



Personal Development - PSHE inc RSE Cross Phase model

This programme is designed to support the delivery and coverage of all three core themes (Health and Mental Wellbeing; Relationships; and Living in the Wider World) over six half terms across key stage phases.

This programme of study covers all aspects the new statutory RSE content for Key Stage 2 and Key Stage 3. Aspects of the Key Stage 3 curriculum more suitable for Year 9 pupils will be included in a bespoke Year 9 SOL (Scheme of Learning) that will build on the knowledge and skills acquired during the Year 5-8 cross phase model. Planning for PSHE in Years 10 and 11 will take a spiraled approach and build upon prior knowledge whilst introducing new age related themes.

Opportunities to teach about fundamental British Values will be embedded into the personal development programme.

RSE	Health and Mental Wellbeing	Living in the Wider World
-----	-----------------------------	---------------------------

Long term plan

- Key Vocabulary
- ★ Recall and Retain

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>British Values: Mutual respect; Sharing points of view. Stereotypes; Types of bullying and how to get help; Discrimination; Bullying; Disabilities; Diversity</p> <p>PRAISE: INCLUSION & EMPATHY</p>	<p>Mental wellbeing: Taking care of mental health and emotional wellbeing; managing challenges; Seeking support for themselves and others</p> <p>PRAISE: POSITIVITY, RESILIENCE, INCLUSION & EMPATHY</p>	<p>Staying safe: Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety</p> <p>PRAISE: EMPATHY</p>	<p>British Values: What is Democracy; How does democracy work in Britain; Benefits of living in a democratic country; Who can and can't vote?</p> <p>PRAISE: ASPIRATION</p>	<p>Substances: Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws</p> <p>PRAISE: EMPATHY</p>	<p>Keeping active: Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing</p> <p>PRAISE: ASPIRATION & SUCCESS</p>
Year 6	<p>Personal Identity: What contributes to who we are; Personal Strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities; Careers</p> <p>British Values: Mutual respect; Sharing points of view.</p>	<p>Puberty and reproduction: Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made (introductory lesson delivered at the end of Yr 5 by school health)</p>	<p>Health and hygiene: Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation</p>	<p>Managing change: Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support</p>	<p>Media literacy: How is data shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV games and online content; Influences relating to gambling</p>	<p>Friendships and staying safe: Opportunities to connect online; The nature of online- only friendships; Reporting harmful content and contact; Staying safe online</p>
Year 7	<p>Economic wellbeing: Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation</p> <p>British Values: Mutual respect; Sharing points of view.</p>	<p>Healthy lifestyles: Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services</p>	<p>Substances: Facts, misconceptions and social norms regarding drugs, alcohol and tobacco; Influence and risks relating to substance use</p>	<p>Careers: Developing enterprise skills; The world of work and young people's employment rights; Enterprise project</p>	<p>Relationships: Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent</p>	<p>British Values: Friendships and diversity; Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; LGBT; Bullying including online. Disabilities including hidden disabilities.</p>

Year 8	<p>Careers: Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence</p> <p>British Values: Mutual respect; Sharing points of view.</p>	<p>Friendships and managing influences: Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance abuse; Social media and self esteem</p>	<p>Relationships: Body image; Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health; Domestic abuse and coercive behaviour</p>	<p>First aid and keeping safe: First aid including CPR and defibrillator use; Personal safety including travel safety</p>	<p>Mental health and wellbeing: Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others</p>	<p>British Values: The Rule of Law; Why are rules important in society; The consequences of breaking the law; Individual liberty; Freedom of speech</p>
Year 9	<p>Peer influence, substance use and gangs: Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p> <p>British Values: Mutual respect; Sharing points of view.</p>	<p>Setting goals: Learning strengths, career options and goal setting as part of the GCSE options process</p>	<p>Respectful relationships: Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>	<p>Healthy lifestyle: Diet, exercise, lifestyle balance and healthy choices, and first aid</p>	<p>Intimate relationships: Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<p>Employability skills: Employability and online presence</p>
Year 10	<p>Mental health: Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p> <p>British Values: Mutual respect; Sharing points of view.</p>	<p>Financial decision making: The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>	<p>Healthy relationships: Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography</p>	<p>Exploring influence: The influence and impact of drugs, gangs, role models and the media</p>	<p>Addressing extremism and radicalisation: Communities, belonging and challenging extremism</p> <p>British Values: Mutual respect; Sharing points of view.</p>	<p>Work experience: Preparation for and evaluation of work experience and readiness for work</p>
Year 11	<p>Building for the future: Self-efficacy, stress management, and future opportunities</p>	<p>Next steps: Application processes, and skills for further education, employment and career progression</p>	<p>Communication in relationships: Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p>Independence: Responsible health choices, and safety in independent contexts</p>	<p>Families: Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	

Personal Development Key
Student Led Session
Outside Agency Session Delivered
Local Context
Planned Lesson Delivered By GPA

