

The Polygon School 2025-2026

PSHE EDUCATION: LONG TERM OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>All about me 1. Transition Learning Skills: Teamwork, resilience Respect in my school community Anti- Bullying (reporting) Understanding and discussing emotions Happiness How to access support</p>	<p>Rights and Responsibilities1. My online life Life online and the law Reporting harmful content Fake news and scams How to access support Black History Month Anti-Bullying Week</p>	<p>Drugs 1. Understanding peer pressure Sugar, Caffeine and Energy drinks Vaping and smoking Cancer Awareness Gateway drugs Addiction The Law Benefits of quitting How to Access support DASH Team visit</p>	<p>Relationships 1. Different types of relationships Positive Friendships LGBTQ+ What is marriage? Law Choices of other status long term relationships Consent & Communication Relationship boundaries Unwanted contact How to access support Yellow Door Visit</p>	<p>SRE 1. KS2 SRE recap What is sex? Puberty Personal hygiene Body satisfaction Law Respectful relationships Media relationships v's reality Understanding importance of privacy and consent How to access support NHS Sexual Health Visit</p>	<p>My Physical and Mental Wellbeing 1. Mental Wellbeing Anxiety and depression Wellbeing strategies Dental Hygiene Benefits of healthy diet and exercise, time outside and community participation. Sleep v's Screen time</p>
Year 8	<p>All about me 2. Importance of resilience Empathy and compassion Managing online presence Online footprint Online v's reality Online safety Importance of sleep How to access support</p>	<p>Rights and Responsibilities 2. My responsibilities in my school community Understanding stereotypes, scapegoating, prejudice and discrimination (historic examples) Understanding racism and religious discrimination Promoting diversity and equality in our city British Values How to access support Black History Month Anti- Bullying Week</p>	<p>Drugs 2. Impact of Alcohol and Solvents on health Prescribed drugs Cannabis Recovery Position Alcohol and mental health Law Social norms Resisting peer influence How to access support DASH Team visit Life Lab Visit</p>	<p>Relationships 2. Consent & Communication Trust Safety Change (Bereavement, Separation, Divorce) Identifying Positive, healthy relationships Exploring positive roles models Gender Identity and Sexuality How to access support Yellow Door Visit</p>	<p>SRE2. Puberty revisited Periods & Menopause Consent and the law Online safety and law related to online behaviours Understanding sexual harassment Accessing Pornography and the law How to access support NHS Sexual Health Visit</p>	<p>My Physical and Mental wellbeing 2. Understanding germs, viruses, bacteria. Antibiotics. Importance of immunisations. Where to access medical advice 111, pharmacy, surgery, A&E First Aid 1 - ASDAN St Johns Ambulance visit How to access support</p>
Year 9	<p>All about me 3. Ready to learn – resilience Positive mindset Body Image and Social media Online gaming and gambling Proud to be me My qualities and skills Peer pressure and risky behaviours</p>	<p>Rights and Responsibilities 3. Respect and tolerance How to report a crime Defining discrimination, prejudice, stereotyping, scapegoating in the workplace Equality Act 2010 Sexism (Suffragettes) Ageism – Workplace</p>	<p>Drugs 3. Illegal drugs Steroids Attitudes and beliefs Peer pressure (Media influence) Legal terminology Law (County Lines) Health risks recap Alcohol and</p>	<p>Relationships 3. Consent and Communication in sexual relationships Sexual exploitation Grooming Influence of the portrayal of sex and relationships in the media, including pornography Communication between</p>	<p>SRE3. Why do people have sex? Positive discussions around sexual relationships Contraceptive choices Consent and law Peer pressure When to have sex? (choice) Sexual health and wellbeing</p>	<p>My Physical and Mental wellbeing 3. Recognise early signs of mental wellbeing concerns How my online behaviours can affect my mental health Dental Hygiene revisited How to access support First Aid 2 – CPR, defibrillators</p>

	How to access support	Disability discrimination How to access support Black History Month Anti- Bullying Week	Cannabis How to access support DASH Team visit Life Lab Visit	parents/carers and teenagers How to access support Yellow Door Visit	(including mental health) How to access support NHS Sexual Health Visit	ASDAN St Johns Ambulance visit
KS4	All about me 4. Managing transition KS4 My Self-esteem and confidence Looking after my mental health Dealing with anxiety, stress and change Body Modifications and influence Online v's reality Using filters on my photos Body image and related disorders How to access support VAWG – Film premier Yellow Door & Solent University	Rights and Responsibilities 4. Hate Crime (Race, Religion, Gender) Violence against women and girls (FGM, Honour based violence) Men's mental health How to access support Black History Month Anti- Bullying Week	Drugs KS4. Legal and Illegal Drugs and risks revisited Peer pressure in 'crunch moments' Staying safe Decision making and judging risk Recovery position recap Drugs and crime including violence and exploitation by gangs Support for Addiction and dependency How to access support DASH Team visit Life Lab Visit	Relationships 4. Pregnancy Understanding Pregnancy for same sex couples Reproductive health & fertility Miscarriage Abortion & law Adoption Domestic violence Consent and communication Roles and responsibilities of Parenting Child development How to access support Yellow Door Visit	SRE4. Contraceptive choices - No Limits visit STI's - Prevention & Treatment How to access support for STI's Communication skills How do you know you have consent? Law Harmful Sexual behaviours Sexual abuse and Rape Coercion Harassment Influence of drugs on risky behaviours How to access support NHS Sexual Health Visit	My Physical and Mental wellbeing 4. Health checks (Cancer screening) CV illness Blood, Stem cell, organ donation Dental hygiene into adulthood Healthy body & Healthy mind Dealing with exam anxiety/stress Exams

