

2025 – 26 Progression Map – School Values

		Respect		
Year 6	Intro	• Understand the word Respect and why it is important at Woodlands. • Know some basic examples of how we show respect to others at Woodlands • Understand the concept of Diversity	Transition Week Themes	
			• Our 3R core values of Respect, Responsibility and Resilience • Developing a Community (House system)	
		Key Knowledge and Skills	PSHE Themes	Tutor Time Themes
Year 7	Embedded	• Understand the RESPECT acronym and what this behaviour looks like in the classroom. • Know what respect looks like outside the classroom. • Know how to use a range of strategies to show respect to peers. • Know how to show respect to adults, visitors and others that we do not know. • Understand what diversity is, and how we respect the views and opinions of other people. • Know how to challenge and report bullying • Develop an understanding of what relationships are and what makes for healthy and unhealthy relationships • Understand the concept of consent	Half term 2: Diversity • about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online • how to support others <u>UN ARTICLES: 2, 7, 42</u>	Half term 1 and 4: • School Values • Attendance • Acts of reflection • Numeracy Ninjas • Word and idiom of the week • Taking responsibility and high standards • Fire Drill processes • House Challenges • Rights Respecting School Award • School Council elections • Wellbeing • Respecting each other • Respecting our school building/Litter • Literacy activities • Black History Month • Celebrating diversity • Rail safety • Responding to unexpected events • World Book Day

				• Science Week • Neurodiversity week <u>UN ARTICLES: 18, 27, 24</u>
			Half term 4: Building relationships • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent <u>UN ARTICLES: 5, 9, 13</u> Half term 6: Careers CDI Framework: Careers PSHE Curriculum: Planning for the future In this unit, students will explore their identity, strengths and values while learning about different careers and future opportunities. They will reflect on their personal growth and understand how continuous learning and self-reflection help them plan for their future. Students will also develop respect for different backgrounds, experiences and aspirations as they learn together. Students will show respect by: • Listening carefully to others when they share their ideas, experiences or goals. • Valuing different opinions, interests and career aspirations. • Speaking politely and encouraging others during discussions and activities. • Being open-minded about different backgrounds, cultures and life paths.	

			● Supporting classmates when they reflect on their strengths and personal goals. ● Respecting everyone’s right to their own identity, values and ambitions. <u>UN ARTICLES: 8, 17, 29</u>	
--	--	--	--	--



Respect

		Key Knowledge and Skills	PSHE Themes	Tutor Time Themes
Year 8		• Understand and become more knowledgeable about different groups of people in order to be able to show respect • Become clear about the British value of tolerance and how to actively demonstrate this • Know and be able to demonstrate positive respect for yourself Further, develop an understanding of diversity as well as a range of strategies to show respect to peers. • Know how to challenge and report racism, homophobia or sexist behaviours • Understand respectful healthy relationships and the law in relation to consent	Half term 3: Discrimination • how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination <u>UN ARTICLES: 2, 19</u>	Half term 1 and 4: • School Values • Attendance • Acts of reflection • Numeracy Ninjas • Word and idiom of the week • Taking responsibility and high standards • Fire Drill processes • House Challenges • Rights Respecting School Award • School Council elections • Wellbeing • Respecting each other • Respecting our school building/Litter • Literacy activities • Black History Month • Celebrating diversity • Responding to unexpected events • World Book Day • Science Week • Neurodiversity week <u>UN ARTICLES: 18, 27, 24</u>

Half term 4: Identity and relationships

- the qualities of positive, healthy relationships
- how to demonstrate positive behaviours in healthy relationships
- about gender identity and sexual orientation
- about forming new partnerships and developing relationships
- about the law in relation to consent
- that the legal and moral duty is with the seeker of consent
- how to effectively communicate about consent in relationships
- about the risks of 'sexting' and how to manage requests or pressure to send an image
- about basic forms of contraception, e.g. condom and pill

UN ARTICLES: 2, 19, 14**Half term 5:****Careers CDI Framework: Careers PSHE Curriculum:
Employability skills**

In this unit, students will explore employability skills and learn about the wide range of opportunities available to them in the future. They will identify their personal strengths and develop important skills for life and work. Students will also gain an understanding of workplace expectations, different career pathways and recruitment processes, helping them feel more confident about presenting themselves and preparing for future opportunities.