Contextualised safeguarding and personal development	
National Issues	
County Lines <ul style="list-style-type: none"> - Drugs content taught across PD lessons and the SOL. - Drugs and substances taught across the wider curriculum, such as within science lessons. - Use of the VRU to come into school each year to deliver up-to-date, contextualised and age-appropriate session regarding the topic of drugs and county lines. 	Mental Health Health and wellbeing a focus across the school PD debate used to promote positive mental health PD Plus below: Fresh start NUFC sessions 1 to 1 sessions and mentorships Working with outsidess agencies
Knife Crime (TBC Delivery by VRU in 2026)	
Sexual Harassment towards females <ul style="list-style-type: none"> - consent taught within PD curriculum - Rules for boundaries, personal space and hands/feet rules - Malicious communications and sexual harressment regarding indecent images 	
Local Issues	
County Lines (TBC Delivery by VRU in 2026) <ul style="list-style-type: none"> - Drugs content taught across PD lessons and the SOL. - Drugs and substances taught across the wider curriculum, such as within science lessons. - Use of the VRU to come into school each year to deliver up-to-date, contextualised and age-appropriate session regarding the topic of drugs and county lines. 	Mental Health Health and wellbeing a focus across the school PD debate used to promote positive mental health PD Plus below: Fresh start NUFC sessions 1 to 1 sessions and mentorships Working with outsidess agencies

Knife Crime (TBC Delivery by VRU in 2026)	Rising right-wing extremism
Sexual Harassment towards females <ul style="list-style-type: none"> - consent taught within PD curriculum - Rules for boundaries, personal space and hands/feet rules - Malicious communications and sexual harassment regarding indecent images 	
Additional School Specific Areas of Focus *These are added into the PD Programme as/when they arise	
Mental Health <ul style="list-style-type: none"> - Health and wellbeing a focus across the school - PD debate used to promote positive mental health - PD Plus below: - Fresh start - NUFC sessions - 1 to 1 sessions and mentorships - Working with outside agencies - Use of the PRAISE code 	Relationships & Online Safety <ul style="list-style-type: none"> - Relationship and RSE lessons taught in PD lessons. - Age-related content and knowledge delivered, EG consent, relationship expectations, positive and negative impact of healthy and unhealthy relationships. - Online safety delivered through PD lessons PD debate, ICT lessons and assemblies. - Use of safety and monitoring system in school to monitor the safe use of ICT. - Liaising with parents and students regarding unsafe use of social media and online safety - teaching of trusted adults in school leads to reporting of issues.
Staying Safe and Travelling to and from school <ul style="list-style-type: none"> - Lesson delivered to all student about safety and travelling to and from school - impact of reporting by students of incidents and police involvement. - Safeguarding procedures and key members of staff taught to students. - Rules and use of registers etc taught within this. 	Inclusivity and British Values - focusing on protected characteristics, particularly sexual orientation <ul style="list-style-type: none"> - Protected characteristics lesson taught to all students. - These are referred to in appropriate activities, lessons etc through PD. - Reporting procedures taught to students. - Incidents are then filtered into the PD+ and Pastoral system to ensure students have the support and guidance needed.
Sportsmanship and use of fair play <ul style="list-style-type: none"> - Added to PD debate and discussed whole school. - Differences between gamesmanship and unfair play - how this is a form of bullying. 	'Joking' comments and how these are a form of bullying. <ul style="list-style-type: none"> - PD debate and the use of 'banter' or 'roasting' - how these comments impact a victim. - Links to PD lessons where students were taught the differences between a victim, perpetrator and bystander.

YEAR 5 MEDIUM-TERM SCHEME OF LEARNING

Half term	Topic	Key knowledge and skills	Key Vocab and Recall	Resources and opportunities
Autumn 1	<p>British Values: Mutual respect; Sharing points of view. Stereotypes; Types of bullying and how to get help; Discrimination; Bullying; Extremism; Protected characteristics</p> <p>Prevent session on extremist views delivered by the Newcastle Prevent Officer</p>	<p>INTRO - safeguarding updates (designated staff)</p> <p>Lesson 2 : British Values</p> <p>Lesson 3: Diversity</p> <ul style="list-style-type: none"> • how to listen and respond respectfully to people with a range of beliefs, traditions and lifestyles. • Britain as a diverse society - the benefits of diversity <p>Week 3 or 4: The importance of attendance and impact of low attendance</p> <p>Lesson 4: Protected Characteristics</p> <ul style="list-style-type: none"> • about stereotypes and how they influence behaviour <p>Lesson 5</p> <ul style="list-style-type: none"> • about the impact of bullying and hurtful behaviour, including online <p>about mutual respect, being polite and how personal behaviour can affect others</p> <p>Week 7 Activity - School Council Election Presentations</p> <p>Lesson 6/7 to be taught in HT1.2</p> <p>Lesson 6 • strategies for responding to bullying and hurtful behaviour witnessed or experienced</p>	<ul style="list-style-type: none"> ▫ Respect ▫ Disrespect ▫ Tolerance ▫ Multi-Cultural ▫ Society ▫ Beliefs ▫ Stereotypes ▫ Bystander ▫ Discrimination ▫ Extremism ▫ Protected characteristics <p>★ Recall prior learning from Years 3 and 4 - pupil audit to assess prior learning and main themes that will be covered this half term.</p>	<p>British Values</p> <p>Show Racism the Red Card</p> <p>Protected Characteristics</p> <p>Ariana's Story (bullying)</p> <p>Jakes Story (Being bullied)</p>