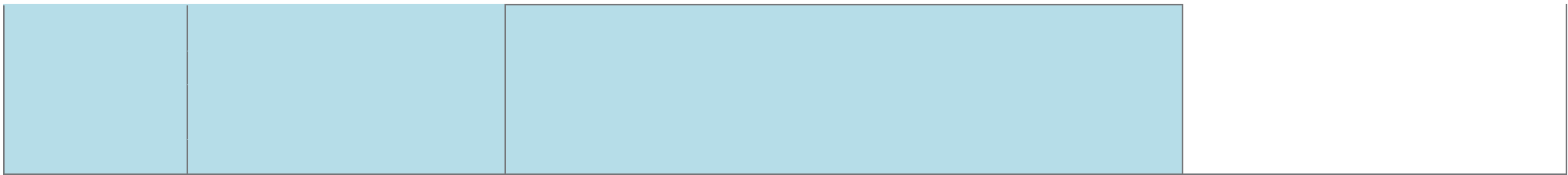
YEAR 7 — MEDIUM-TERM OVERVIEW

Half term	Topics	Pupil outcomes	Cross Curricular Links Careers and Employee Encounters Personal Development throughout all outcomes in PSHE
<p>Autumn 1</p> <p>All about me</p>	<p>Transition</p> <p>Safety – Road safety</p> <p>Personal Identity</p> <p>Learning Skills</p> <p>Respect in my school community</p> <p>Understanding emotions</p> <p>Happiness</p>	<ul style="list-style-type: none"> I can discuss feelings around transition and identify a safe space in school and person to share concerns with. I understand school rules and people who can help with transition. I understand how to use the schools bullying report form. I have self-awareness and can explore my personal identity. I can identify my core values and understand how values can support goal setting for the future. I can develop skills to support my learning e.g. listening, communication, teamwork and organisation. I can demonstrate respect in my school community. I can discuss activities and pastime that I enjoy and understand that happiness is linked to being connected to others. I can write a happiness action plan for myself. 	<p>RE- Identity topic</p> <p>Citizenship – Respect in community British Values</p> <p>School council elections</p> <p>Art – Self portraits</p> <p>PE – Teamwork games</p> <p>English – Oracy, Reading, written work.</p> <p>HH5</p> <p>Understanding road safety ready for going on trips in Autumn 1.</p> <p>Year 7 Tutor group trip local trip / Boat Show</p> <p>Understanding how values can shape goal setting for future aspirations (college/ jobs)</p>
<p>Autumn 2</p> <p>Rights and Responsibilities</p>	<p>Rights and Responsibilities1.</p> <p>Friendship</p> <p>Anti-Bullying</p> <p>My online life</p> <p>Risks of sending images online and law</p> <p>Viewing harmful content and how do I know what’s real?</p> <p>How to access support</p>	<ul style="list-style-type: none"> I understand how to identify harmful behaviours online including bullying I understand where I can find support if I am being bullied I understand the importance to not provide material to others that I would not want shared further I can describe what a healthy friendship looks like online I can question whether sources of information are safe and correct online and understand it is important to seek advice from an adult I can spot traits of unhealthy friendships online I can use the words trust, respect, honesty, kindness, generosity, boundaries, privacy and consent correctly in a sentence I understand that at The Polygon School bullying is NOT tolerated and taken seriously I understand the law regarding sending images online 	<p>Whole School Focus – Anti bullying week</p> <p>Black History Month - October</p> <p>ICT – Online safety, Bullying report form</p> <p>Citizenship – Media Influence, Law British Values</p> <p>RE – Trust concept – Media</p> <p>HH5</p> <p>Visits NO Limits team LGBTQ1+ Discrimination and Equality</p> <p>How your current social media content and online footprint can impact your career opportunities in the future.</p>