Students will show respect by:

- Listening attentively when others share their ideas, strengths and career interests.
- Encouraging classmates when they are identifying and developing their skills.
- Valuing different talents, abilities and career ambitions.

			● Participating positively in group discussions and activities. ● Respecting different workplace roles and the contributions people make in society. ● Being supportive and constructive when giving feedback to others. <u>UN ARTICLES: 8, 17</u>	
--	--	--	--	--



Respect

		Key Knowledge and Skills	PSHE Themes	Tutor Time Themes
Year 9		• Understand about respecting our differences in relation to different types of families and relationships • Learn strategies for respectfully dealing with conflicts within different relationships • Know how to be respectful to the LGBTQ+ community by being able to use appropriate language • Gain an understanding of the facts and myths of sexual relationships • Understand the law in relation to all aspects of sex (online and offline) including consent and your rights	Half term 2: LGBTQIA+ Diversity • LGBTQIA+ terminology and language • About tolerance and respecting differences • Where to get support or how to be supportive to others experiencing questions in relation to gender identity or sexuality • What is Pride and why is it so important <u>UN ARTICLES: 2, 19, 14, 8</u>	Half term 1 and 4: • School Values • Attendance • Acts of reflection • Numeracy Ninjas • Word and idiom of the week • Taking responsibility and high standards • Fire Drill processes • House Challenges • Rights Respecting School Award • School Council elections • Wellbeing • Respecting each other • Respecting our school building/Litter • Literacy activities • Black History Month • Celebrating diversity • Responding to unexpected events • World Book Day • Science Week • Neurodiversity week <u>UN ARTICLES: 18, 27, 24</u>

Half term 5: Respectful relationships

- about different types of families and parenting,
- about conflict and its causes in different contexts, and conflict resolution strategies
- how to manage relationship and family changes,
- about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex
- about myths and misconceptions relating to consent
- about the continuous right to withdraw consent and capacity to consent
- about STIs, effective use of condoms and negotiating safer sex, consequences of unprotected sex
- how the portrayal of relationships in the media and pornography might affect expectations
- how to assess and manage risks of sending, sharing or passing on sexual images
- how to access support services

UN ARTICLES: 19, 34**Half term 3:****Careers CDI Framework: Careers PSHE Curriculum:
Employability skills**

In this unit, students will learn how to actively manage their future careers by recognising opportunities and developing the confidence to overcome challenges. They will explore how school subjects connect to different jobs and qualifications, helping them make informed decisions about their education and career pathways. Students will also develop resilience and adaptability, understanding that setbacks can be valuable learning experiences that support personal and professional growth.

Students will show respect by:

- Listening respectfully when others share their ideas about future careers and goals.
- Valuing different interests, ambitions and educational pathways.

			• Supporting classmates as they explore their strengths and make decisions about their future. • Contributing positively to discussions and group activities. • Encouraging others when they face challenges or setbacks. Respecting different opinions about subjects, jobs and career aspirations <u>UN ARTICLES: 28,29</u>	
--	--	--	--	--