		Lesson 7• how to challenge discrimination, seek help and report concerns including extremist material relating that stereotypes. What are extremist views. Gender and disability discrimination as examples.		
Autumn 2	Mental wellbeing: Taking care of mental health and emotional wellbeing; managing challenges; Seeking support for themselves and other	Lesson 9• about mental health, what it means and how to take care of it. Opportunities to explore mindfulness. Lesson 10 • how feelings and emotions are affected at changing, challenging or difficult times and 11 • ways of managing these feelings • how to seek support and advice when needed. What support is available on line? Who can you talk to?	<ul style="list-style-type: none"> ◦ Anxiety ◦ Stress ◦ Insomnia ◦ Relaxation ◦ Wellbeing ◦ Meditation <p>★ At the end of the unit assess if pupils can recall several strategies to manage their own mental health such as exercise, breathing, yoga, mindfulness.</p>	Mental health fact sheet NSPCC 10 Minute Meditation Guided Meditation for Children Barnardos
Spring 1	Staying safe: Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety	Lesson 13• about the role of trust, respect and boundaries in healthy relationships (including friendships and family) Lesson 14• how to recognise if a friendship is making them feel uncomfortable or unsafe Lesson 15• how to maintain and respect privacy and boundaries, including online Lesson 15• how to recognise different types of physical contact and what is, or is not, acceptable Lesson 17 about seeking and giving/not giving permission in different situations • how to seek advice or report concerns about their personal safety or that of others in a range of contexts, including FGM (discuss with SLT first) <u>Not explicitly taught - but students understand that their bodies belong to them and how to report concerns. In line with guidance below:</u>	<ul style="list-style-type: none"> ◦ Relationships ◦ Acceptable ◦ Boundaries ◦ Respect ◦ Privacy <p>★ Audit pupils prior learning from Year 3 and 4 on this topic at the start.</p> <p>★ At the end of the topic recall what they have understood, for example, what advice would they give to a peer about healthy relationships and can they identify the features of them.</p>	

		What schools need to know about FGM (pshe-association.org.uk)		
Spring 2	<p>British Values: What is Democracy; How does democracy work in Britain; Benefits of living in a democratic country; Who can and can't vote?</p> <p>Careers opportunity: Careers linked to democracy at local and national level</p>	<p>Lesson 19• Democracy v Dictatorship/Monarchy - compare similarities and differences</p> <p>Lesson 20• Democracy in action - what is an election, how often do we have them?</p> <p>The role of government in the UK. How does do we elect our leaders what are the benefits of living in a democracy, when does it work well</p> <p>Lesson 23 and Lesson 24• who can and can't vote. Should the voting age be lowered (include debate)</p> <p>Lesson 24 Campaign Posters for above topic: "The right to vote"</p>	<ul style="list-style-type: none"> ◦ Electorate ◦ Votes ◦ Manifesto ◦ Democracy ◦ Dictatorship <p>★ Recall from prior learning in history on the Romans. Pupils should be able to recall key facts about democracy and dictatorships.</p>	<p>BBC Bitesize Democracy</p> <p>Nat Geog - Democracy</p> <p>Parliament Education Resources</p>
Summer 1	<p>Substances: Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws</p>	<p>Two Lessons Lesson1 and Lesson 2• about the risks and effects of drugs common to everyday life (including cigarettes/e-cigarettes, alcohol, medicines and illegal drugs) • about the laws regarding the use of substances</p> <p>School Nurse Puberty Session</p> <p>Lesson 4• about why people choose to use or not use substances about the mixed messages in the media about substances how to seek help and about support organisations</p>	<ul style="list-style-type: none"> ◦ Caffeine ◦ Nicotine ◦ Alcohol ◦ Paracetamol ◦ Aspirin ◦ Illegal ◦ Legal ◦ Peer pressure ◦ Self medicate ◦ Addiction <p>★ Recall from prior learning in science.</p>	
Summer 2	<p>Keeping active: Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing</p>	<p>Lesson 1• about the benefits of exercise to mental and physical health about risks associated with an inactive lifestyle</p> <p>Lesson 2 to identify opportunities for physical activity - physical activity promotion at GPA (Poster)</p> <p>Lesson 3• about the benefits of the internet and strategies to manage time online</p>	<ul style="list-style-type: none"> ◦ Heart health ◦ Muscle ◦ Stamina ◦ Relaxation ◦ Active ◦ Sedentary 	

		Lesson 4• how to stay safe in the sun and reduce the risk of sun burn, heat stroke and skin cancer	★ Recall from prior learning in Year 5 PSHE.	
--	--	--	--	--

YEAR 6 MEDIUM-TERM SCHEME OF LEARNING

Half term	Topic	Key knowledge and skills	Key vocab	Resources and opportunities
Autumn 1	Personal Identity: What contributes to who we are; Personal Strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities; Careers	<p>INTRO - safeguarding updates (designated staff)</p> <p>Lesson 2: British Values</p> <p>Lesson 3: Protected Characteristics</p> <ul style="list-style-type: none"> • about stereotypes and how they influence behaviour • about what contributes to who we are (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) <p>Week 3 or 4: The importance of attendance and impact of low attendance</p> <p>Lesson 5• how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</p> <p>Week 7 - School Council Election Presentations</p> <p><i>Lesson 6/7 to be taught in HT1.2</i></p> <p>Lesson 6: Goal setting and managing setbacks</p> <ul style="list-style-type: none"> • how to set goals to help achieve personal outcomes <p>how to recognise positive things about themselves and their achievements</p>	<ul style="list-style-type: none"> ▫ Culture ▫ Ethnicity ▫ Religion ▫ Gender ▫ Positivity ▫ Independence <p>★ Recall from Year 5 - British Values - mutual respect and how it is important to respect people's personal identity</p>	

