

HAMSTEAD HALL ACADEMY

PSHE and CITIZENSHIP POLICY



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Approved By	Hamstead Hall Academy Local Governing Body
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1. Intent

The PSHE curriculum aims to produce students who are equipped with life skills which allow them to be fully participating members of a fast-changing British and global society. Our students will develop a sense of self-worth and confidence to be the best version of themselves. They will mature into individuals who can think independently and critically and have the knowledge to make informed choices around their physical, mental, sexual, emotional and economic wellbeing.

The spiral nature of the curriculum allows them to revisit areas and explore them at an age-appropriate level and provides our students with opportunities to reflect on and clarify their values and attitudes, allowing them to engage in a meaningful way with a world where values and attitudes may be complex and at times in direct conflict with their own.

The RSHE elements of the curriculum allow our students to understand appropriate behaviours which will help them to develop and maintain healthy relationships. This is an important aspect of PSHE. This may be in the form of working collaboratively in a group or pair to produce possible responses to scenarios that students might encounter in life or reflecting on how they will use their acquired knowledge to make positive choices in their own lives as they move through the academy.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote pupils' moral, social, cultural, mental and physical development. Effective teaching will support young people to cultivate positive character traits, including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness.

PSHE Differentiation

In PSHE, we have high learning expectations for all students. It is essential that all our students are challenged to think deeply about the different aspects of PSHE and their rights and responsibilities in respect of being caring, thoughtful and productive individuals. A range of strategies will be used to achieve appropriate levels of differentiation. Students may be given thinking time before being asked questions, sometimes with the opportunity to share their ideas in discussion with a partner or in a small group to improve understanding.

All students will be asked to contribute to lessons, though due to the sensitive nature of some areas of the curriculum, there will be an awareness on the part of the teacher that a student may not wish to share a response with a larger group of their fellow students, and therefore it may at times be appropriate to allow for collecting anonymised responses to share.

Consistent referencing back to earlier learning and linking this to wider society and the modern world will assist students in making sense of how the knowledge and skills they acquire in PSHE apply to real life. Questions will be asked at an appropriate level of challenge for individual students, and where appropriate, students will be encouraged to develop further independent research into different aspects of a particular topic.

Students with additional needs can also be further supported through scaffolded activities provided in the student work booklets for every unit.

Literacy and Numeracy In PSHE

A shared understanding of particular vocabulary is important in PSHE. A high level of skill in communication is essential when presenting an opinion or point of view, and an understanding that such communication needs to utilize precise, neutral and non-offensive language to convey the intended meaning. Evidence supporting a particular position should be presented in the same way, and topic-specific vocabulary used where appropriate. In respect of literacy in PSHE you will find every lesson in the curriculum will introduce students to new terminology and this will be highlighted on the first slide of every lesson and will be recorded in the SOW.

2. Legal Requirements

PSHE is an important part of a broad and balanced curriculum. Department for Education guidance states that all schools should make provision for PSHE, drawing on good practice. Statutory Relationships, Sex and Health Education is addressed through the Academy's separate RSHE Policy.

The DfE published revised "Relationships education, relationships and sex education (RSE) and health education.) and Health Education" statutory guidance in July 2025. The provision and PSHE programme at Hamstead Hall has been adapted accordingly, with a new PSHE programme developed and launched in September 2026. Further guidance can be found online:

https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf

There is no legal obligation for any school to provide a PSHE policy. However, an RSE and Healthy Education policy is statutory.

This policy has regard to the following legislation and guidance:

- Education Act 1996 and Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Social Work Act 2017
- Department for Education guidance on PSHE education
- Department for Education guidance on political impartiality in schools
- Keeping Children Safe in Education current edition
- Prevent duty guidance

3. Curriculum Content

The curriculum follows a spiral model. Important knowledge and skills are revisited with increasing depth as pupils mature. Planning reflects the PSHE Association programme of study, the Citizenship programmes of study, local safeguarding priorities, pupil needs and the Academy's curriculum intent.

- The six core themes are:
- Rights Responsibilities and British Values
- Celebrating Diversity and Equality
- Relationships and Sex Education
- Staying Safe Online and Offline
- Health and Wellbeing
- Life Beyond School

Citizenship education develops pupils' understanding of democracy, government, law, finance, society and active participation. It gives pupils the knowledge and confidence to engage critically and responsibly with public life.

At Key Stages 3 and 4, pupils learn about:

- The development of the political system of democratic government in the United Kingdom, including citizens' roles and Parliament
- Operation of government and the civil service and the roles of elected representatives

- Nature of rules and laws and the justice system, including courts and tribunals
- Local, regional, national and international governance and the United Kingdom's relations with the wider world
- Human rights, equality, diversity, freedoms and responsibilities
- Role of voluntary groups, charities and other organisations in improving communities
- Functions and uses of money, budgeting, credit, debt, insurance, savings, pensions and financial risk
- How citizens can research issues, weigh evidence, debate, advocate, volunteer and take responsible action

Pupils are given meaningful opportunities to participate in Academy and community life. Participation may include pupil leadership, democratic processes, social action, volunteering, debate and engagement with local institutions.

Equality SEND and Inclusion

All pupils have equal access to PSHE and Citizenship. Teaching complies with the Equality Act 2010, promotes respect for the protected characteristics and avoids unlawful discrimination or stereotyping. The curriculum reflects different family, cultural, religious and social contexts without stigmatising pupils.

The Leader of PSHE works with the SENCO and pastoral teams to identify appropriate adaptations. Staff may adjust vocabulary, examples, pacing, communication methods and resources while maintaining ambitious learning goals. Pupils with special educational needs or disabilities receive teaching that is accessible, relevant and responsive to any increased vulnerability.

4. Equality and Diversity

We promote the needs and interests of all pupils irrespective of gender, culture, ability, personal circumstance, language barriers and religious faith and belief. Teaching will take into account the age, ability, readiness, and cultural backgrounds of pupils to ensure all can fully access the PSHE provision.

We promote diversity and inclusion throughout our PSHE curriculum, both in topics and in examples and resources. We expect our pupils to consider other needs and beliefs in discussion activities and apply them to relevant situations in contemporary British society and the wider world. We use PSHE as a way to address diversity issues, prejudice and to ensure equality for all. We do not exclude access to any pupil from PSHE or RSE and close the Work Ethic Centre on PSHE days to allow equal education for all.

Our PSHE curriculum fully integrates gender and LGBTQAI+ equality, challenging all forms of discrimination and bullying. It is respectful of how pupils identify themselves and uses LGBTQAI+ examples in lesson resources and discussion activities. LGBTQAI+ lessons in PSHE sessions consist of learning about the different types of genders and sexualities and prejudice that the community face.

5. Sensitive or Controversial Topics

During PSHE lessons, controversial topics may arise where the judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupil's questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come into play. Similar guidelines can also be found in the RSE Policy.

- If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting. If a teacher feels uncomfortable answering a particular question or is unsure how to answer it, they must contact the Leader of PSHE or the Safeguarding Lead and pass on the question and the name of the student so they can follow it up. This is so no pupil is left with unanswered questions.
- Teachers will establish a set of ground rules so that young people are aware of parameters.
- Pupils should never be asked to disclose their sexual orientation or personal information about themselves or others.
- Teachers and pupils will show respect for all genders, sexualities and different types of families
- Any concerns that arise about safeguarding issues must be followed up under the Academy's safeguarding procedures.
- Discussions about race, equality, LGBTQAI+ issues will highlight the Academy policy on anti-discrimination and the values of the Academy and any concerns over pupil's statements or remarks should be referred directly to the Safeguarding Lead.
- Teachers will challenge stereotypes and misconceptions about PSHE topics, e.g. refugees, asylum seekers, racism etc.