<p>Spring 1</p> <p>Drugs Education</p>	<p>Drugs Education 1.</p> <p>Understanding and dealing with peer pressure</p> <p>Sugar, Caffeine and Energy drinks Vapes and smoking (lung cancer)</p> <p>Gateway drugs</p> <p>Addiction</p> <p>Law</p> <p>Benefits of quitting</p> <p>How to Access support</p>	<ul style="list-style-type: none"> • I understand how to manage peer influence in relation to substances, including energy drinks, nicotine and vaping • I can use skills and strategies to make responsible decisions and manage situations • I understand the terms gateway drug and addiction • I understand the law in relation to energy drink, vaping and nicotine • I understand short- and long-term impact of nicotine addiction financially and to health including cancer • I can discuss benefits of quitting and how to access support • I understand steps I can take to protect and support my health and wellbeing 	<p>PSHE & Science CC Life lab trip</p> <p>Science – PH testing energy drinks, recording experiments, smoking and vaping, Lung cancer, nicotine addiction</p> <p>Maths – Financial impact of smoking working out weekly, monthly and yearly impact</p> <p>Wellbeing Wednesdays</p> <p>Citizenship – Consumerism</p> <p>HHS</p> <p>Life Lab – Trip at Southampton General Hospital</p> <p>Vape Guardian – Entrepreneur study of a successful Southampton businessman</p>
<p>Spring 2</p> <p>Relationships</p>	<p>Relationships 1.</p> <p>Different types of relationships</p> <p>What is marriage? Law</p> <p>Choices of other status long term relationships</p> <p>Consent and Communication skills</p> <p>Relationship boundaries</p> <p>Unwanted contact</p> <p>How to access support</p>	<ul style="list-style-type: none"> • I understand different types of relationships and can discuss diversity in families • I can engage in lessons about what marriage means to different cultures and understands the law for marriage including same sex couples in the UK. • I can discuss status of other long-term relationships not just marriage. • I can explain the terms commitment and stability and discuss why these are important for long term relationships • I understand my rights, responsibilities and how to respect and advocate for them, including online • I can demonstrate how to assertively communicate and negotiate boundaries with friends and in other relationships, including online 	<p>English – Speaking and Listening</p> <p>Citizenship – Diversity, Rights and Responsibilities UNICEF</p> <p>RE – Marriages in different religions and cultures (Buddhism visitor Sharing photos of Wedding)</p> <p>Prejudice and Discrimination</p> <p>Wellbeing Wednesday</p> <p>HHS</p> <p>NHS – Sexual Health Promotion Practitioner visit</p> <p>Yellow Door - visitors</p>

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| | | <ul style="list-style-type: none">• I understand the term consent and can explain its importance for myself and others.• I understand personal boundaries and that we all have human rights and these should be respected.• I understand how to seek help in relation to unwanted contact | |
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<p>Summer 1 SRE</p>	<p>SRE 1. KS2 SRE recap Puberty for males and females Personal hygiene Puberty and managing emotional change Body satisfaction and self-concept What is Sex? Law Respectful relationships Social media and online relationships v's reality Understanding importance of privacy and consent How to access support</p>	<ul style="list-style-type: none"> • I understand the physical changes that occur during puberty for males and females. • I understand the impact of puberty on emotional wellbeing and self- concept, and ways to manage this. • I understand the impact of puberty on my physical health and ways to develop self-confidence and feelings of self-worth during this change. • I understand the importance of managing personal hygiene. • I understand sexual intercourse and can name and label key sexual organs. • I understand the law regarding sexual activity. • I can describe characteristics of a respectful relationship. • How to manage influences on body satisfaction e.g. online media • Understanding of the term privacy and consent and the importance of maintaining my own privacy and respecting others. How to access support and help during puberty regarding change, emotional wellbeing and personal safety 	<p>Science – Puberty, understanding correct Scientific vocabulary, labelling Sexual organs Citizenship – British Values, Rule of Law Media v's Reality ICT – Online safety / Privacy Understanding photoshopping processes Wellbeing Wednesday HH5 No Limits visits Yellow Door visits NHS – Sexual Health Promotion Practitioner visit</p>
<p>Summer 2 My physical and mental wellbeing</p>	<p>My Physical and Mental Wellbeing 1. Understanding mental health terminology (anxiety and depression) Evaluate your behaviour and whether it has a positive or negative effect on your or others wellbeing Dental Hygiene Benefits of healthy diet and exercise, time outside and community participation. Sleep v's Screen time Mental wellbeing and happiness How to access support</p>	<ul style="list-style-type: none"> • I can talk about emotions accurately and sensitively, using appropriate vocabulary • I understand how to recognise, express and regulate emotions to promote daily wellbeing and understand that happiness is linked to being connected to others • I can recognise the signs of anxiety and depression and explain where I can access help if necessary • I understand the influences of diet and exercise choices on my mental and physical health • I know how to make healthy and informed decisions about maintaining hygiene and dental health • I understand the importance of sleep and maintaining healthy sleep habits in relation to screen time • I know how to access support and help for my mental wellbeing and health 	<p>Wellbeing Wednesday HH5 ICT – Sleep v's screen time understanding blue screens PE - Importance of exercise on body Cookery – Balance diet, understanding food groups, calorie intake Science – Healthy organs Heart/ Lungs how they function and importance of healthy lifestyle Life lab visit Dental nurse visit</p>