		<ul style="list-style-type: none"> • how to manage setbacks and perceived failures how to reframe unhelpful thinking 		
Autumn 2	Puberty and reproduction: Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made (introductory lesson delivered at the end of Yr 5 by school health)	Lesson 7• about new opportunities and responsibilities that come from increasing independence how to manage change - new roles and responsibilities as they grow up Lesson 9 and Lesson 10• how to manage the physical and emotional changes that happen during puberty including menstruation Lesson 11• about romantic relationships and adult relationships POSSIBLE 2 LESSONS Lesson 12• about human reproduction; how a baby is made and how it grows Lesson 13• how choices can affect a healthy lifestyle	<ul style="list-style-type: none"> ▫ Puberty ▫ Menstruation ▫ Womb ▫ Reproduction <ul style="list-style-type: none"> ★ Recall activity from body changes lesson in Year 5 led by the school nurse 	
Spring 1	Health and hygiene: Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation	Lesson 13• how choices can affect a healthy lifestyle Lesson 14• about what constitutes a healthy diet and how to plan healthy meals Lesson 15• how bacteria and viruses can affect health <ul style="list-style-type: none"> • hygiene routines to limit the spread of infection how medicines contribute to health, and how to use them responsibly and safely <u>Also delivered in Year 6 Science</u> Lesson 19• how to manage allergies including how to respond in an emergency. Vaccinations and immunisations Lesson 20• Basic principles of first aid CPR/Treating wounds/fainting/fits RevivR (bhf.org.uk)	<ul style="list-style-type: none"> ▫ Nutrition ▫ Bacteria ▫ Hygiene ▫ Infection ▫ Allergies ▫ Reaction <ul style="list-style-type: none"> ★ Recall from nurse led session in Year 5 on personal hygiene ★ Recall from food technology on nutrition and health 	BBC Bitesize
Spring 2	Managing change: Developing friendship skills; Changing and ending friendships; Managing change, loss and	Week 21: National careers week Session Lesson 22• how positive friendships can support wellbeing	<ul style="list-style-type: none"> ▫ Respect ▫ Confidentiality ▫ Trust ▫ Bereavement 	Rise Above - managing change

	bereavement; Sources of support	<p>Lesson 23• how friendships change (including context such as moving home or schools) how to manage change in different contexts (including loss and bereavement)</p> <p>Lesson 25 accessing appropriate support during times of change</p> <p>Lesson 26• about empathy and how people can help to support each other in times of difficulty Taught through PD Debate</p>	<ul style="list-style-type: none"> ▫ Empathy 	
Summer 1	<p>Media literacy: How is data shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV games and online content; Influences relating to gambling</p>	<p>Lesson 27• about the role of the internet in everyday life</p> <ul style="list-style-type: none"> • about the positive and negative uses and effects of the internet and social media <p>Lesson 29• how data is shared and used online, and how information can be targeted</p> <p>Lesson 30• how images and information online can be manipulated or invented</p> <ul style="list-style-type: none"> • strategies to evaluate reliability of sources and identify misinformation <p>Lesson 32• how and why to choose age-appropriate media including TV, film, games and online content</p> <p>Lesson 34• about risk in relation to gambling, including online</p> <ul style="list-style-type: none"> • how to manage influences in relation to gambling 	<ul style="list-style-type: none"> ▫ Sources ▫ Data ▫ Appropriate ▫ Addiction 	<p>CEOP Ep 1</p> <p>CEOP Ep 2</p> <p>CEOP Ep 3</p> <p>CEOP Playlist</p> <p>CEOP Professional Resources</p>
Summer 2	<p>Friendships and staying safe: Opportunities to connect online; The nature of online- only friendships; Reporting harmful content and contact; Staying safe online</p>	<p>Lesson 35• about opportunities to connect with others, including friends, online</p> <p>Lesson 35• about what it means to ‘know someone online’ and how this differs to knowing someone face to face</p> <ul style="list-style-type: none"> • about why someone may behave differently online, including pretending to be someone they are not <p>Lesson 37• how to manage the risks of communicating online with others not known face-to-face strategies to respond to harmful behaviour, including online how to report concerns and access help or advice</p>	<ul style="list-style-type: none"> ▫ Social media ▫ Identity ▫ Pseudonym ▫ Boundaries 	<p>BBC Newsround - Caught in the Web</p>