6. Confidentiality and Handling Disclosures

Due to the nature of PSHE, pupils' learning may result in them seeking advice on a personal issue.

- Staff cannot offer complete confidentiality, and this will be made clear to pupils at the start of any session focusing on sensitive issues or any discussions or question and answer sessions.
- Through our Safeguarding Policy and training, staff are aware of what can and cannot be kept confidential.
- External visitors will be made clear of the Academy's Safeguarding Policy.
- If a pupil makes a disclosure, all Academy safeguarding procedures must come into effect and a Designated Safeguarding Lead contacted immediately.
- If a safeguarding issue is raised by an anonymous question staff will make the Safeguarding Lead aware.

7. Delivery

PSHE and Citizenship is taught across Years 7 to 13 through scheduled PSHE lessons, PSHE days, Preparing for Adulthood lessons, assemblies, tutor activities, enrichment and relevant subject teaching. The Leader of PSHE coordinates the programme and ensures that its component parts form a coherent curriculum rather than a series of isolated events.

Lessons establish clear ground rules and use active, discussion-based and enquiry-led methods. Teachers use Academy-approved schemes of work and resources and adapt them to pupils' age, maturity and needs. Topics are revisited to address absence, reinforce learning and deepen understanding. Staff receive appropriate subject, safeguarding and political-impartiality training.

Teaching begins from pupils' existing knowledge without assuming personal experience or requiring disclosure. Visitors supplement rather than replace teaching by trained Academy staff.

8. Planning and Organisation

- These sessions are planned effectively by staff through regular planning meetings which occur in good time to prepare for each PSHE day every year. All staff work collectively to ensure the

PSHE curriculum is being met and adhered to by staff. Logistics, plans and organisation is done by the Leader of PSHE. Safeguarding and relevant PSHE training is shared and given to all staff annually and other times where required to improve skills and update knowledge.

- Plans are drawn up by the Leader of PSHE and lessons are checked to ensure they are suitable and match the DfE requirements and legal guidelines. The PSHE Association's Programme of Study identifies the key concepts and skills to be taught, and these have been included to meet other statutory requirements i.e. Character Education, Finance Education and Citizenship.
- Plans are often adapted or totally changed considering recent events both globally and in the local community e.g. the rise of knife crime and county lines. This is informed by the attendance of the Safeguarding Lead at the regular Police Panel to address current needs and concerns.
- The PSHE Year Plan is set out to all staff in September by the Leader of PSHE and current guidelines and training are given. Further information throughout the year is shared with all staff so this can inform their planning.
- Pupils are often taught in tutor groups where they feel more comfortable to actively engage in sensitive topics. At times, it is felt more appropriate depending on the activity and topic to mix up the groups so pupils can gain a wider perspective of views and opinions and improve their social interaction.
- Staff are given the plans by the Leader of PSHE to share the individual timetables with their tutees before PSHE day to provide clarity and ensure a smooth running of the day.
- The Leader of PSHE & Citizenship creates the resources for all PSHE & Citizenship sessions that are delivered to the students in tutor time. This is to maintain a consistent approach, ensure all legal guidelines and policy requirements are met and no inappropriate resources are shared.
- Additional are scheduled with outside agencies to deliver to students who are absent for any of the three planned PSHE days.

9. Assessment

As with any other subject, PSHE focuses on learning, set against the lesson objectives and outcomes. Assessment in PSHE should not be seen as about passing or failing but more about enquiring knowledge and a progression of skills. We will assess pupils' learning and progression through a variety of different assessment methods.

Every lesson during PSHE day has an element of assessment and review involved to ensure pupils are making progress. Tutor time sessions will assess key transferable skills and ensure knowledge is kept up to date on social issues by watching the news and facilitating the pastoral programme. Pupils' complete online assessments via Microsoft Teams.

10. The Role of External Agencies and Professions

Hamstead Hall Academy works with multi-disciplinary agencies when planning and delivering the PSHE programme. We encourage the external delivery of some aspects of the PSHE curriculum. This includes: West Midlands Fire Service, West Midlands Police Service, Natwest Bank, Travel West Midlands, Career Professionals for CAEIG, Elevate Education, RAF, ARUP Social Value Charter, Umbrella Sexual Health Services, and other such providers. All visitors are DBS checked and all Academy GDPR guidelines are adhered to on arrival and throughout their visit. All visitors are supervised during their sessions by Academy staff and resources are shared and checked beforehand.

11. First Aid

- All KS3 and KS4 students receive basic first aid training, covering aspects as detailed in St John Ambulance lesson plans.
- Pupils all learn the need and purpose of defibrillators. A defibrillator was donated to the Academy for our work with St John's Ambulance and the 'National Restart a Heart Day'.
- Pupils learn about first aid with the use of "Resuscitation models".

12. Careers

The Gatsby Benchmarks for effective CEIAG are met partly through the PSHE Curriculum at Hamstead Hall. The PSHE Days hold sessions which include applying for jobs, CV writing, different career opportunities, apprenticeships etc. Pupils are introduced to UniFrog, our virtual career's platform and pupils can improve and map their CEIAG skills throughout their time at the Academy.

There is also additional career sessions held for KS4 and KS5. Mock interviews are offered and members of the community and both local and national businesses are brought in to hold workshops for different careers. This includes a heavy career focus within "Preparing for Adulthood" lessons.

All students have regular UniFrog sessions, with their scheme of work followed by students, in addition to utilising the platforms resources and recording facilities.

13. Monitoring and Evaluation

The implementation of this policy will be monitored and evaluated by the Leader of PSHE. This policy will be reviewed by the Governors biannually. The curriculum itself will be monitored and evaluated by staff through planning meetings and by pupils through assessment, surveys and informal interviews to share their ideas, demonstrate their learning and advise on future planning.

14. Working with Parents and Carers

Parents and carers are important partners in pupils' personal and civic education. The Academy publishes curriculum information and responds to reasonable requests to discuss content or view teaching materials, subject to copyright and safeguarding considerations.

There is no parental right to withdraw a pupil from PSHE or Citizenship. The separate RSHE Policy explains the limited right to request withdrawal from sex education that is not part of National Curriculum Science and sets out the applicable process. Concerns should first be raised with the Leader of PSHE. The Academy will listen, explain the curriculum and seek to resolve concerns while continuing to meet its legal and educational responsibilities.

15. Linked Policies

This policy complements the following policies:

- RSE Policy
- SMSC & FBV Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Behaviour Policy

1. Appendix 1: PSHE Education Framework & Design

PSHE education follows the framework provided by the PSHE Association (www.pshe-association.org.uk). This national programme of study covers Key Stages 3 to 4 and is based on three core themes:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

This Framework has been further subdivided into six Core Themes, which have all been mapped to the PSHE Association and statutory DfE requirements.