Respect

		Key Knowledge and Skills	PSHE Themes	Tutor Time Themes
Year 10	Apply	• To be able to demonstrate respectful behaviour through adapted communication to match the audience and purpose. • To be able to share opinions and respond to those of others in a respectful manner • To be able to role model respect both in and outside the classroom to younger students (for example as an anti-bullying ambassador, peer mentor etc)	Half term 4: Healthy and respectful relationships • about relationship values and the role of pleasure in relationships • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about asexuality, abstinence and celibacy <u>UN ARTICLES: 2, 19, 14</u> Half term 2: Careers PSHE Curriculum: Careers and work experience In this unit, students will explore careers and work experience while learning how to create opportunities for their future. They will look at post-16 options and different pathways such as employment, entrepreneurship and further education. Students will also understand the importance of balancing their ambitions with their wellbeing, interests, family	Half term 1 and 4: • School Values • Attendance • Acts of reflection • Numeracy Ninjas • Word and idiom of the week • Taking responsibility and high standards • Fire Drill processes • House Challenges • Rights Respecting School Award • School Council elections • Wellbeing • Respecting each other • Respecting our school building/Litter • Literacy activities • Black History Month • Celebrating diversity • Responding to unexpected events • World Book Day • Science Week • Neurodiversity week <u>UN ARTICLES: 18,2 7, 24</u>

			responsibilities and involvement in their community. Students will show respect by: • Listening carefully when others share their ideas about future pathways and experiences. • Valuing different choices, including employment, further education or entrepreneurship. • Encouraging classmates as they explore their goals and next steps. • Participating positively in discussions about work experience and career opportunities. • Respecting different responsibilities people may have, such as family or community roles. • Being supportive and considerate when discussing ambitions, challenges and wellbeing. <u>UN ARTICLES: 29</u>	
			Half term 5: Addressing extremism and radicalisation • about communities, inclusion, respect and belonging • about the Equality Act, diversity and values • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalisation <u>UN ARTICLES: 12, 19, 14, 17, 36</u>	



Respect

	Key Knowledge and Skills	PSHE Themes	Tutor Time Themes
Year 11	- To be able to demonstrate respectful behaviour through adapted communication to match the audience and purpose. - To be able to share opinions and respond to those of others in a respectful manner - To be able to role model respect both in and outside the classroom to younger students (for example as an anti-bullying ambassador, peer mentor etc)	Half term 1: Careers PSHE Curriculum: Preparing for college applications In this unit, students will prepare for college applications by developing the skills and confidence needed to present themselves effectively. They will explore future pathways, including higher education and employment, while learning how wider factors such as the economy, politics and society can influence careers and opportunities. Students will also build important employability skills and learn how to create strong personal statements that reflect their strengths, experiences and ambitions. Students will show respect by: - Listening carefully when others share their goals, ideas and future plans. - Valuing different ambitions, pathways and career choices. - Offering supportive and constructive feedback when reviewing personal statements or ideas. - Encouraging classmates as they build confidence in presenting themselves. - Participating positively in discussions about future opportunities and challenges. Respecting different perspectives about education, careers and success <u>UN ARTICLE: 29</u>	Half term 1 and 4: - School Values - Attendance - Acts of reflection - Word and idiom of the week - Taking responsibility and high standards - Fire Drill processes - House Challenges - Rights Respecting School Award - School Council elections - Wellbeing - Respecting each other - Respecting our school building/Litter - Literacy activities - Black History Month - Celebrating diversity - Responding to unexpected events - Study skills - World Book Day - Science Week - Neurodiversity week <u>UN ARTICLES: 18, 27, 24</u>

Half term 2: Addressing extremism and radicalisation

- about communities, inclusion, respect and belonging
- about the Equality Act, diversity and values
- about how social media may distort, misrepresent or target information in order to influence beliefs and opinions
- how to manage conflicting views and misleading information
- how to safely challenge discrimination, including online
- how to recognise and respond to extremism and radicalisation

UN ARTICLES: 12, 19, 14, 17, 36

Half term 3: Communication in relationships

- about core values and emotions
- about gender identity, gender expression and sexual orientation
- how to communicate assertively
- how to communicate wants and needs
- how to handle unwanted attention, including online
- how to challenge harassment and stalking, including online
- about various forms of relationship abuse
- about unhealthy, exploitative and abusive relationships
- how to access support in abusive relationships and how to overcome challenges in seeking support