YEAR 7 MEDIUM-TERM SCHEME OF LEARNING

Half term	Topic	Key knowledge and skills	Key vocab	Resources and opportunities
Autumn 1	Economic wellbeing: Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation	<p>INTRO 2 - safeguarding updates (designated staff)</p> <p>Lesson 3: British Values</p> <p>Lesson 4: Protected Characteristics, about stereotypes and how they influence behaviour</p> <p>Week 3 or 4: The importance of attendance and impact of low attendance</p> <p>Week 3 or 4: Student Led Assembly Preparation Mental Health Diversity</p> <p>Week 7 - School Council Election Presentations</p> <p>Lesson 5 • about financial choices including saving, spending and budgeting • about attitudes and values in relation to finance, including debt and pay day loans What at and how to manage influences over financial decisions</p> <p><i>Lesson 7&8 to be taught in HT 1.2</i></p> <p>Lesson 7 • to recognise risk and financial exploitation and access help and advice - linked to online gaming and gambling.</p> <p>Lesson 8 • how to manage emotions in relation to finance</p>	<ul style="list-style-type: none"> ▫ Interest ▫ Outgoings/Ingoing's ▫ Debt ▫ Credit ▫ Impulse ▫ Budgeting ▫ Credit score ▫ Pay day loans ▫ Advertising ▫ Peer pressure ▫ Scam ★ Recall from Year 6 maths unit on interest and finance 	NatWest Money Sense
Autumn 2	Healthy lifestyles: Physically and mentally healthy lifestyles; Healthy	<p>Lesson 9/10• how to manage influences on healthy lifestyle choices including diet and physical activity</p>	<ul style="list-style-type: none"> ▫ Balanced ▫ Cardio ▫ Strength 	

	<p>sleep habits; Dental health; Managing stress; Menstrual wellbeing; Accessing health services</p>	<p>how to balance time between school work, leisure, exercise and time spent outdoors and online</p> <p>Lesson 11• about the link between sleep and wellbeing • how to maintain healthy sleep habits</p> <p>Lesson 13• how to manage influences on, and maintain, good oral hygiene and dental health</p> <p>Lesson 14/15• strategies to manage stress, puberty and the physical and mental changes that are a part of growing up including menstrual health • how to access health services</p>	<ul style="list-style-type: none"> ▫ Active ▫ Rest ▫ Relaxation ▫ Decay ▫ Hormones ▫ Menstrual ▫ Mood ★ Recall from Year 6 autumn term 	
Spring 1	<p>Substances: Facts, misconceptions and social norms regarding drugs, alcohol and tobacco; Influence and risks relating to substance use</p> <p>Drugs and Alcohol County lines in local context delivered by VRU</p>	<p>Lesson 16• about substance use and misuse, including laws relating to this</p> <p>Lesson 17• about the effects of alcohol, tobacco, nicotine and e-cigarettes</p> <p>Lesson 18• about attitudes and social norms regarding substances</p> <p>Lesson 21• how to manage peer influence in relation to substance use Above delivered by the VRU <i>Additional lessons delivered by the VRU highlighting local issues of drugs and alcohol use and county lines. (4 Session Super Learning Day) The above topics were included in the delivery.</i></p> <p>Lesson 19• about dependence, including the over-consumption of caffeine based energy drinks</p> <p>Lesson 20• how to safely use over the counter and prescription medications</p>	<ul style="list-style-type: none"> ▫ Legal age ▫ Alcohol ▫ Effects ▫ Vape ▫ Nicotine ▫ Peers ▫ Dependence ▫ Addiction ▫ Prescription ▫ County lines ▫ Grooming ▫ Exploitation ★ Recall from Year 5 Summer term 	
Spring 2	<p>Careers: Developing enterprise skills; The world of work and young people's employment rights; Enterprise project</p>	<p>National Careers week task following Careers Fair</p> <p>Lesson 22• how to be enterprising</p>	<ul style="list-style-type: none"> ▫ Entrepreneur ▫ Part time - Full time ▫ Careers ▫ Vocations 	<p>School Enterprise Challenge</p> <p>Virgin Money - Make £5 Grow</p> <p>Enterprise Ideas</p>

		<p>Lesson 24• how to identify abilities and qualities required for different careers <i>Delivered through Tutorials each week.</i></p> <p>Lesson 23• about different types of career and work patterns • about young people’s employment rights</p> <p>Lesson 26• about ethical and unethical business practices and consumerism</p> <p>Lesson 27 and Lesson 28• Enterprise Project guidance: Design a business around a topic that could be voted on by pupils. Activities could include planning the business, budgeting and costing for products and advertising, considering environmental impacts. Year 7 take leadership roles and consider how to give fair and appropriate opportunities to everyone in their group <i>Delivered via school fundraisers throughout the year, for example St Oswald's Hospice & Children in need.</i></p>	<ul style="list-style-type: none"> ▫ Personal qualities ▫ Employment law ▫ Ethical v unethical ▫ Consumerism 	
<p>Summer 1</p>	<p>Relationships: Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent</p> <p><i>VRU delivery for Malicious Communications (E SAFETY) Local context</i></p> <p><i>VRU delivery for indecent images (E-SAFETY and relationships) Local context</i></p>	<p>Lesson 29• about different types of relationships and the qualities and behaviours associated with positive relationships <i>Delivered through assembly.</i></p> <p><i>VRU delivery for Malicious Communications (E SAFETY)</i> Lesson 30• how to identify unhealthy relationships and seek support when necessary</p> <p>Lesson 31• about media stereotypes and their effect on relationship expectations</p> <p>Lesson 32• how to manage expectations for romantic relationships how to manage strong feelings in relationships</p> <p>Lesson 34• about the concept of consent <i>VRU delivery for indecent images (E-SAFETY and relationships)</i></p>	<ul style="list-style-type: none"> ▫ Stereotypes ▫ Media influence ▫ Influencer ▫ Toxic ▫ Emotions ▫ Attachment ▫ Consent ▫ Body language ▫ Assertiveness 	<p>Dealing with Friendships BBC Teach</p> <p>Rise Above - Consent</p>