These modules form part of a spiral curriculum, delivering content appropriate to each year group:

- Core Theme 1: Rights, Responsibilities & British Values
- Core Theme 2: Celebrating Diversity & Equality
- Core Theme 3: Relationships & Sex Education
- Core Theme 4: Staying Safe Online & Offline
- Core Theme 5: Health & Wellbeing
- Core Theme 6: Life Beyond School

The programme of study identifies the key concepts and skills that underpin PSHE education and helps schools to fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

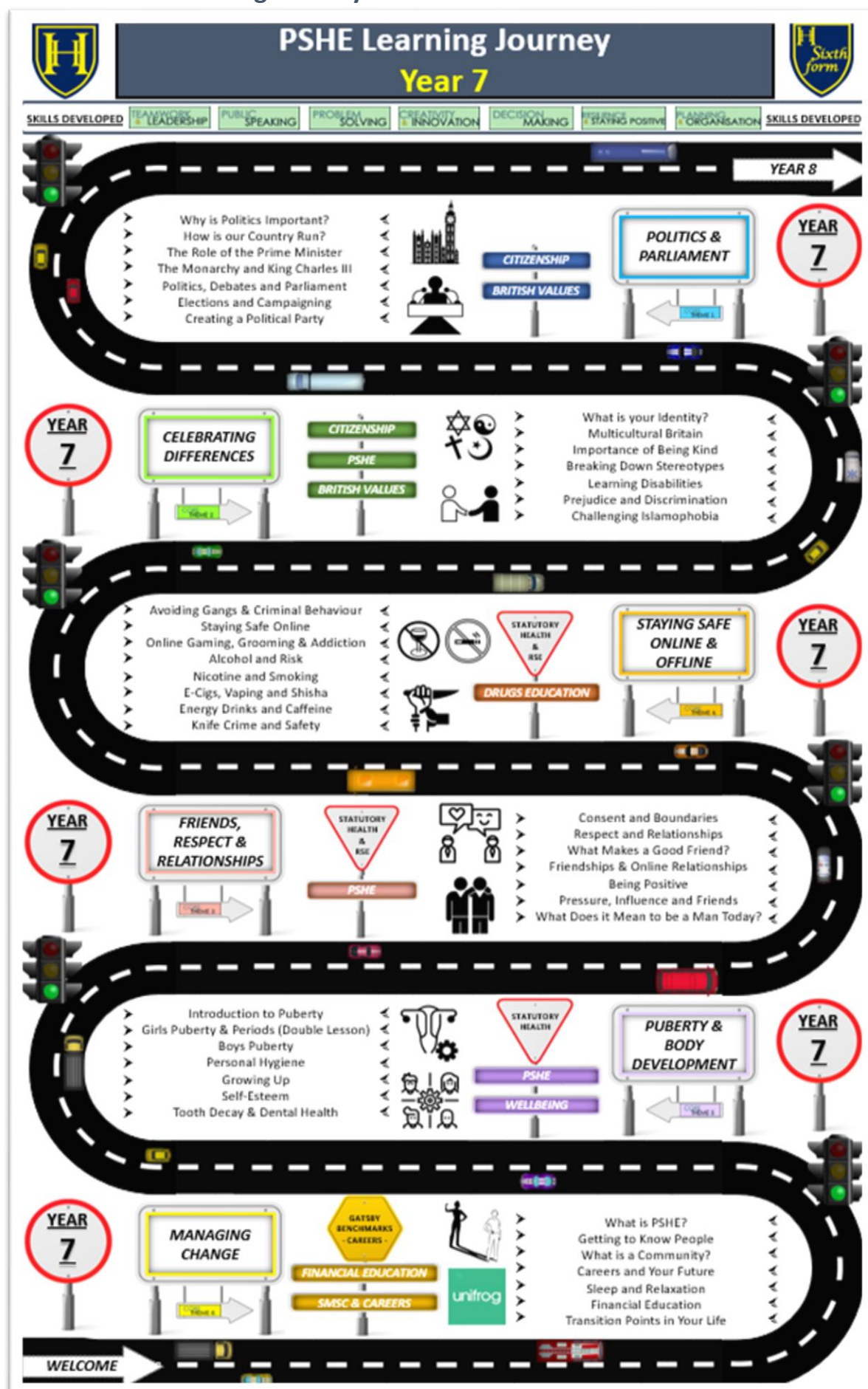
Relationships, Sex and Health Education (RSHE) is a requirement; our academy adheres to the statutory guidance from the Department for Education.

The programme is taught through a range of teaching methods, based on active engagement in learning. Pupils need opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. They also need a comprehensive, balanced, relevant body of factual information to inform their present and future choices.

2. Appendix 3: Tutor Time Programme

Day	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Monday	Standards (Bulletin/ Attendance, Behaviour, Progress)	Standards (Bulletin/ Attendance, Behaviour, Progress)	Standards (Bulletin/ Attendance, Behaviour, Progress)	Standards (Bulletin/ Attendance, Behaviour, Progress)	Assembly	Standards (Bulletin/ Attendance, Behaviour, Progress)	Standards (Bulletin/ Attendance, Behaviour, Progress)
Tuesday	PSHE	PSHE	PSHE	Assembly	Standards (Bulletin/ Attendance, Behaviour, Progress) Intervention	PSHE	PSHE
Wednesday	Citizenship-BV- Current Affairs (Newsround)	Citizenship-BV- Current Affairs (Newsround)	Assembly	Citizenship-BV- Current Affairs (Newsround)	Citizenship-BV- Current Affairs (Newsround)/ Intervention	Getting the Grades Tutorial Programme	Getting the Grades Tutorial Programme
Thursday	PSHE	Assembly	PSHE	PSHE	PSHE	Assembly	Citizenship-BV- Current Affairs (Debate)
Friday	Assembly	PSHE	Citizenship-BV- Current Affairs (Newsround)	PSHE	PSHE	Citizenship-BV- Current Affairs (Debate)	Assembly

