the law and the criminal justice system of England. - Understanding of the consequences of their behaviour and attitudes. - Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.
<p>Topics this is seen in Y7- Enterprise skills and introduction to careers. Challenging career stereotypes and raising aspirations Y8-Mental health & emotional wellbeing, including body image. Y8-Managing change and loss Y9-Understanding careers and future aspirations. Identifying learning strengths and setting goals as part of the GCSE options process</p>	<p>Topics this is seen in Y7-Diversity, prejudice and bullying including cyber bullying (includes e safety) Y7-Managing puberty and the issues of unwanted contact. Self-esteem, romance & friendships Y7-The risks of alcohol, tobacco and other substances Y8-Rights and responsibilities in the community. Tackling age and disability discrimination Y8- First Aid and personal safety, focusing on road safety. Alcohol and drug misuse –how to manage peer influence Y8-Introduction to sexuality and consent. Introduction to contraception including condom and the pill. Y9-Peer pressure, the law and crime (with a focus on gangs & knives Y9-Relationships & sex education including healthy relationships and consent. The risks of STIs, sexting and pornography. Y9-Managing peer pressure in relation to illicit substances. Assessing the risks of drug and alcohol abuse and addiction</p>
<p>Social: pupils social development is shown by their;</p> <ul style="list-style-type: none"> - Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religions, ethics and socio-economic backgrounds. - Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating with others and being able to resolve conflicts effectively. - Acceptance and engagement with fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	<p>Cultural: pupils cultural development is shown by their;</p> <ul style="list-style-type: none"> - Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. - Understanding and appreciation of the wide range of difference within school and further afield as an essential element for their preparation for a life in modern Britain. - Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
<p>Topics this is seen in Y7-Transition to secondary school Diet, exercise and how to make healthy choices (includes energy drinks) Y7- Saving, spending and budgeting our money Y8-Risks and consequences making financial decisions. Y9-Managing conflict at home and the dangers of running away from home. Tackling homophobia, transphobia and sexism. Y9-Dieting, lifestyle balance and unhealthy coping strategies</p>	<p>Topics this is seen in Y8- Tackling racism & religious discrimination, promoting human rights. Y8-online safety and digital literacy</p>

KS4 SMSC at The Birley Academy. Curriculum leader Ellie Bannister.

<p>Spiritual: pupils spiritual development is shown by their;</p> <ul style="list-style-type: none"> - Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in respect for different peoples faiths, feelings and values. - Sense of enjoyment and fascination in learning about themselves, others, and the world around them. - Use of imagination and creativity in their learning and a willingness to reflect on their experiences. 	<p>Moral: pupils moral development is shown by their;</p> <ul style="list-style-type: none"> - Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so respect the law and the criminal justice system of England. - Understanding of the consequences of their behaviour and attitudes. - Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.
<p>Topics this is seen in Y10- Transition to key stage 4 Preparation for work experience. (part 1) Developing study habits. Y10-Understanding different families and learning parenting skills. Managing change, grief and bereavement Y11-Health & wellbeing – PROMOTING SELF ESTEEM AND COPING WITH STRESS. Learning & revision skills to maximise potential. Y10-abortion and the rights a woman has. Y11-the impact of miscarriage.</p>	<p>Topics this is seen in Y10- Health & wellbeing – mental & ill health, tackling stigma, breast and testicular cancer, gambling Y10-Tackling relationship myths and expectations – unhealthy relationships, including sexual harassment, HBV and forced marriage, FGM, sexual exploitation Y10- county lines Y10-Exploring the influence of role models. Evaluating the social and emotional risks of drug use. HIV – challenging stigma Y10-Sexuality & gender. Preparation for work experience – (part 2) Y11-Personal values and assertive communication in relationships. Tackling domestic abuse. Y11-Health & safety in independent contexts –Young drivers, festivals, Drug awareness. Recap on first aid</p>
<p>Social: pupils social development is shown by their;</p> <ul style="list-style-type: none"> - Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religions, ethics and socio-economic backgrounds. - Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating with others and being able to resolve conflicts effectively. - Acceptance and engagement with fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	<p>Cultural: pupils cultural development is shown by their;</p> <ul style="list-style-type: none"> - Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. - Understanding and appreciation of the wide range of difference within school and further afield as an essential element for their preparation for a life in modern Britain. - Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
<p>Topics this is seen in Y11-Evaluation of work experience. Understanding the Post 16 application process and plans beyond school. Y11-Life skills – understanding the causes and effects of debt – including pay day loans & credit cards. Introduction into payslips, mortgages etc Y11- British values. Challenging extremism and radicalisation</p>	<p>Topics this is seen in Y10-understanding identity/extremist views/propaganda Y10/Y11- personal reflections and goal setting in CVs and personal statements Y10- work experience placements Y10- respect/understanding for diversity in modern British families</p>