		<ul style="list-style-type: none"> • how to seek and give/not give consent in a variety of contexts <p>16.05.24 Knife Crime workshop as part of conflict resolution delivered by the VRU highlighting local issue</p> <p>Operation Scepter week highlighting Knife Crime.</p>		
Summer 2	<p>British Values: Friendships and diversity; Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying including online; Disabilities including hidden disabilities.</p> <p>Prevent input on online prejudice and discrimination.</p> <p>Knife Crime workshop as part of conflict resolution delivered by the VRU highlighting local issue</p>	<p>Lesson 36• how to develop self-worth and confidence to support decision making</p> <p>Lesson 37: PREVENT SESSION Prevent input on online prejudice and discrimination.</p> <ul style="list-style-type: none"> • to manage influences on beliefs and decisions • strategies for managing group-think and persuasion <p>Lesson 38• about gender identity, transphobia and gender-based discrimination; homophobia and biphobia</p> <p>Lesson 39• strategies to challenge prejudice-based bullying and discrimination -how to access support services in relation to inclusion or discrimination <i>Delivered through an assembly</i></p>	<ul style="list-style-type: none"> ▫ Diversity ▫ Equality ▫ Society ▫ Prejudice ▫ Disability ▫ Homophobia ▫ Racism ▫ Discrimination ▫ Transphobia ▫ Inclusion ▫ Neurodiversity 	<p>BBC Teach Same but different playlist</p> <p>When is it bants or bullying</p>

YEAR 8 MEDIUM-TERM SCHEME OF LEARNING

Half term	Topic	Key knowledge and skills	Key vocab	Resources and opportunities
Autumn 1	Careers: Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence	Lesson 1 - British Values Lesson 1.1 • how to identify their life and career aspirations Lesson 2• how to identify personal strengths and skills for employment Lesson 3• how to challenge stereotypes and expectations that limit aspirations - Link to British Values Lesson 4• about routes into different careers Lesson 5• how to evaluate progression routes Lesson 6• about how a person’s online presence can affect employability Lesson 7• how to manage online presence including on social networking sites Lesson 8• how to manage emotions in relation to future employment		
Autumn 2	Friendships and managing influences: Managing social influence, peer pressure and peer approval; Is social media	Lesson 1• how to manage group friendships Lesson 2• how to manage social influences, peer pressure and the desire for peer approval		

	<p>good for self esteem; Strategies to manage pressure to conform within a group and in relation to substance abuse;</p>	<p>in a range of contexts, including in relation to substance use and anti-social behaviour</p> <p>Lesson 3• how to manage personal safety in social situations</p> <p>Lesson 4• is social media good for our self esteem</p> <p>Lesson 5• how to access support and advice in relation to friendship and peer influence issues</p> <p>Lesson 6• about why young people may join gangs and the consequences of gang behaviour</p> <p>Lesson 7• how to access support in relation to gangs</p> <p>Lesson 8• exit strategies for pressurised situations</p>		
<p>Spring 1</p>	<p>Relationships: Body Image; Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health; Domestic abuse and coercive behaviour</p>	<p>Lesson 1• body image</p> <p>Lesson 1• about relationship norms and expectations</p> <p>Lesson 2• about forming new partnerships and developing relationships</p> <p>Lesson 2• the impact of stereotypes on expectations of gender roles, behaviour and intimacy</p> <p>Lesson 3• about gender identity and sexual orientation</p> <p>Lesson 4• to recognise levels of intimacy, including readiness for sex</p> <p>Lesson 4• about the choice to delay sex and the right to enjoy intimacy without sex</p> <p>Lesson 5• effective communication strategies and consent in intimate situations</p> <p>Lesson 5• the law in relation to relationships, sex, consent (including sharing of sexual images), FGM and forced marriage</p>		

		<p>Lesson 6• about contraception, its role in preventing pregnancy and sexually transmitted infections</p> <p>Lesson 6• how condoms and the pill are used safely</p> <p>Lesson 6• about the HPV vaccination programme</p> <p>Lesson 7• about FGM and forced marriage, and how to access help and support*</p> <p>Lesson 8• How to identify and deal with domestic abuse in a relationship</p>		
Spring 2	<p>First aid and keeping safe: First aid including CPR and defibrillator use; Personal safety including travel safety</p>	<p>Lesson 1• how to manage personal safety, including when out, travelling, at home and online</p> <p>Lesson 2• how to respond in an emergency situation</p> <p>Lesson 3• how to perform basic first aid, including CPR https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-3-first-aid-lesson-plans/</p> <p>Lesson 4• when and how to safely use defibrillators</p>		
Summer 1	<p>Mental health and wellbeing: Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others</p>	<p>Lesson 1• about attitudes to mental health and how to challenge stigma and misconceptions</p> <p>Lesson 1• ways to promote and maintain emotional wellbeing</p> <p>Lesson 2• how to build resilience and reframe disappointments and setbacks</p> <p>Lesson 3• about the impact of social media on mental health and emotional wellbeing</p> <p>Lesson 3• strategies to develop digital resilience</p> <p>Lesson 4• managing influences, including the media, on body image</p>		