3. Appendix 4: PSHE Learning Journeys



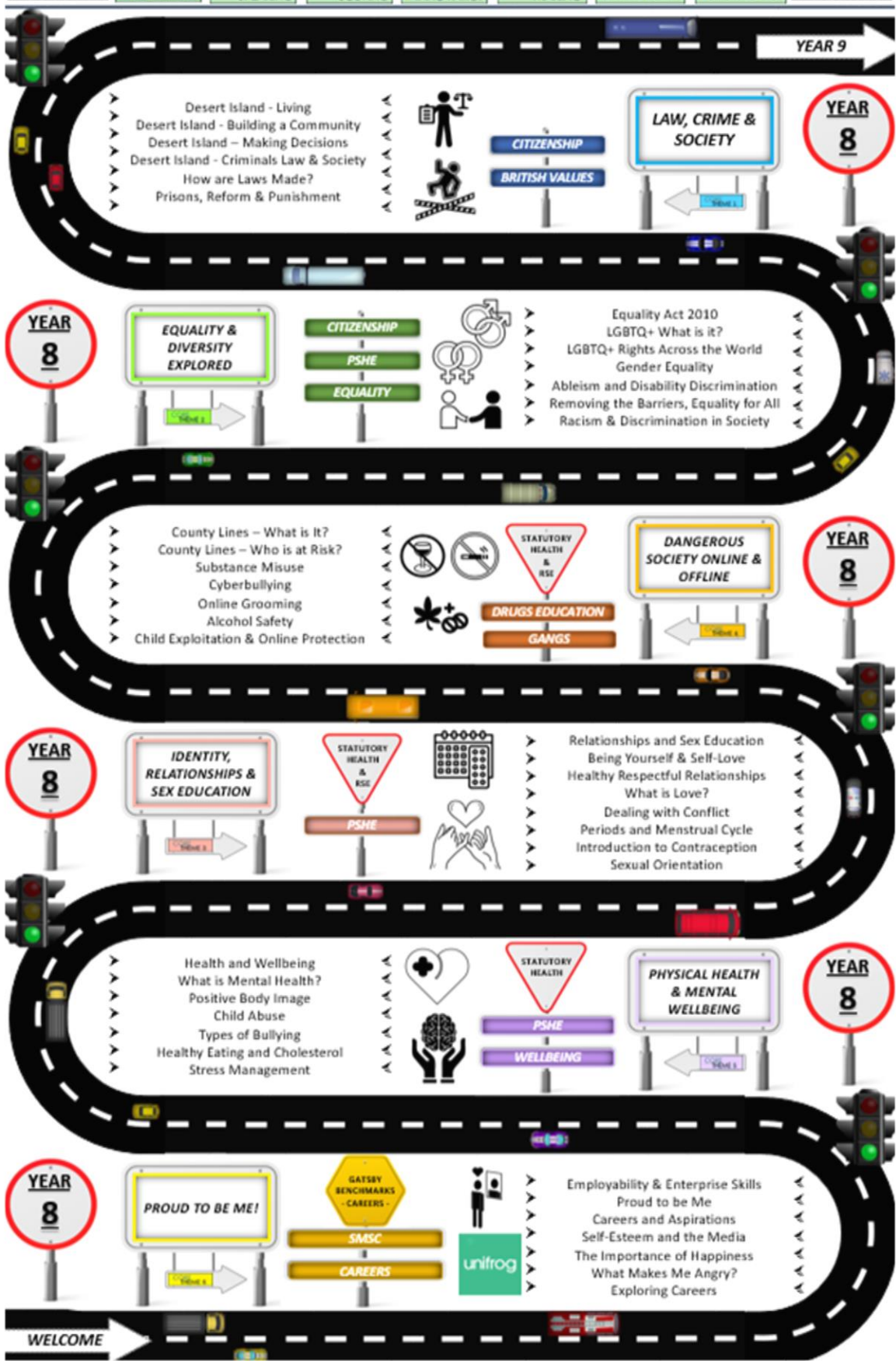


PSHE Learning Journey

Year 8



SKILLS DEVELOPED TEAMWORK & LEADERSHIP PUBLIC SPEAKING PROBLEM SOLVING CREATIVITY & INNOVATION DECISION MAKING RESILIENCE & STAYING POSITIVE PLANNING & ORGANISATION SKILLS DEVELOPED





PSHE Learning Journey

Year 9



SKILLS DEVELOPED TEAMWORK & LEADERSHIP PUBLIC SPEAKING PROBLEM SOLVING CREATIVITY & INNOVATION DECISION MAKING RESILIENCE & STAYING POSITIVE PLANNING & ORGANISATION SKILLS DEVELOPED



Conspiracies Theories & Narratives
Forms of Extremism
What is Terrorism?
War & Conflict
The Radicalisation Process
How Does Counter Terrorism Work?
Antisemitism in the UK



CITIZENSHIP
PREVENT

COMBATTING
EXTREMISM &
TERRORISM

YEAR
9

YEAR
9

CONTRACEPTION
& STIS

STATUTORY
HEALTH
& RSE



What are STIs?
Treating STIs and the Clinic
Contraception Explored
Contraception - Condoms
Contraception Explored Further
HIV and AIDS
HIV and AIDS Prejudice and Discrimination



What is a Drug?
Different Types of Addictions
Cannabis Products
Drug Classifications
Party Drugs & Illegal Drugs
The War on Drugs
Volatile Substance Abuse



STATUTORY
HEALTH
& RSE
DRUGS EDUCATION

LEGAL &
ILLEGAL DRUGS

YEAR
9

YEAR
9

SEX, THE LAW &
CONSENT

STATUTORY
HEALTH
& RSE



Sexual Consent and the Law
FGM and the Law
Relationships and Partners
Domestic Abuse and Domestic Violence
Why Have Sex?
Delaying Sexual Activity
Sexual Harassment and Stalking



How Self-Esteem Changes
What is a Penis?
What is a Vulva?
Bullying in all its forms
Dealing with Grief and Loss
Media and Airbrushing
Cancer Prevention and Healthy Lifestyles



STATUTORY
HEALTH
& RSE
PSHE
WELLBEING

BODY
CONFIDENCE

YEAR
9

YEAR
9

ESSENTIAL LIFE
SKILLS

GATSBY
BENCHMARKS
- CAREERS -



From Failure to Success
Assertiveness
First Aid
Saving and Managing Money
Labour Market Information
Finance, Budgeting and Employment
Social Media & Online Stress



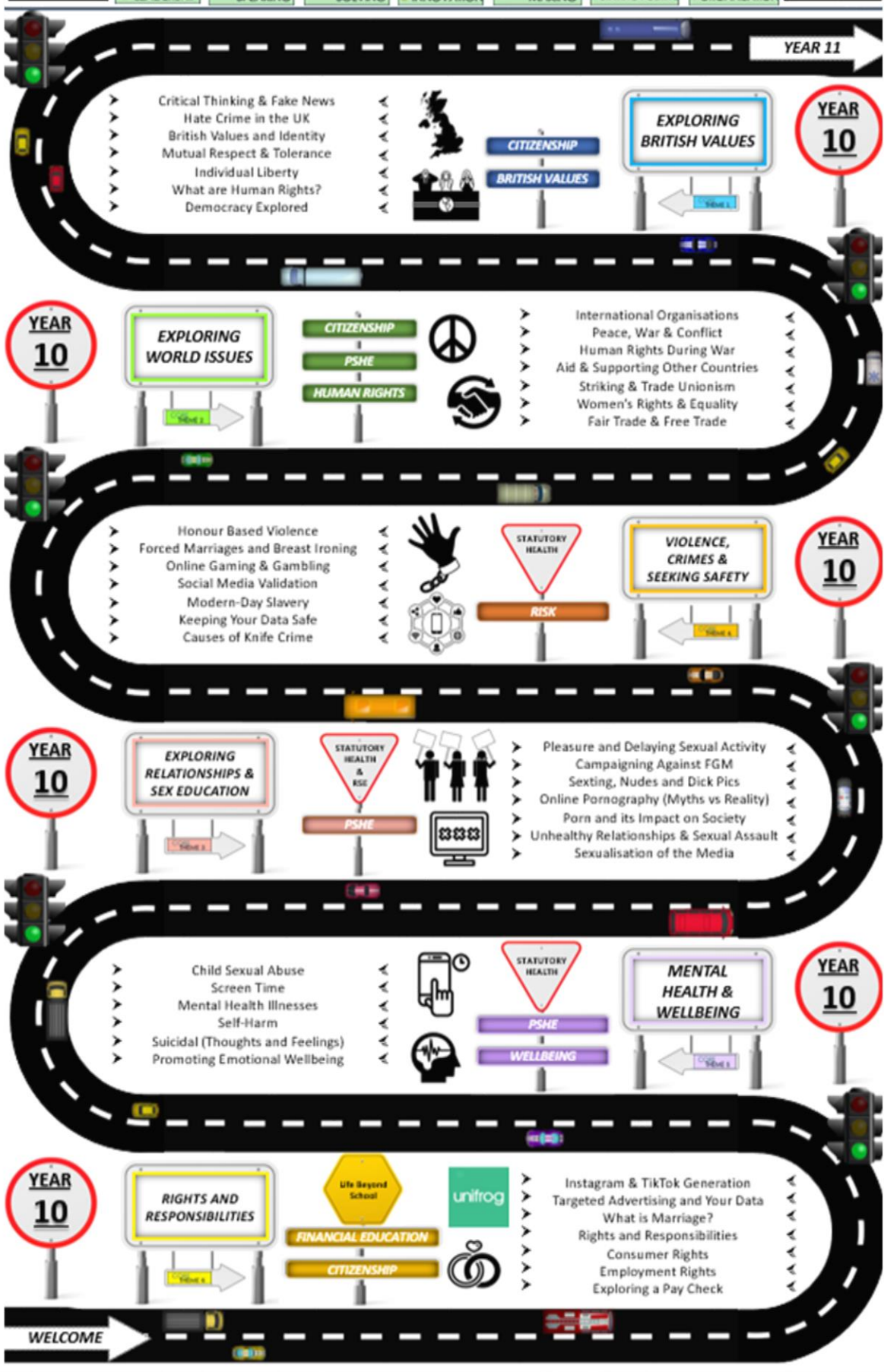


PSHE Learning Journey

Year 10



SKILLS DEVELOPED TEAMWORK LEADERSHIP PUBLIC SPEAKING PROBLEM SOLVING CREATIVITY INNOVATION DECISION MAKING RESILIENCE STAYING POSITIVE PLANNING ORGANISATION SKILLS DEVELOPED