YEAR 8 — MEDIUM-TERM OVERVIEW

Half term	Topics	Student outcomes	Cross Curricular Links
<p>Autumn 1 All about me</p>	<p>Hobbies and Passions Empathy and compassion Managing online presence Online footprint Online v’s reality Online safety Screen time v’s sleep My sleep pattern and mental Health How to access support for</p>	<ul style="list-style-type: none"> • I can discuss the importance of hobbies and passions for wellbeing • I understand that information online can be manipulated, misrepresented or fake • I can empathise with, and show compassion for others • I can recognise loneliness and isolation, and strategies to include others • I understand the similarities and differences between the online world and the physical world • I understand the legal age to access social media sites and other platforms (including porn) • I can assess the reliability of media sources and critique social media content • I can safely manage my online footprint including personal information online including photos and videos • I can put strategies in place to maintain a positive presence online • I understand how excessive screen time can impact my sleep which can affect my wellbeing • I understand how to access support and advice if needed 	<p>Careers and Employee Encounters Personal Development throughout all outcomes in PSHE</p> <p>RE- Identity topic, Truth Topic ICT - Online safety Wellbeing Wednesday Art – Self portraits English – Speaking and listening skills Citizenship – Fake news HHS Managing your online footprint and social media to support future career aspirations. Getting a good sleep routine now can not only help with school but timekeeping and independent ready for college and work. What would happen if you were always late for work? Practicing using positive vocabulary for interview preparation.</p>
<p>Autumn 2 Rights and Responsibilities</p>	<p>Rights and Responsibilities 2. Bullying (online) My responsibilities in my school community Importance of resilience Understanding terminology</p>	<ul style="list-style-type: none"> • I understand how to safely and responsibly form, maintain and manage positive friendships online • I understand the importance to not provide material to others that I would not want shared further • I understand strategies to identify and reduce risk from people online that they do not already know; when and how to access help • I understand the consequences of bullying behaviour online and 	<p>Whole School Focus – Anti bullying week Black History Month ICT – Online safety, Bullying report form Citizenship – Media Influence, Law British Values, Black History Month, Community Responsibility RE – Prejudice and Discrimination</p>

	<p>(Stereotypes, prejudice and discrimination Promoting diversity and equality How to access support</p>	<p>responsibilities of bystanders to report bullying</p> <ul style="list-style-type: none"> • Understand that every person has responsibilities in school to develop our school community • I can describe the importance of resilience and how this could benefit me now and, in the future, • Understand and give examples of the terms stereotyping, prejudice, discrimination, scapegoating and positive discrimination. • Discuss the importance of equality and diversity and how to celebrate these (Windrush Generation) • Understand the importance of becoming an ally and strategies to communicate concerns about, and challenge, prejudice and discrimination, when necessary, in an assertive manner (Euro 2020 Rashford, Sancho, Saka) • I can suggest ways to improve promotion of diversity and equality at The Polygon school and in Southampton • I can recognise how stereotypes can cause damage and how they might normalise non-consensual behaviour or encourage prejudice • I understand that in school and in wider society I deserve to be treated with respect and in turn I should respect others including people in positions of authority and others with different beliefs • Understand how to access support and advice for all of the above topics 	<p>History – Windrush Generation</p> <p>Understanding workplace law and Equality Act 2010</p>
<p>Spring 1 Drugs Education</p>	<p>Drugs Education 2 Impact of Alcohol and Solvents on health Alcohol and mental health Law Social norms Resisting peer influence How to access support</p>	<ul style="list-style-type: none"> • I can describe what alcohol is and how alcoholic drinks are different to non-alcoholic drinks • I understand law around selling and consumption of alcohol and why they exist • I can identify benefits of not drinking alcohol or delaying use (Understand brain development/ mental health) • I can recognise that most young people choose not to drink alcohol • I understand that alcohol can affect how people feel, influence their ability to make decisions and can contribute to causing accidents • I understand strategies to deal with peer pressure to take risks including online (Role play exit strategies for crunch moments and fluffing your way out of situations) 	<p>Life lab CC science trip</p> <p>Science – Alcohol Addiction impact on body, weight, heart diseases, cancer</p> <p>Maths – Financial impact of smoking working out weekly, monthly and yearly impact</p> <p>Wellbeing Wednesdays</p> <p>Citizenship – Road safety, Understanding law</p> <p>Maths – understanding units and % of alcohol</p> <p>Wellbeing Wednesday</p> <p>DASH – team visit No Limits</p> <p>Life Lab Visit Southampton General</p>

- I understand how to make assertive, positive, informed decisions relating to substances, including alcohol use and solvents
- I understand the laws relating to Alcohol and solvents
- I know how to access support