		<p>Lesson 5• about unhealthy coping strategies, including self-harm and eating disorders</p> <p>Lesson 6• about healthy ways to manage difficult feelings, challenging circumstances, stress and anxiety</p> <p>Lesson 6• why, when and how to access support for themselves or others</p>		
Summer 2	<p>British Values: The Rule of Law; Why are rules important in society; The consequences of breaking the law; Individual liberty; Freedom of speech</p> <p>Prevent officer for Newcastle input on the rise of right wing extremism.</p>	<p>Lesson 1• what laws do we have in Britian?</p> <p>Lesson 2• How do laws protect people? What would society be like if we did not have laws?</p> <p>Lesson 3 and Lesson 4• What are the consequences of breaking the law? How might it affect relationships and opportunities for example? What affect does breaking the law have on other people and communities?</p> <p>Lesson 5• what is freedom of speech? Does freedom of speech mean people can say anything they like?</p> <p>Lesson 6. What is extremism and the what issues are affecting the North East</p>		<p>Parliament Education Resources</p>

YEAR 9 MEDIUM-TERM SCHEME OF LEARNING

Half term	Topic	Key knowledge and skills	Key vocab	Resources and opportunities
Autumn 1	<p>Peer influence, substance use and gangs</p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p>	<p>Lesson 1• how to distinguish between healthy and unhealthy friendships Lesson 2• how to assess risk and manage influences, including online</p> <p>Lesson 3• about 'group think' and how it affects behaviour</p> <p>Lesson 4• how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</p> <p>Lesson 5• to manage risk in relation to gangs • about the legal and physical risks of carrying a knife Link to British Values</p> <p>Lesson 6• about positive social norms in relation to drug and alcohol use</p> <p>Lesson 7• about legal and health risks in relation to drug and alcohol use, including addiction and dependence</p>		
Autumn 2	Setting goals	Lesson 1• about transferable skills, abilities and interests		

	<p>Learning strengths, career options and goal setting as part of the GCSE options process</p>	<p>Lesson 2• how to demonstrate strengths</p> <ul style="list-style-type: none"> • about different types of employment and career pathways <p>Lesson 3• how to manage feelings relating to future employment</p> <p>Lesson 4• how to work towards aspirations and set meaningful, realistic goals for the future</p> <p>Lesson 5• about GCSE and post-16 options</p> <p>Lesson 6• skills for decision making</p>		
Spring 1	<p>Respectful relationships</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>	<p>Lesson 1• about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</p> <p>Lesson 2• about positive relationships in the home and ways to reduce homelessness amongst young people</p> <p>Lesson 3• about conflict and its causes in different contexts, e.g. with family and friends</p> <p>Lesson 4• conflict resolution strategies</p> <p>Lesson 5• how to manage relationship and family changes, including relationship breakdown, separation and divorce</p> <p>Lesson 6• how to access support services</p>		
Spring 2	<p>Healthy lifestyle</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid</p>	<p>Lesson 1• about the relationship between physical and mental health</p> <p>Lesson 2• about balancing work, leisure, exercise and sleep</p> <p>Lesson 3• how to make informed healthy eating choices</p> <p>Lesson 4• how to manage influences on body image</p> <p>Lesson 5• to make independent health choices</p>		

		Lesson 6• to take increased responsibility for physical health, including testicular self-examination		
Summer 1	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Lesson 1• about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex Lesson 2• about facts and misconceptions relating to consent Lesson 3• about the continuous right to withdraw consent and capacity to consent Lesson 4• about STIs, effective use of condoms and negotiating safer sex Lesson 5• about the consequences of unprotected sex, including pregnancy Lesson 6• how the portrayal of relationships in the media and pornography might affect expectations Lesson 7• how to assess and manage risks of sending, sharing or passing on sexual images Lesson 8• how to secure personal information online		
Summer 2	Employability skills Employability and online presence	Lesson 1• about young people’s employment rights and responsibilities Lesson 2• skills for enterprise and employability Lesson 3• how to give and act upon constructive feedback Lesson 4• how to manage their ‘personal brand’ online Lesson 5• habits and strategies to support progress Lesson 6• how to identify and access support for concerns relating to life online		

YEAR 10 MEDIUM-TERM SCHEME OF LEARNING

Half term	Topic	Key knowledge and skills	Key vocab	Resources and opportunities
<p>Lesson 1 All Personal Development lessons should start with recall lessons on British Values, what are they? How do we apply these values to Great Park Academy? Why are they important?</p> <p>Lesson 2 Creating Futures - how will school support our pupils in 'Creating futures' (their futures)</p>				
<p align="center">Autumn 1</p>	<p>Mental health:</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p>	<ul style="list-style-type: none"> • Lesson 1 What is the difference between mental wellbeing and mental health - what might poor mental health look like? • Lesson 2 What is stigma? How might people with poor mental health be stigmatised? • Lesson 3 How can people safeguard their mental health? What services can support with this? • Lesson 3.1 - British Values • Lesson 4 Case studies: famous celebrities who have struggled with their mental health 		