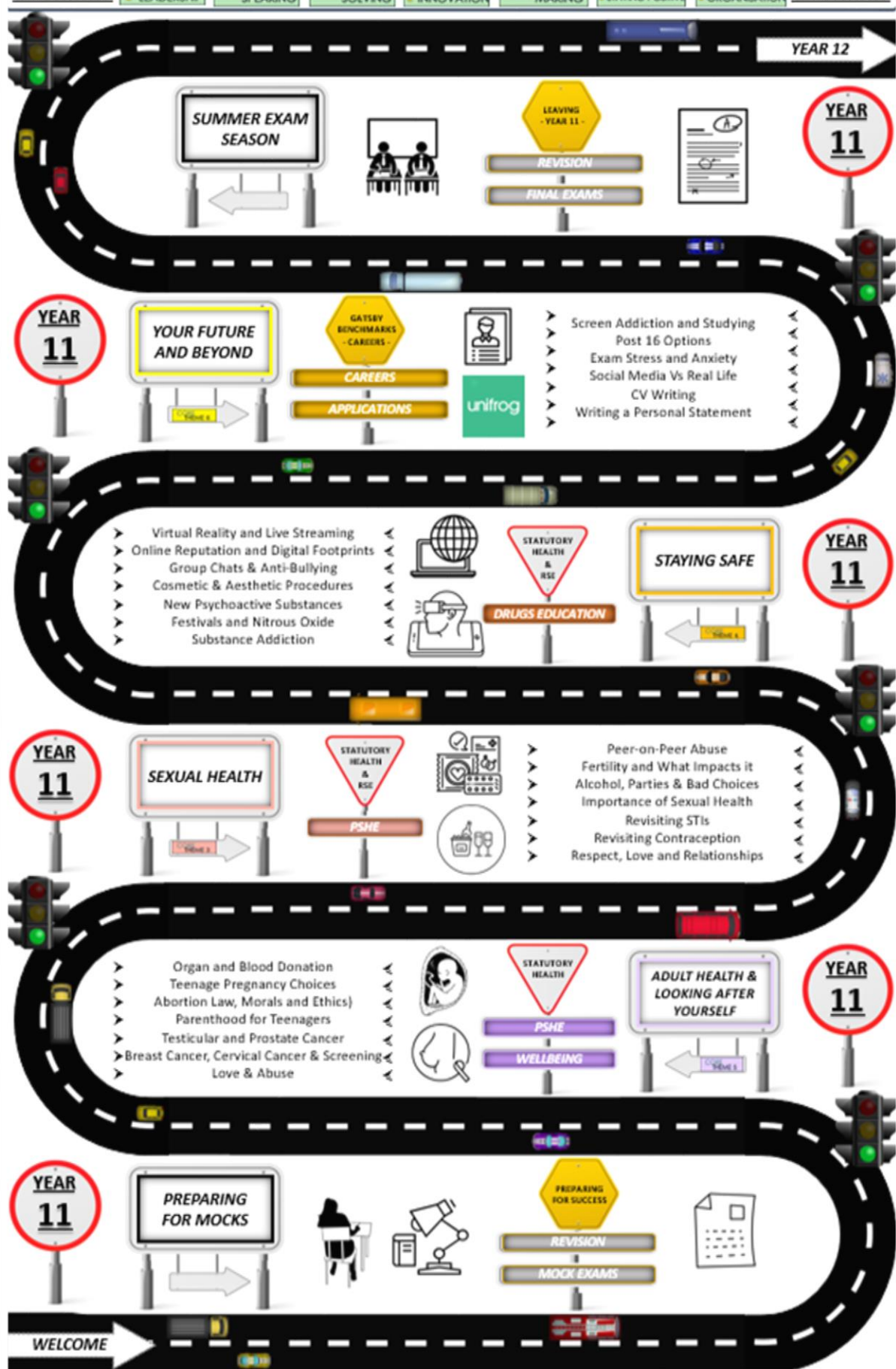


PSHE Learning Journey

Year 11



SKILLS DEVELOPED TEAMWORK LEADERSHIP PUBLIC SPEAKING PROBLEM SOLVING CREATIVITY INNOVATION DECISION MAKING RESILIENCE STAYING POSITIVE PLANNING ORGANISATION SKILLS DEVELOPED



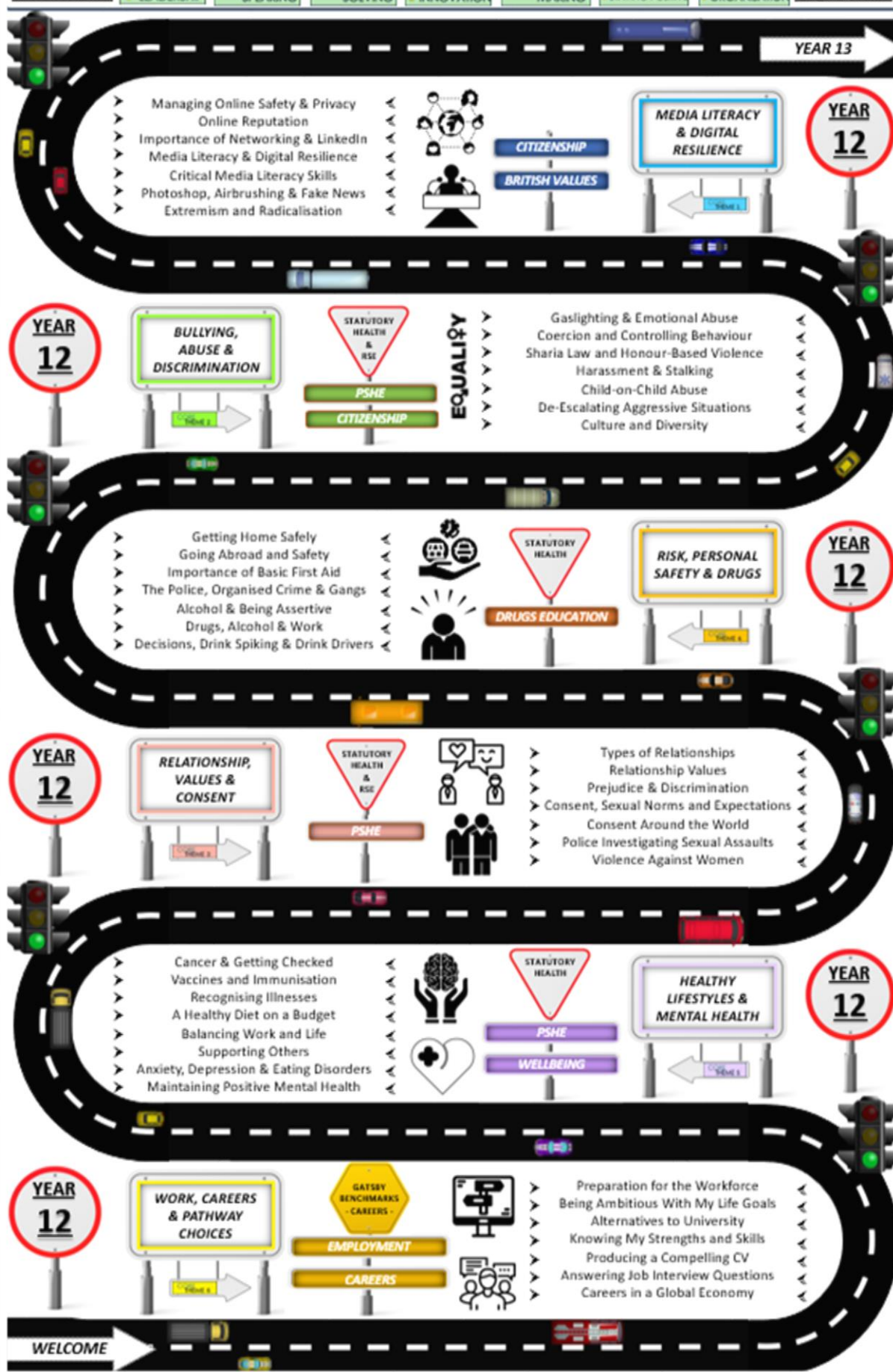


PSHE Learning Journey

Year 12



SKILLS DEVELOPED TEAMWORK & LEADERSHIP PUBLIC SPEAKING PROBLEM SOLVING CREATIVITY & INNOVATION DECISION MAKING PSHE & STAYING POSITIVE PLANNING & ORGANISATION SKILLS DEVELOPED