UN ARTICLES: 19, 34, 36



Responsibility

Year 6	Intro	• Understand the word Responsibility and why it is important at Woodlands. • Know how personal responsibility will change when students start at Woodlands.	Transition Week Themes •	
		Key Knowledge and Skills	PSHE Themes	Tutor Time Themes
Year 7	Embedded	• Understand what parts of school life are the responsibility of the individual student: ○ Kit and equipment ○ Homework ○ Asking for help • Understand the basic link between rights and responsibilities • Understand how to take responsibility for personal care • Understand how to ask for help and support when required • Understanding responsibility for making positive financial choices in life	Half term 3: Health and puberty • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking. • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact • about FGM and how to access help and support <u>UN ARTICLES: 27, 24, 7</u>	Half term 2: • Reward Assemblies • School Values • Wellbeing Wednesday • Acts of reflection • House Challenges • Literacy Activities • House Fayre • Remembrance Day • Children in Need • Anti-bullying Week • Self care • Body language • Use of language • Hopes and dreams • Festivals of Light • Green Careers <u>UN ARTICLES: 8</u>

Half term 5: Financial decision making

- how to make safe financial choices
- about ethical and unethical business practices and consumerism
- about saving, spending and budgeting
- how to manage risk-taking behaviour

UN ARTICLES: 24, 29**Half term 6:****Careers CDI Framework: Careers PSHE Curriculum:
Planning for the future**

In this unit, students will explore how personal growth, self-reflection and responsibility play an important role in planning for their future. They will reflect on their strengths, identity and values while learning about different careers and opportunities. Students will also understand that making positive choices, asking for support when needed and taking responsibility for their actions can help them achieve their personal and career goals.

Students will show responsibility by:

- Reflecting honestly on their strengths, interests and areas for development.
- Taking part actively in discussions and learning activities.
- Asking for help or clarification when they need support.
- Setting personal goals and thinking about steps they can take to achieve them.
- Understanding that their choices and actions can influence their future opportunities.
- Respecting the link between their rights and their responsibilities in school and in society.

UN ARTICLES: 8, 17, 29



Responsibility

		Key Knowledge and Skills	PSHE Themes	Tutor Time Themes
Year 8	E m b e d	• Understand responsibility for online actions • Understand the positive and negative influences of peer pressure and social norms • Understand how to assess information for bias or “fake news” • Understanding and developing strategies for responsible and positive risk-taking behaviour • Understand how to get support in a range of situations where a risk has been taken	Half term 2: Drugs and alcohol • about medicinal and reactional drugs • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitude <u>UN ARTICLES: 27, 24, 7</u>	Half term 2: • Reward Assemblies • School Values • Wellbeing Wednesday • Acts of reflection • Numeracy Ninjas • House Challenges • Literacy Activities • House Fayre • Remembrance Day • Children in Need • Anti-bullying Week • Self-care • Body language • Use of language • Hopes and dreams • Festivals of Light • Green Careers • UK Parliament <u>UN ARTICLE: 8</u>

Half term 6: Digital literacy

- about online communication
- how to use social networking sites safely
- how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation
- how to respond and seek support in cases of online grooming
- how to recognise biased or misleading information online
- how to critically assess different media sources
- how to distinguish between content which is publicly and privately shared
- about age restrictions when accessing different forms of media and how to make responsible decisions
- how to protect financial security online

UN ARTICLES: 19, 33, 34**Half term 3: Careers CDI Framework:****Careers PSHE Curriculum: Careers and work experience**

In this unit, students will explore the wide range of career opportunities available to them and develop a better understanding of recruitment processes and workplace expectations. They will identify their personal strengths and develop important life and employability skills. Students will also learn how taking responsibility for their learning, actions and development can help them prepare for future opportunities.

