

| Y7 long term plan | Email to parents | Email to parents/carers | | | |
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| 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 |
| Health and well being | Living in the wider world and relationships | Health and well being and relationships | Health and well being | Living in the wider world | Living in the wider world |
| Transition to secondary school Diet, exercise, mental and emotional well being and how to make healthy choices (includes energy drinks) | Diversity Diversity, prejudice and bullying including cyber bullying (includes e safety) | Health and puberty Healthy routines, influences on health, puberty, personal hygiene body image, screen time and sleep unwanted contact ,. Text to parents | The world of drugs The risks of alcohol, tobacco and other substances. (include vaping/e-cigs) | Enterprise skills and introduction to careers. Challenging career stereotypes and raising aspirations | Saving, spending and budgeting our money may need to add to . Film unit BEING UNIQUE, DISABILITY, DOSCRIMINATION, |
| Y8 long term plan | | Texts to parents/carers | Reduce unit to 4 weeks TEXT TO PARENTS | TEXT TO PARENTS-GROOMING | |
| 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 |
| Living in the wider world and relationships | Health and well being | Health and well being and relationships | Health and well being and living in the wider world | Living in the wider world | Living in the wider world |
| Human Rights Promoting human rights, understanding human rights-including child abuse, child soldiers , | Emotional wellbeing Mental health & emotional wellbeing, including body image and coping strategies. Managing change and loss | Identity and relationships Gender identity, sexual orientation, consent, peer on peer abuse, 'sexting', and an introduction to contraception. Include FGM | Drugs & alcohol First Aid and personal safety, focusing on road safety. Alcohol and drug misuse – how to manage peer influence | Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia. | Our wider world- citizenship topic. Including refugees, asylum seekers, protesting BLM digital literacy/safety |

| Y9 long term plan | TEXT TO PARENTS | TEXTS to PARENTS | EBA to amend | | |
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| 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 |
| Living in the wider world | Living in the wider world, health and well being and relationships | Living in the wider world | Health and well being and relationship | Health and well being and relationship | Health and well being |
| Peer pressure, the law and crime, punishment and justice | Managing conflict at home and the dangers of running away from home, being homeless in the UK today Mental health-anxiety, depression, self harm, grief and bereavement, the impact of social media. | Understanding careers and future aspirations. Identifying learning strengths and setting goals as part of the GCSE options process. | Relationships & sexual health education including healthy relationships and consent, safe contraception choices, marriage/divorce The risks of STIs, sexting and grooming, sexual exploitation and sexual harassment | Relationships & sexual health education including healthy relationships and consent, safe contraception choices, marriage/divorce The risks of STIs, sexting and grooming, sexual exploitation and the risks of pornography and sexual harassment/peer-on-peer abuse | 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 |
| Living in the wider world | Health and well being and relationships | Health and well being | Living in the wider world and relationships | Living in the wider world | Relationships and living in the wider world |
| 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 (in Y11 term 3 if needed) | Understanding and awareness of teen cancer, Breast, ovarian, testicular cancer and smear tests, body modification, cosmetic surgery, abortion, adoption HIV awareness, substance misuse and unintended pregnancy | Exploring human trafficking, modern slavery, honour based violence, forced marriage , sexism, revenge porn, grooming and sexual exploitation. | Citizenship lessons 2-3 weeks- out identity, respecting identity, extremism, hate speech and propaganda | Preparation for work experience – (part 2) |

| Y11 long term plan | | | | | Computer rooms needed |
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| 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 |
| Living in the wider world | Living in the wider world and health and well being | Health and well being, living in the wider world. | relationships | Health and well being | |
| 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 | PROMOTING SELF ESTEEM AND COPING WITH STRESS Suicide, gambling , self harm and mental health | Personal values and assertive communication in relationships, sexual harassment. Tackling domestic abuse. What is good/healthy sex, sexual pleasure. | Health & safety in independent contexts – festivals, party drugs, first aid. Recap on relationship and sexual health. Blood and organ donation | |

| What else is taught and where in KS3 | What else is taught and where in KS4 |
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| <ol style="list-style-type: none"> 1. Y7 mental and emotional well being through tutor time sessions. 2. Pregnancy –science 3. Organ donations- science | <ol style="list-style-type: none"> 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 |
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Due to the impact of CODID-19 on last years learning, some topics will be subject to change/be altered in where we teach them in the year. We will keep you informed via text/email prior to teaching our RSE and emotional well-being units in KS3

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

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| <p>Spiritual: pupils spiritual development is shown by their;</p> | <p>Moral: pupils moral 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. | <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</p> <p>Y7- Enterprise skills and introduction to careers. Challenging career stereotypes and raising aspirations</p> <p>Y8-Mental health & emotional wellbeing, including body image.</p> <p>Y8-Managing change and loss</p> <p>Y9-Understanding careers and future aspirations.</p> <p>Identifying learning strengths and setting goals as part of the GCSE options process</p> | <p>Topics this is seen in</p> <p>Y7-Diversity, prejudice and bullying including cyber bullying (includes e safety)</p> <p>Y7-Managing puberty and the issues of unwanted contact. Self-esteem, romance & friendships</p> <p>Y7-The risks of alcohol, tobacco and other substances</p> <p>Y8-Rights and responsibilities in the community. Tackling age and disability discrimination</p> <p>Y8- First Aid and personal safety, focusing on road safety. Alcohol and drug misuse –how to manage peer influence</p> <p>Y8-Introduction to sexuality and consent. Introduction to contraception including condom and the pill.</p> <p>Y9-Peer pressure, the law and crime (with a focus on gangs & knives</p> <p>Y9-Relationships & sex education including healthy relationships and consent. The risks of STIs, sexting and pornography.</p> <p>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> | <p>Cultural: pupils cultural 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. | <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</p> <p>Y7-Transition to secondary school</p> <p>Diet, exercise and how to make healthy choices (includes energy drinks)</p> <p>Y7- Saving, spending and budgeting our money</p> <p>Y8-Risks and consequences making financial decisions.</p> <p>Y9-Managing conflict at home and the dangers of running away from home. Tackling homophobia, transphobia and sexism.</p> <p>Y9-Dieting, lifestyle balance and unhealthy coping strategies</p> | <p>Topics this is seen in</p> <p>Y8- Tackling racism & religious discrimination, promoting human rights.</p> <p>Y8-online safety and digital literacy</p> |

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

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| <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- countyline 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> |