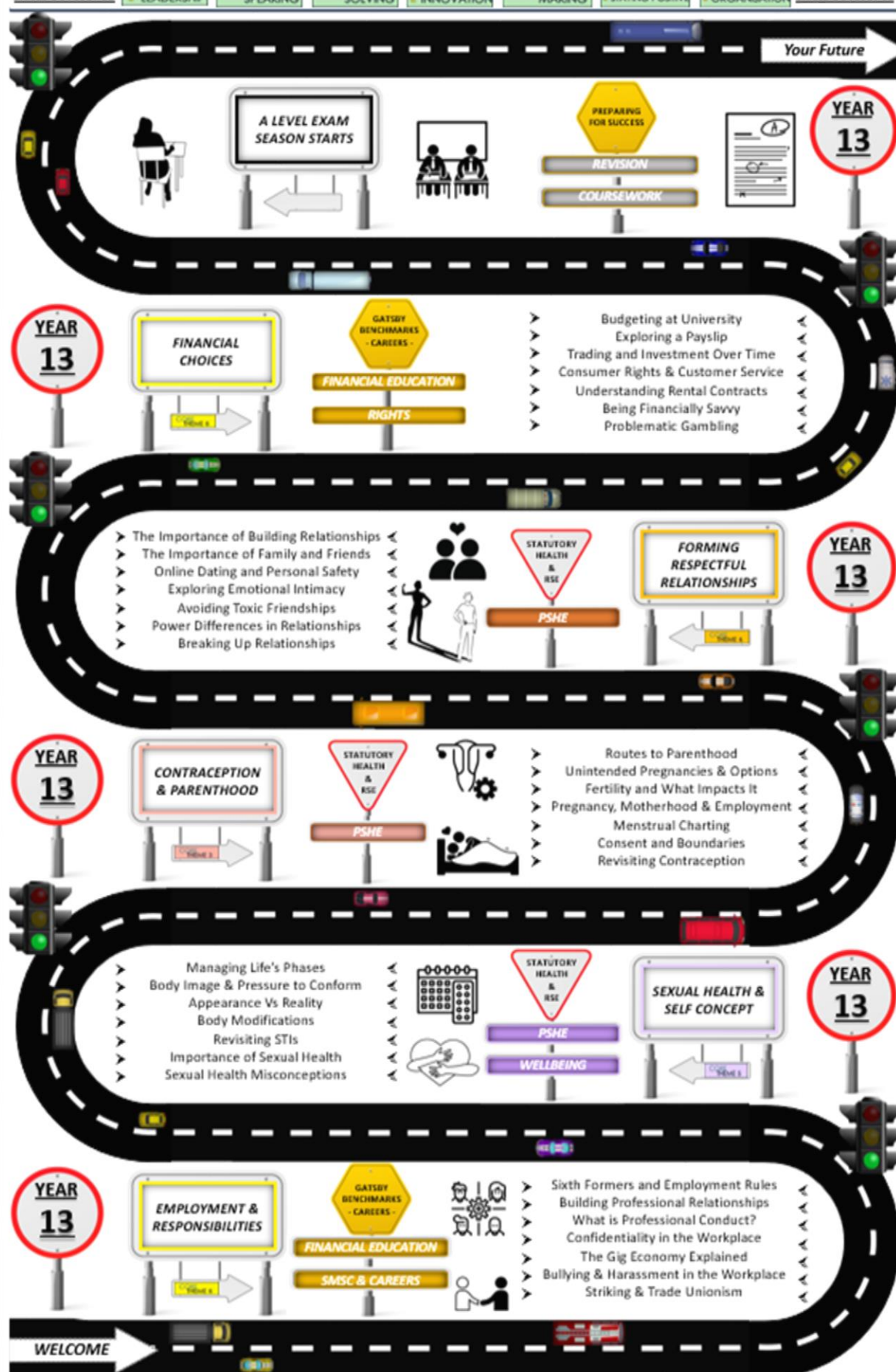


PSHE Learning Journey

Year 13



SKILLS DEVELOPED TEAMWORK LEADERSHIP PUBLIC SPEAKING PROBLEM SOLVING CREATIVITY & INNOVATION DECISION MAKING RESILIENCE & STAYING POSITIVE PLANNING & ORGANISATION SKILLS DEVELOPED