Students will show responsibility by:

- Reflecting on their personal qualities, strengths and skills.

		● Taking an active role in developing skills that will help them in future careers. ● Asking for help and guidance when they need support. ● Engaging positively in discussions about careers and workplace expectations. ● Understanding that their choices and behaviour can influence future opportunities. Recognising the connection between their rights and their responsibilities in education and the workplace <u>UN ARTICLES: 8, 17</u>	
--	--	---	--



Responsibility

		Key Knowledge and Skills	PSHE Themes	Tutor Time Themes
Year 9		- How to manage positive risk taking effectively - Recognising your own responsibility with regards to personal safety and the law related to these issues - How to take responsibility for the future and your own employability - Learn to make the most of the opportunities offered to you and how to be responsible for overcoming your own fears and barriers	Half term 4: Body modifications - Managing influences that can affect self- expression - Understanding laws and regulations associated with tattoos and piercings. - Assessing the risks associated with making permanent changes to our bodies. - Evaluating the risks associated with sunbeds and cosmetic procedures. - Managing media influences to make informed decisions. <u>UN ARTICLES: 7, 24, 27</u>	Half term 2: - Reward Assemblies - School Values - Wellbeing Wednesday - Acts of reflection - Numeracy Ninjas - House Challenges - Literacy Activities - House Fayre - Remembrance Day - Children in Need - Anti-bullying Week - Self care - Body language - Use of language - Hopes and dreams - Festivals of Light - Green Careers - Uk Parliament <u>UN ARTICLES: 8</u>
			Half Term 3: Careers CDI Framework: Careers PSHE Curriculum: Employability skills In this unit, students will develop key employability skills that will support them in managing their future careers. They will explore how school subjects link to different jobs and qualifications, helping them make informed decisions about their education and career pathways. Students will also learn the importance of	

		resilience, adaptability and taking responsibility for their learning and future opportunities. Students will show responsibility by: ● Taking an active role in learning about different careers and pathways. ● Reflecting on how their skills, interests and school subjects connect to future opportunities. ● Asking for help or guidance when they need support. ● Showing resilience when facing challenges or setbacks. ● Making thoughtful and informed decisions about their education and career plans. Understanding the connection between their rights and their responsibilities in education and the workplace <u>UN ARTICLE: 29</u>	
--	--	--	--



Responsibility

		Key Knowledge and Skills	PSHE Themes	Tutor Time Themes
Year 10	A p p l y	• To be able to take shared responsibility for areas of school life (for example as a prefect, school councillor, peer mentor etc) • To demonstrate personal responsibility and accountability in day to day school life (for example through good attendance, punctuality and attitude to learning) • To be able to demonstrate responsibility for future success through meeting deadlines, making appropriate Post-16 choices and engagement in the life of the school.	Half term 3: Online Safety • How to be safe online concerning location settings, sharing of information with strangers etc... • What to do if you feel pressured online • Where and how to get support with online issues • Catfishing • Social media presence and links to employability <u>UN ARTICLES: 16, 19, 28</u>	Half term 2: • Reward Assemblies • School Values • Wellbeing Wednesday • Acts of reflection • House Challenges • Literacy Activities • Numeracy Ninjas • Careers and work experience prep • House Fayre • Remembrance Day • Children in Need • Anti-bullying Week • Self-care • Body language • Use of language • Hopes and dreams • Festivals of Light • Green Careers • UK Parliament <u>UN ARTICLE: 8</u>

Half Term 5: Careers CDI Framework – Careers PSHE Curriculum: Careers and work experience

In this unit, students will develop skills to manage their future careers, explore post-16 options, and understand the value of work experience. They will learn to balance career goals with wellbeing, interests, and community involvement.

Students will show responsibility by:

- Exploring career pathways and making informed choices.
- Reflecting on how skills and experiences connect to future opportunities.
- Asking for help when needed.
- Showing resilience when facing challenges.
- Balancing career ambitions with personal and community commitments.