		<ul style="list-style-type: none"> • Lesson 5 What changes might teenagers and young adults encounter that may affect their mental health? Map out potential changes over the next 5 years. • Lesson 6 Doomscrolling. to understand how doomscrolling can affect mental health and to find solutions for healthier news consumption • Lesson 7 Positive news, why good news matters 		
Autumn 2	<p>Financial decision making:</p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>	<ul style="list-style-type: none"> • Lesson 1 Credit v Debt - what is the difference? • Lesson 2 How might financial decisions affect our lives? • Lesson 3 Ways in which people accumulate debt (credit cards, finance, Klarna, mortgages) and safe management of debt • Lesson 4 Gambling - how does companies use advertising to encourage gambling? • Lesson 5 The impact of gambling addictions - case studies 		
Spring 1	<p>Healthy relationships:</p> <p>Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography</p>	<ul style="list-style-type: none"> • Lesson 1 Recall - different types of relationships • Lesson 2 Healthy relationships and consent • Lesson 3 Why do people pursue relationships? What are the pleasures in a healthy relationship? • Lesson 4 and 5 Why might relationships go wrong? What are the challenges? What are the characteristics of an 		

		<p>unhealthy relationship and how can this be managed?</p> <ul style="list-style-type: none"> • Lesson 6 Does the media influence our view of relationships? Comparison of different case studies from the media. • Lesson 7 What is pornography and how might this distort young peoples views of healthy relationships? 		
Spring 2	<p>Exploring influence:</p> <p>The influence and impact of drugs, gangs, role models and the media</p> <p>British Values: Mutual respect; Sharing points of view.</p>	<ul style="list-style-type: none"> • Lesson 1 What influences us? • Lesson 2 Why do people use drugs? • Lesson 3 The impact that drug use, including recreational and addiction, can have on a person's life • Lesson 4 and Lesson 5 How might criminal gangs exploit young people? County lines. • Lesson 6 Does the media alter our perception of drug use? 		
Summer 1	<p>RE Curriculum - British Values</p> <p>Addressing extremism and radicalisation:</p> <p>Communities, belonging and challenging extremism</p> <p>British Values Human Rights Justice Value of the World</p>	<ul style="list-style-type: none"> • Lesson 1 - British Values (RE Curriculum) • Lesson 2 - What are human rights? • Lesson 3 - Justice • Lesson 4 - What is radicalisation? Addressing stereotypes - radicalisation across the spectrum (far right radicalisation, religious radicalisation, political radicalisation, terrorist radicalisation, incel movement) • Lesson 5 How and why can people become radicalised? • Lesson 4 Signs of radicalisation • Lesson 5 Impact of that radicalisation can have on peoples lives 		

		<ul style="list-style-type: none"> • Lesson 6 Value of the World 		
Summer 2	Work experience: Preparation for and evaluation of work experience and readiness for work	<ul style="list-style-type: none"> • Lesson 1 Why is work experience important? What skills can be developed? • Lesson 2 Types of work experience • Lesson 3 Organising work experience • Lesson 4 Writing letters 		

Personal Development Assembly Pattern and Debate Sessions						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Positivity	Resilience	Aspirations	Inclusivity	Success	Empathy
5	Respect Bullying World Mental Health Day	Student assembly - Resilient me	Create your future at GPA Careers Fair	Careers in Science (national science week) Youth Parliament Elections		
6	Opportunities @ GPA World Mental Health Day	Student assembly - Resilient me	Create your future at GPA	Careers in Science (national science week) Youth Parliament Elections	SATS - measuring expectations	
7	Student Assembly - Mental Health Student Assembly - Diversity Economic security Children in Need World Mental Health Day	Student assembly - Resilient me	Create your future at GPA Careers Fair	Careers in Science (national science week) Youth Parliament Elections		
8	Stereotypes Careers World Mental Health Day	Student assembly - Resilient me	Create your future at GPA	Careers in Science (national science week) Youth Parliament Elections		

External Agencies and Course Delivery

External Agency	Aims of the Delivery and Content Covered	Groups Delivered to	Date/Teaching Week
Jolene Blench - Attendance officer Gosforth Group	<ul style="list-style-type: none"> The importance of good attendance in school. The impact of poor attendance in school. Strategies to enhance and maintain excellent attendance 		
Gail Forbes - Prevent assembly	<ul style="list-style-type: none"> Extremism online and online safety 	All Groups in Year 5-7	
NUFC	<ul style="list-style-type: none"> Confidence, social skills, body image 	All groups in Year 5 -7	Ongoing
RISE	<ul style="list-style-type: none"> Self regulation and mental wellbeing 	All groups in Year 5 - 7	Ongoing
VRU	<ul style="list-style-type: none"> Alcohol and tobacco Knife crime County lines Malicious communications online, strangers and dangers of online communication. Malicious communications online, including sexual content, images and videos 	Year 7	Spring Term TBC
Northumbria University	<ul style="list-style-type: none"> A game of uni 	Year 7	Pathways into careers and benefits of university. Experiencing university life.
Northumbria University	<ul style="list-style-type: none"> Maths in books English Escape Room 	Year 6	Linking the curriculum to further education and careers
Galliford Try	<ul style="list-style-type: none"> Skills, careers and pathways into careers within construction industry. 	All year groups.	Linking the curriculum to careers pathways and careers
	<ul style="list-style-type: none"> 		