Hospital

<p>Spring 2 Relationships</p>	<p>Relationships 2. Consent & Communication skills Who can I trust? When am I unsafe? Change (Bereavement, Separation, Divorce) Identifying Positive, healthy friendships/relationships Exploring positive roles models Gender Identity and Sexuality How to access support</p>	<ul style="list-style-type: none"> I can demonstrate how to assertively communicate and negotiate boundaries with friends and in other relationships, including online I understand the term consent and can explain its importance for myself and others. I can discuss the terms 'trust, respect, honesty, kindness, generosity' and how these can be used in positive and negative ways in relationships. I understand that if I ever feel unsafe in a relationship or friendship, I can access support online and in person I understand relationships may change and evolve over time and can respectfully discuss bereavement, separation and divorce. I understand that healthy relationships in life can bring many positive benefits including love and support. I can discuss examples of positive relationships I have in my life and role models I can respectfully discuss gender identity and sexuality <p>I understand that by respecting differences in other relationships I can show understanding of equality and that everyone is unique and equal (Equality Act 2010)</p>	<p>English – Speaking and Listening Citizenship – Diversity, Rights and Responsibilities UNICEF, Law Equality Act RE – Death Concept, Funerals, ways to view Death MDOD Wellbeing Wednesday HH5 NHS – Sexual Health Promotion Practitioner visit Yellow Door - visitors</p>
<p>Summer 1 SRE2.</p>	<p>SRE2. Puberty revisited Periods & Menopause Menstrual wellbeing Impact of menstruation on Transgender men (Kenny Jones study) Consent and law Online safety and law related to online behaviours Understanding sexual harassment Accessing Porn and the law How to access support</p>	<ul style="list-style-type: none"> I understand how to access support and help during puberty in regard to change, emotional wellbeing and personal safety I can describe changes through puberty for males and females and the importance of hygiene I understand why females have periods and the physical, emotional, social and financial impact of this. I can describe why menstrual wellbeing is important and discuss the impact of menstruation on transgender men I understand the legal and moral responsibilities in relation to seeking consent I understand how to recognise factors that might affect someone's capacity to consent I understand the law relating to sexual consent I understand the law regarding sending online images and videos which portray nudity I understand the law regarding viewing pornographic material and sending pornographic material to peers I can describe what sexual harassment is and the law regarding sexual harassment 	<p>Science – Puberty, Periods, understanding correct Scientific vocabulary, labelling Sexual organs Citizenship – British Values, Rule of Law Media v's Reality ICT – Online safety / Privacy / Pornography Understanding photo-shopping processes Wellbeing Wednesday HH5 NHS – Sexual Health Promotion Practitioner visit Yellow Door - visitors</p>

<p>Summer 2</p> <p>My Physical and Mental wellbeing</p>	<p>My Physical and Mental wellbeing 2.</p> <p>Understanding germs, viruses, bacteria and how they spread. Prevention and antibiotics. Importance of immunisations. Where to access medical advice 111, pharmacy, surgery, A&E First Aid 1. St Johns Ambulance visit</p> <p>How to access support</p>	<ul style="list-style-type: none"> • I understand how germs, bacteria and viruses are spread, treated and can be prevented • I understand what different over the counter medicines can be used for and how antibiotics work • I understand why immunisations are important at different ages • I can explain which medical service I should call for a range of illnesses • I explain treatment for basic common injuries • I can put someone in a recovery position and explain why this is not only important for illness but for people who have consumed too much alcohol 	<p>Wellbeing Wednesday</p> <p>HH5</p> <p>ICT – Accessing medical advice and support online</p> <p>PE - Importance of exercise on body</p> <p>Cookery – Balance diet, understanding food groups, calorie intake</p> <p>Science – Understanding Viruses & Bacteria, Antibiotics, immunisations</p> <p>Citizenship – First Aid</p> <p>St Johns Ambulance visit - ASDAN</p> <p>School Nurse Information on Immunisations ready for year 9</p>
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YEAR 9 — MEDIUM-TERM OVERVIEW

Half term	Topics	Student Outcomes	Cross Curricular Links Careers and Employee Encounters Personal Development throughout all outcomes in PSHE
<p>Autumn 1 All about me</p>	<p>My confidence and mental wellbeing Body Image and Social media Online gaming and gambling Proud to be me How to access support</p>	<ul style="list-style-type: none"> • I understand the impact of unhealthy or obsessive comparison with others online (including unrealistic expectations for body image). • I understand how people may curate a specific image of their life online • I understand that an over-reliance on online relationships including social media can impact my self-esteem, confidence and communication skills. • I understand the risks of online gaming and gambling including the accumulation of debt • I understand the term addiction and that you can be addicted to gaming and gambling it's not just linked to drugs • I understand how advertising and information can target young people online and how to be a discerning consumer of information online. • I can talk about myself using positive vocabulary 	<p>Wellbeing Wednesday Citizenship – Understanding influence of social media Art – Portraits / Reflection Body Image English – Speaking and listening skills ICT – Online gaming, Body image (Photoshopping) Social Media Algorithms Maths – Ration understanding odds gambling How being positive and proud of yourself can impact your confidence when applying for jobs – Pursuit of Happiness Job interview example Beginning to understand finances and impact of addiction and debt. Communication and using positive vocabulary (Will Smith Pursuit of Happiness clip)</p>
<p>Autumn 2 Rights and responsibilities</p>	<p>Rights and Responsibilities 3. Respecting All How to report a crime Understanding Discrimination, Prejudice, Stereotyping, scapegoating. Gender identity Sexism (Suffragettes) Ageism Racism Religious discrimination Disability discrimination Mental health discrimination</p>	<ul style="list-style-type: none"> • I understand the importance of respecting everyone in society and celebrating diversity • I understand the legal rights and responsibilities regarding equality and can refer to the Equality Act 2010 • I understand my rights responsibilities and opportunities online and that my behaviour online will have consequences if inappropriate • I can use correct language when discussing prejudice and discrimination • I can give examples of homophobic hate crimes, sexism, ageism, racism, religious discrimination and disability discrimination and how to report these if witnessed • I understand what to do and where to get support to report material or manage issues online or offline • Understand mental health discrimination and appropriate and inappropriate vocabulary 	<p>Whole School Focus – Anti bullying week Black History Month ICT – Online safety, Bullying report form Citizenship – Law British Values, Police Prejudice and Discrimination, Black History Month RE – Prejudice and Discrimination, Identity, Hannukah History – Suffragettes Wellbeing Wednesdays HHS Understanding workplace law and the</p>