4. Appendix 5: PSHE Lessons Overview

Week	Year 7	Year 8	Year 9	Year 10	Year 11
Week 1	Puberty & Body Development - Introduction to Puberty	Physical Health & Mental Wellbeing - Health and Wellbeing	Body Confidence - How Self-Esteem Changes	Mental Health and Wellbeing - Child Sexual Abuse	Adult Health and Looking After Yourself - Organ and Blood Donation
Week 2	Puberty & Body Development - Girls Puberty & Periods (Double Lesson)	Physical Health & Mental Wellbeing - What is Mental Health?	Body Confidence - What is a Penis	Mental Health and Wellbeing - Screen Time	Adult Health and Looking After Yourself - Teenage Pregnancy Choices
Week 3	Puberty & Body Development - Boys Puberty	Physical Health & Mental Wellbeing - Positive Body Image	Body Confidence - What is a Vagina	Mental Health and Wellbeing - Mental Health Illnesses	Adult Health and Looking After Yourself - Abortion Laws, Morals and Ethics
Week 4	Puberty & Body Development - Personal Hygiene	Physical Health & Mental Wellbeing - Child Abuse	Body Confidence - Bullying in all its forms	Mental Health and Wellbeing - Self-Harm	Adult Health and Looking After Yourself - Parenthood for Teenagers
Week 5	Puberty & Body Development - Growing Up	Physical Health & Mental Wellbeing - Types of Bullying	Body Confidence - Dealing with Grief and Loss	Mental Health and Wellbeing - Suicide (Thoughts and Feelings)	Adult Health and Looking After Yourself - Testicular and Prostate Cancer
Week 6	Puberty & Body Development - Self-Esteem	Physical Health & Mental Wellbeing - Healthy Eating and Cholesterol	Body Confidence - Media and Airbrushing	Mental Health and Wellbeing - Promoting Emotional Wellbeing	Adult Health and Looking After Yourself - Breast Cancer, Cervical Cancer & Screening
Week 7	Puberty & Body Development - Tooth Decay and Dental Health	Physical Health & Mental Wellbeing - Stress Management	Body Confidence - Cancer Prevention and Healthy Lifestyles	Risk, Relationships & Sex Education - Pleasure and Delaying Sexual Activity	Adult Health and Looking After Yourself - Love and Abuse
Half Term (2 Weeks)					
Week 8	Friends, Respect & Relationships - Consent and Boundaries	Identity, Relationships & Sex Education - Relationships and Sex Education	Sex, the Law & Consent - Sexual Consent and the Law	Risk, Relationships & Sex Education - Campaigning Against FGM	Sexual Health - Peer on Peer Abuse
Week 9	Friends, Respect & Relationships - Respect and Relationships	Identity, Relationships & Sex Education - Being Yourself & Self-Love	Sex, the Law & Consent - FGM and the Law	Risk, Relationships & Sex Education - Sexting, Nudes and Dick Pics	Sexual Health - Fertility and What Impacts it
Week 10	Friends, Respect & Relationships - What Makes a Good Friend	Identity, Relationships & Sex Education - Healthy Respectful Relationships	Sex, the Law & Consent - Relationships and Partners	Risk, Relationships & Sex Education - Online Pornography (Myths vs Reality)	Sexual Health - Alcohol, Parties and Bad Choices
Week 11	Friends, Respect & Relationships - Friendships & Online Relationships	Identity, Relationships & Sex Education - What is Love	Sex, the Law & Consent - Domestic Abuse and Domestic Violence	Risk, Relationships & Sex Education - Porn and its Impact on Society	Sexual Health - Importance of Sexual Health
Week 12	Friends, Respect & Relationships - Being Positive	Identity, Relationships & Sex Education - Dealing with Conflict	Sex, the Law & Consent - Why have Sex	Risk, Relationships & Sex Education - Unhealthy Relationships, Sexual Assault and Rape	Sexual Health - Revisiting STIs
Week 13	Friends, Respect & Relationships - Pressure, Influence and Friends	Identity, Relationships & Sex Education - Periods and Menstrual Cycle	Sex, the Law & Consent - Delaying Sexual Activity	Risk, Relationships & Sex Education - Sexualisation of the Media	Sexual Health - Revisiting Contraception
Week 14	Friends, Respect & Relationships - What Does it Mean to be a Man in Today	Identity, Relationships & Sex Education - Introduction to Contraception	Sex, the Law & Consent - Sexual Harassment and Stalking	Violence, Crimes & Seeking Safety - Honour Based Violence	Sexual Health - Respect, Love and Relationships
Week 15	Staying Safe Online & Offline - Avoiding Gangs & Criminal Behaviour	Identity, Relationships & Sex Education - Sexual Orientation	Legal and Illegal Drugs - What is a Drug	Violence, Crimes & Seeking Safety - Forced Marriage and Breast Ironing	Staying Safe - Virtual Reality and Live Streaming
Christmas Holiday					
Week 16	Staying Safe Online & Offline - Staying Safe Online	Dangerous Society Online & Offline - County Lines - What is it	Legal and Illegal Drugs - Different Types of Addictions	Violence, Crimes & Seeking Safety - Online Gaming & Gambling	Staying Safe - Online Reputation and Digital Footprints
Week 17	Staying Safe Online & Offline - Online Gaming, Grooming and Addiction	Dangerous Society Online & Offline - County Lines - Who is at Risk	Legal and Illegal Drugs - Cannabis Products	Violence, Crimes & Seeking Safety - Social Media Validation	Staying Safe - Group Chats & Anti-Bullying
Week 18	Staying Safe Online & Offline - Alcohol and Risk	Dangerous Society Online & Offline - Substance Misuse	Legal and Illegal Drugs - Drug Classifications	Violence, Crimes & Seeking Safety - Modern-Day Slavery	Staying Safe - Cosmetic and Aesthetic Procedures
Week 19	Staying Safe Online & Offline - Nicotine and Smoking	Dangerous Society Online & Offline - Cyberbullying	Legal and Illegal Drugs - Party Drugs & Illegal Drugs	Violence, Crimes & Seeking Safety - Keeping Your Data Safe	Staying Safe - New Psychoactive Substances
Week 20	Staying Safe Online & Offline - E-Cigs, Vaping and Shisha	Dangerous Society Online & Offline - Online Grooming	Legal and Illegal Drugs - The War on Drugs	Violence, Crimes & Seeking Safety - Causes of Knife Crime	Staying Safe - Festivals and Nitrous Oxide
Week 21	Staying Safe Online & Offline - Energy Drinks and Caffeine	Dangerous Society Online & Offline - Alcohol Safety	Legal and Illegal Drugs - Volatile Substance Abuse	Exploring World Issues - International Organisations	Staying Safe - Substance Addiction
Half Term					
Week 22	Staying Safe Online & Offline - Knife Crime and Safety	Dangerous Society Online & Offline - Child Exploitation & Online Protection	Contraception & STIs - What are STIs	Exploring World Issues - Peace, War & Conflict	Intervention / Study Skills / Exam Preparation
Week 23	Celebrating Differences - What is your Identity	Equality and Diversity Explored - Equality Act 2010	Contraception & STIs - Treating STIs and the Clinic	Exploring World Issues - Human Rights During War	Intervention / Study Skills / Exam Preparation
Week 24	Celebrating Differences - Multicultural Britain	Equality and Diversity Explored - LGBTQ+ What is it	Contraception & STIs - Contraception Explored	Exploring World Issues - Aid & Supporting Other Countries	Intervention / Study Skills / Exam Preparation
Week 25	Celebrating Differences - Importance of Being Kind	Equality and Diversity Explored - LGBTQ+ Rights Across the World	Contraception & STIs - Contraception - Condoms	Exploring World Issues - Striking and Trade Unionism	Intervention / Study Skills / Exam Preparation
Week 26	Celebrating Differences - Breaking Down Stereotypes	Equality and Diversity Explored - Gender Equality	Contraception & STIs - Contraception Explored Further	Exploring World Issues - Women's Rights and Equality	Intervention / Study Skills / Exam Preparation
Easter Holiday					
Week 27	Celebrating Differences - Learning Disabilities	Equality and Diversity Explored - Ableism and Disability Discrimination	Contraception & STIs - HIV and AIDS	Exploring World Issues - Fair Trade and Free Trade	Intervention / Study Skills / Exam Preparation
Week 28	Celebrating Differences - Prejudice and Discrimination	Equality and Diversity Explored - Removing the Barriers Equality for all	Contraception & STIs - HIV and AIDS Prejudice and Discrimination	Exploring British Values - Critical Thinking & Fake News	Intervention / Study Skills / Exam Preparation
Week 29	Celebrating Differences - Challenging Islamophobia	Equality and Diversity Explored - Racism & Discrimination in Society	Combating Extremism & Terrorism - Conspiracy Theories and Extremist Narratives	Exploring British Values - Hate Crime in the UK	Intervention / Study Skills / Exam Preparation
Week 30	Politics & Parliament - Why is Politics Important	Law, Crime & Society - Desert Island - Living	Combating Extremism & Terrorism - Forms of Extremism	Exploring British Values - British Values and Identity	Intervention / Study Skills / Exam Preparation
Week 31	Politics & Parliament - How is our Country Run	Law, Crime & Society - Desert Island - Building a Community	Combating Extremism & Terrorism - What is Terrorism	Exploring British Values - Mutual Respect & Tolerance	Intervention / Study Skills / Exam Preparation
Week 32	Politics & Parliament - The Role of the Prime Minister	Law, Crime & Society - Desert Island - Making Decisions	Combating Extremism & Terrorism - War and Conflict	Exploring British Values - Individual Liberty	Intervention / Study Skills / Exam Preparation
Half Term					
Week 33	Politics & Parliament - The Monarchy and King Charles III	Law, Crime & Society - Desert Island - Criminals, Law & Society	Combating Extremism & Terrorism - The Radicalization Process	Exploring British Values - What are Human Rights	
Week 34	Politics & Parliament - Political Debates and Parliament	Law, Crime & Society - How are Laws Made	Combating Extremism & Terrorism - How Does Counter Terrorism Work	Exploring British Values - Democracy Explored	
Week 35	Politics & Parliament - Elections and Campaigning	Law, Crime & Society - Prison, Reform and Punishment	Combating Extremism & Terrorism - Antisemitism	Transition/Catch-up Sessions	
Week 36	Politics & Parliament - Creating a Political Party	Transition/Catch-up Sessions	Transition/Catch-up Sessions	Transition/Catch-up Sessions	
Week 37	Transition/Catch-up Sessions	Transition/Catch-up Sessions	Transition/Catch-up Sessions	Transition/Catch-up Sessions	
Week 38	Transition/Catch-up Sessions	Transition/Catch-up Sessions	Transition/Catch-up Sessions	Transition/Catch-up Sessions	