	How to access support	understand how to report a hate crime and access support	<p>Equality Act</p> <p>Women's rights through history and the campaigns for equal pay in the workplace</p> <p>Ageism – The Intern Film clip</p>
<p>Spring 1</p> <p>Drugs Education</p>	<p>Drugs Education 3.</p> <p>Illegal drugs</p> <p>Prescribed drugs</p> <p>Steroids</p> <p>Attitudes and beliefs</p> <p>Peer pressure (Media influence)</p> <p>Legal terminology</p> <p>Law (County Lines)</p> <p>Health risks recap Alcohol and Cannabis</p> <p>Health and Wellbeing</p> <p>How to access support</p>	<ul style="list-style-type: none"> • I can describe the names, appearance and effects of a range of illegal drugs and prescribed drugs • I understand link between body image, media influence and taking steroids and risks associated • I can analyse attitudes and beliefs about the prevalence of drug use amongst young people • I can assess the reasons why young people might choose to use or not use drugs • I can explain the legal terms 'possession', 'supply' and 'intent to supply' in relation to drugs • I can explain the short- and long-term legal consequences of being found in possession of, using, selling or supplying different classes of drugs (County lines) • I understand the short and long-term effects of alcohol and cannabis use on individuals. • I can practice strategies to manage peer and other influence in relation to substance use • I understand steps you can take to protect and support your health and wellbeing • I understand how to access support 	<p>Life lab CC science trip</p> <p>Wellbeing Wednesday</p> <p>Science – Understanding health impact of illegal drugs</p> <p>Maths – Financial impact of smoking working out weekly, monthly and yearly impact</p> <p>Wellbeing Wednesdays</p> <p>HH5</p> <p>Citizenship –Law,</p> <p>PE – Steroids in sport</p> <p>ICT – Understanding social Media influence</p> <p>DASH Team Visit</p> <p>Drugs testing in the workplace</p> <p>Life Lab Visit - Southampton General Hospital</p>

<p>Spring 2 Relationships</p>	<p>Relationships 3. Consent and Communication skills in relationships Sexual exploitation Grooming Influence of the portrayal of sex and relationships in the media, including pornography Communicating between parents/carers and teenagers How to access support</p>	<ul style="list-style-type: none"> • I can demonstrate how to assertively communicate and negotiate boundaries with friends and in other relationships, including online • I understand the term consent and can explain its importance for myself and others. • I understand the term grooming and can identify approaches used to groom young people. • I understand the law relating to grooming, sexual consent, sexual exploitation and coercion. • I understand what constitutes sexual harassment and sexual violence and why these are always unacceptable. • I can list features of healthy, intimate relationships, including that they should be equitable and pleasurable • I can recognise healthy and unhealthy relationship behaviours and discuss how to respond to these and access support if needed • I can discuss the benefits of stable, committed relationships and healthy features of family life • I can discuss my personal values and their influence on relationship expectations • I understand discuss the negative influence of the portrayal of sex in the media, including pornography, on self-concept, relationship values and expectations • I understand that relationships between teenagers and parents/carers can sometimes become difficult and explore ways to improve communication 	<p>English – Speaking and Listening Citizenship – Diversity, Rights and Responsibilities UNICEF Prejudice and Discrimination, Law ICT – Managing social media and inappropriate content online Wellbeing Wednesday HH5 No Limits visits Yellow Door visits</p>
<p>Summer 1 SRE</p>	<p>SRE3. Why do people have sex? Positive discussions around sexual relationships Let's Talk about sex! Contraceptive choices Consent and law Peer pressure When to have sex? (choice) Sexual health and wellbeing (including mental health) How to access support</p>	<ul style="list-style-type: none"> • I can hold a respectful conversation about sex and discuss why people chose to consent to taking part in sexual activity • I understand the law relating to sexual consent including images sent online • I can take part in positive, respectful discussions around sexual relationships and describe why communication and talking about sex is important regarding consent and enjoyment. • I can take part in a 'Let's talk about sex!' lesson where I can talk to male and female staff and my peers about worries or misconceptions I may have in a safe environment. • I understand the role of contraception and can discuss choices available. • I understand contraception is not just a female responsibility and the importance of communication and support when choosing 	<p>Science – Sexual Intercourse, Pregnancy, correct vocabulary of anatomy Citizenship – British Values, Rule of Law ICT – Online safety / Privacy / How to access online support and advice Wellbeing Wednesday HH5 No Limits visits Yellow Door visits</p>