5. Appendix 6: Preparing for Adulthood (PFA) Lessons

Lesson	Year 7	Year 8	Year 9	Year 10	Year 11
Lesson 1	Managing Change - What is PSHE?	Proud to be me - Employability & Enterprise Skills	Essential Life Skills - From Failure to Success	Rights and Responsibilities - Insta and TikTok Generation	Compass - Future Skills Questionnaire (FSQ)
Lesson 2	Managing Change - Getting to Know People	Proud to be me - Proud to be me	Essential Life Skills - Assertiveness	Compass - Future Skills Questionnaire (FSQ)	Your Future and Beyond - Screen Addiction and Studying
Lesson 3	Managing Change - What is a Community	Proud to be me - Careers and Aspirations	Compass - Future Skills Questionnaire (FSQ)	Rights and Responsibilities - Targeted Advertising and Your Data	Employer Encounter
Half Term (2 Weeks)					
Lesson 4	Managing Change - Careers and Your Future	Compass - Future Skills Questionnaire (FSQ)	Essential Life Skills - First Aid	Employer Encounter	Your Future and Beyond - Post 16 Options
Lesson 5	Compass - Future Skills Questionnaire (FSQ)	Proud to be me - Self Esteem and the Media	Essential Life Skills - Saving and Managing Your Money	Rights and Responsibilities - What is Marriage	What is UniFrog: Using the Locker
Lesson 6	Managing Change - Sleep and Relaxation	Proud to be me - The Importance of Happiness	Essential Life Skills - Labour Market Information	What is UniFrog: Using the Locker	UniFrog - What are my employability skills?
Lesson 7	Managing Change - Financial Education	Proud to be me - What Makes Me Angry	What is UniFrog: Using the Locker	UniFrog - Reflecting on my career journey: Past present and future	Employer Encounter
Christmas Holiday					
Lesson 8	Celebrating Differences - Learning Disabilities	What is UniFrog: Using the Locker	UniFrog - What are my skills	Rights and Responsibilities - Rights and Responsibilities	Your Future and Beyond - Exam Stress and Anxiety (2 Hours)
Lesson 9	What is UniFrog: Using the Locker	UniFrog - Job applications: Superhero CV's	Employer Encounter	Rights and Responsibilities - Consumer Rights	Your Future and Beyond - Social Media Vs Real Life
Lesson 10	UniFrog - Who am I?	Proud to be me - Exploring Careers	Essential Life Skills - Finance, Budgeting and Employment	Rights and Responsibilities - Employment Rights	Your Future and Beyond - CV Writing
Half Term					
Lesson 11	Managing Change - Transition Points in Your Life	Career Exploration Programme - Who am I	Essential Life Skills - Social Media and Online Stress	Employer Encounter	UniFrog - Post 16 Choices, Choices
Lesson 12	Career Exploration Programme - Who am I	Career Exploration Programme - What's out there?	Employer Encounter	Rights and Responsibilities - Exploring a Pay Check	UniFrog - Decision making: Choosing your post-16 pathway
Lesson 13	Career Exploration Programme - What's out there?	Employer Encounter	Career Exploration Programme - Who am I	Career Exploration Programme - Who am I	UniFrog - Researching volunteering and paid work
Easter Holiday					
Lesson 14	Employer Encounter	UniFrog - Challenges and rewards of work	Career Exploration Programme - What's out there?	Career Exploration Programme - What's out there?	Your Future and Beyond - Writing a Personal Statement
Lesson 15	UniFrog - Exploring possibilities: Dream Jobs	Career Exploration Programme - How do I get there?	Career Exploration Programme - How do I get there?	Career Exploration Programme - How do I get there?	Intervention / Study Skills / Exam Preparation
Lesson 16	Career Exploration Programme - How do I get there?	Employer Encounter	Career Exploration Programme - Money and Work	UniFrog - Exploring employers profiles	Intervention / Study Skills / Exam Preparation
Half Term					
Lesson 17	Employer Encounter	Career Exploration Programme - Money and Work	UniFrog - What comes after school: the main learning pathways	Career Exploration Programme - Money and Work	
Lesson 18	Career Exploration Programme - Money and Work	UniFrog - Creating the life you want: making a vision board	Career Exploration Programme - My Future Plan	UniFrog - What type of career is best for me	
Lesson 19	Career Exploration Programme - My Future Plan	Career Exploration Programme - My Future Plan	UniFrog - Taking control of your career journey	Career Exploration Programme - My Future Plan	

6. Appendix 7: PSHE Days

	Day 1					Day 2 (Careers Fair)					Day 3 (Culture Day)				
Year 7	UniFrog	Personal Safety	WMP Knife Crime	Managing Friendships and Relationships	Mental Health and where to find support	Careers Fair	UniFrog	WMP County Lines and Child Exploitation	Healthy Eating	Bullying and What makes a good friend	UniFrog	Fairness, Money and Control	Companies	Physical Health and Fitness	UniFrog
Year 8	UniFrog	WMP Knife Crime	Mental Health and resilience	Companies	Prevent	Careers Fair	WMP Drugs and Gangs	Healthy Respectful Relationships, What is Love?	Misogyny and Incel Culture	Higher Education/Further Education	UniFrog	First Aid	Apprenticeships	UniFrog	Digital Exploitation (AI/Deepfake)
Year 9	UniFrog	UniFrog	LinkedIn	Umbrella	WMP Knife Crime	Careers Fair	Apprenticeships	UniFrog	First Aid	Higher Education/Further Education	Enterprise Day	Enterprise Day	Enterprise Day	Enterprise Day	Enterprise Day
Year 10	UniFrog	WMP Knife Crime	Prevent	Apprenticeships	Higher Education/Further Education	Careers Fair	UniFrog	Companies	LinkedIn	Economic Abuse, Coercive Control in relationships	UniFrog	Umbrella	Apprenticeships	First Aid	WMP Drugs and Gangs
Year 11	6th Form Taster Day	6th Form Taster Day	6th Form Taster Day	6th Form Taster Day	Umbrella	Careers Fair	UniFrog	WMP Knife Crime	UniFrog	Apprenticeships					
Year 12	WMP Knife Crime	Higher Education Post 18 Pathways	Personal Finance	Life Skills	Companies	Careers Fair	Religious Debate	WMP Drugs	Apprenticeships	UCAS	Work Experience	Work Experience	Work Experience	Work Experience	Work Experience
Year 13	UCAS/ Applications (Universities/ Apprenticeships)	UCAS/ Applications (Universities/ Apprenticeships)	UCAS/ Applications (Universities/ Apprenticeships)	UCAS/ Applications (Universities/ Apprenticeships)	UCAS/ Applications (Universities/ Apprenticeships)	Careers Fair	WMP Knife Crime	Student Finance	Apprenticeships	Study Skills/Preparing for summer exams					