		<p>contraception</p> <ul style="list-style-type: none"> • I understand choosing when to have sex is my right and I should not feel pressured by my peers or media influences to do anything I don't feel ready to do. • I understand consent, the law and the importance of respectful communication with my partner. • I understand how to maintain sexual health and wellbeing and where to access information and support online and in person. 	
<p>Summer 2 Physical and mental wellbeing</p>	<p>My Physical and Mental wellbeing 3. Recognise early signs of mental wellbeing concerns Understanding anxiety and depression How my online behaviours can affect my mental health (sharing images, accessing pornography, scrolling addiction) How to access support First Aid 2 – CPR, defibrillators</p>	<ul style="list-style-type: none"> • I can recognise the early signs of mental health and wellbeing concerns and know where to access help online and in person • I understand the link between physical and mental wellbeing • I can respectfully discuss different attitudes towards mental health and know how to challenge myths and stigma • I can recognise signs of anxiety and depression and discuss possible triggers • I can explain where someone could access help for depression or anxiety online and in person • and how to reflect on daily habits to make positive changes to my mental health. • I understand that online behaviours and addictions can contribute to poor mental health and discuss ways to deal with these behaviours and how to access support and advice. • I can demonstrate how to provide life-saving skills, including how to administer CPR and put someone in the recovery position • I can explain the purpose of defibrillators and when one might be needed. 	<p>Wellbeing Wednesday HH5 ICT – Impact of screen, screen addiction Citizenship – First Aid PE - Importance of exercise on body Cookery – Balance diet, understanding food groups, calorie intake Science – Healthy organs Heart/ Lungs how they function and importance of healthy lifestyle Life lab First Aid – St Johns Ambulance ASDAN</p>

KS4 — MEDIUM-TERM OVERVIEW

Half term	Topics	Student outcomes	Cross Curricular Links
<p>Autumn 1 All about me 4.</p>	<p>Managing transition to key stage 4 including learning skills My Self-esteem and confidence Pressures of year 11 Looking after my mental health Dealing with anxiety, stress and change Online v's reality Using filters on my photos Body image and related disorders How to access support</p>	<ul style="list-style-type: none"> • I can discuss KS4 expectations and how I feel about these changes • I can develop skills to improve adaptability and resilience during periods of change or transition and strategies to manage change • I can develop learning skills for key stage 4, e.g. organisation, time management and goal setting • I Understand how to access support with academic work and my emotional wellbeing during KS4 • I can recognise the early signs of mental wellbeing concerns and signpost support • I can evaluate when something I do or are involved in has a positive or negative effect on my own or others mental health • I can explain the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. • I can describe the similarities and differences between the online world and the physical world including the impact of unhealthy or obsessive comparison with others online • I can discuss how an over reliance of filters on photos could impact unhealthy or obsessive comparison with others online and unrealistic expectations for body image. • I understand the impact and consequences of substance use, including addiction, on physical and mental health, life chances and personal safety 	<p>Careers and Employee Encounters Personal Development throughout all outcomes in PSHE</p> <p>Citizenship –British Values School council elections, Head Boy elections English – Speaking and listening skills Wellbeing Wednesday ICT – Social Media Influence, Photoshopping, Online v reality</p> <p>Goal Setting Future Aspirations Managing your online footprint Next Steps</p>
<p>Autumn 2 Rights and responsibilities</p>	<p>Rights and Responsibilities 4. Hate Crime (Race, Religion, Gender) How to report a crime Violence against women and girls (FGM, Honour based violence) Understand the law Understanding Gender Identity and Sexuality</p>	<ul style="list-style-type: none"> • I understand the significance of reporting hate crimes and agencies to access support in my local area • I can explain how to report a hate crime online directly to the police • I understand that some types of behaviour within relationships are criminal, including violent behaviour and coercive control • I understand what constitutes sexual harassment and sexual violence and why these are always unacceptable • I understand the importance to not provide material to others 	<p>Whole School Focus – Anti bullying week Black History Month ICT – Online safety, bullying report form, how to report crime online Citizenship – Media Influence, Law British Values RE – Prejudice and Discrimination Equality in the workplace and Law</p>

	<p>Self-harm and suicide How to access support</p>	<p>that I would not want shared further and not to share personal material sent to me unless I need to report it</p> <ul style="list-style-type: none"> • I understand that sharing and viewing indecent images of children including those created by children is a criminal offence which carries severe penalties including jail • I understand the law in relation to domestic abuse • I understand the law in relation to forced marriage • I understand the law in relation to honour-based violence and FGM • I understand terminology related to gender identity and sexual orientation and can discuss current issues faced by the LGBT+ community respectfully • I understand how to identify self-harming behaviours and suicidal thoughts and know where I can access support and help online or in person. • I understand I am never alone when times are hard and can draw a web of support networks to use 	
<p>Spring 1 Drugs Education</p>	<p>Drugs Education 4 Drugs and risks Dealing with peer pressure Staying safe Decision making and judging risk Recovery position Drugs and crime including violence and exploitation by gangs Support for Addiction and dependency Health and Wellbeing How to access support</p>	<ul style="list-style-type: none"> • I can analyse how alcohol and other drugs affect decision making (risky behaviours/ consent / contraception) • I can assess the risks of substance use when travelling or socialising • I can explain ways to keep safe and support friends when socialising in situations involving alcohol or other drugs (Recovery Position) • I can explain how different internal and external influences can affect decision making • I can describe strategies for managing peer influence in increasingly independent contexts • I can evaluate ways to be a positive influence on peers in relation to substance use • I understand the potential consequences of drug production, sale and use, and the support available for individuals regarding substance use, including addiction and dependency • I understand steps you can take to protect and support your health and wellbeing 	<p>Science – Addiction impact on body and health Wellbeing Wednesdays Citizenship – Staying safe, Road safety PE – Healthy lifestyles impact of exercise Cookery – Impact of healthy diet ICT – Online safety</p> <p>DASH team visits</p> <p>Life Lab visit Southampton General Hospital Drugs testing in the workplace</p>

<p>Spring 2 Relationships</p>	<p>Relationships 4. Pregnancy Understanding Pregnancy for same sex couples Reproductive health & fertility Miscarriage Abortion & law Adoption Domestic violence Coercion Harassment Consent and communication Sexual abuse and Rape Understanding the law Roles and responsibilities of Parenting Raising children – Child development How to access support</p>	<ul style="list-style-type: none"> • I can list the characteristics and positive aspects of healthy one-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • I understand that ALL aspects of health can be affected by choices they make in sex and relationships, positively or negatively. • I can demonstrate how to assertively communicate and negotiate boundaries with friends and in other relationships, including online • I understand the term consent and can explain its importance for myself and others. • I understand the facts about reproductive health including fertility and the potential impact of lifestyle on fertility for men and women • I understand the facts around pregnancy including miscarriage • I understand choices in relation to pregnancy and where to get further help • I understand the law in relation to domestic abuse and where to access support online and in person • I understand the roles and responsibilities of parenting and understand child development • I can discuss the negative influence of the portrayal of sex in the media, including pornography, on self-concept, relationship values and expectations <p>I understand that if I ever have an issue with any relationship or friendships, I can access support through school and local agencies and that I never have to struggle alone</p>	<p>English – Speaking and Listening</p> <p>Citizenship – Diversity, Rights and Responsibilities, Rule of law</p> <p>RE – Marriages in different religions and cultures (Buddhism visitor Sharing photos of Wedding)</p> <p>Prejudice and Discrimination</p> <p>Science – Pregnancy, Abortion, reproduction and fertility, Child development</p> <p>Wellbeing Wednesday</p> <p>HH5</p> <p>No Limits visits</p> <p>Yellow Door visits</p>
<p>Summer 1 SRE</p>	<p>SRE4. Contraceptive choices Pregnancy and miscarriage STI's - Prevention & Treatment How to access support for STI's online and in person Communication in relationships How do you know you have consent? Law Sexual abuse and Rape Coercion Harassment Peer pressure and risky behaviours Influence of drugs on risky behaviours Advice – No Limits trip</p>	<ul style="list-style-type: none"> • I understand the facts about the full range of contraceptive choices, efficacy and options available. • I understand facts around pregnancy including miscarriage. • I understand that there are choices in relation to pregnancy (keeping baby, adoption, abortion) and where to get further help. • I understand how different sexually transmitted infections including HIV/Aids, are transmitted, how risk can be reduced through safer (including condom use) and the importance of testing. • I understand the prevalence of some STI's, the impact they can have on those who contract them and key facts about treatment. • I understand how alcohol and drugs can lead to risky sexual behaviour. • I understand the law in regard to sexual abuse, rape and coercion 	<p>Science – Pregnancy and Miscarriage, Contraception STI's prevention and treatment</p> <p>Citizenship – British Values, Rule of Law</p> <p>ICT – Accessing support online</p> <p>Wellbeing Wednesday</p> <p>HH5</p> <p>No limits Drop-in Centre visit</p> <p>Yellow Door visit</p>

harassment.

- I understand I have the right to delay sex or to enjoy intimacy without sex.
- I can discuss a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- Understanding of sexual intercourse and law
- I understand the law relating to sexual exploitation
- I understand the law relating to abuse, grooming and rape
- I can explain how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
- I can participate in a trip to No Limits

<p>Summer 2</p>	<p>My Physical and Mental wellbeing 4. Health checks Cancer screening and self-checks CV illness STI checks Blood, Stem cell, organ donation Dental hygiene into adulthood Healthy body & Healthy mind Dealing with exam anxiety/stress</p>	<ul style="list-style-type: none"> • I understand how I can check my physical health through BMI calculator and regular trips to health services when appropriate and necessary • I understand the benefits of regular self-examination and screening for cancer • I understand how to maintain a healthy diet and the links between a poor diet and health risks including cancer and cardiovascular illness • I understand the importance of sufficient good quality sleep for good health and that poor sleep can affect mood and ability to learn and concentrate in exams • I can describe strategies that can help me deal with stressful situations and anxiety • I can describe the importance of dental health into adulthood and the benefits of good oral hygiene and dental flossing, including healthy eating and regular trips to the dentist • I can explain the positive associations between physical activity and promotion of mental wellbeing including approaches to combat stress • I can research and explain the science relating to blood, organ and stem cell donation • I can explain the importance of STI checks and how to access services online and in person • I can create a booklet of services and agencies that can help support me throughout my teens and twenties • 	<p>Wellbeing Wednesday HH5 ICT – Accessing support and information online PE - Importance of exercise on body and prevention of CV and Cancer Cookery – Balance diet, understanding food groups, calorie intake Science – Healthy organs Heart/ Lungs how they function and importance of healthy lifestyle. Blood, Stem cell, organ donation</p> <p>National Blood Donation NHS Dental Nurse Visit Life Lab</p>
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