Understanding their rights and responsibilities in education

UN ARTICLES: 28, 29



Responsibility

		Key Knowledge and Skills	PSHE Themes	Tutor Time Themes
Year 11		• To be able to take shared responsibility for areas of school life (for example as a prefect, school councillor, peer mentor etc) • To demonstrate personal responsibility and accountability in day-to-day school life (for example through good attendance, punctuality and attitude to learning) • To be able to demonstrate responsibility for future success through meeting deadlines, making appropriate Post-16 choices and engagement in the life of the school.	Half Term 1: Careers CDI Framework – Preparing for college applications In this unit, students will develop skills to prepare for college and future careers. They will learn how the economy, politics, and society influence opportunities while actively managing their own career paths. Students will show responsibility by: • Developing employability skills and building a personal brand. • Exploring future pathways, including higher education. • Creating strong personal statements for applications. • Understanding how external factors affect career choices. • Asking for help when needed. Recognising the connection between their rights and responsibilities <u>UN ARTICLES: 28, 29</u>	Half term 2: • Reward Assemblies • School Values • Wellbeing Wednesday • Acts of reflection • House Challenges • Literacy Activities • House Fayre • Remembrance Day • Children in Need • Anti-bullying Week • Self-care • Body language • Use of language • Hopes and dreams • Festivals of Light • Green Careers • UK Parliament <u>UN ARTICLES: 8</u>

		Half term 4: Families ● about different types of families and changing family structures ● how to evaluate readiness for parenthood and positive parenting qualities ● about fertility, including how it varies and changes ● about pregnancy, birth and miscarriage ● about unplanned pregnancy options, including abortion ● about adoption and fostering ● how to manage change, loss, grief and bereavement ● about 'honour based' violence and forced marriage and how to safely access support <u>UN ARTICLES: 21, 26, 29, 3, 9</u>	
--	--	--	--



Resilience

Year 6	Intro	- Understand the word Resilience and why it is important at Woodlands. - Know when it might be important to try to be resilient	Transition Week Themes	
		Key Knowledge and Skills	PSHE Themes	Tutor Time Themes
Year 7	Embedded	- Understand the concept of a Growth Mindset - Know that resilience is a factor in success in all areas of life - How to develop resilience - How to do your part for the community in which you live	Half term 1: Transition and safety - how to identify, express and manage their emotions in a constructive way - how to manage the challenges of moving to a new school - how to establish and manage friendships - how to keep safe online - how to improve study skills - how to identify personal strengths and areas for development - personal safety strategies and travel safety, e.g. road, rail and water - how to respond in an emergency situation <u>UN ARTICLES: 19, 17, 36</u>	Half term 3: - Reward Assemblies - School Values - Expectations - Wellbeing Wednesday - Numeracy Ninjas - House Challenges - Literacy Activities - New Year's resolutions - BDO raising aspirations - Holocaust Day <u>UN ARTICLES: 8, 13, 14</u>
			Half Term 6: Careers CDI Framework – Careers PSHE Curriculum: Planning for the future In this unit, students will develop resilience and personal growth through self-reflection, continuous learning, and community involvement. They will	

		explore their identity, values, and future career opportunities. Students will show responsibility by: ● Reflecting on their strengths, background, and personal values. ● Exploring different job roles and what contributes to success. ● Understanding Growth Mindset and the role of resilience. ● Learning strategies to overcome challenges and contribute positively to their community. ● Recognising the connection between their rights and responsibilities <u>UN ARTICLES: 5, 6, 29</u>	
--	--	---	--



Resilience

		Key Knowledge and Skills	PSHE Themes	Tutor Time Themes
Year 8	E m b e d	- Developing a positive mind-set for the future - Developing self-efficacy in all aspects of school and home life - Becoming a more resilient learner - Understanding how to overcome difficulties and cope with challenges	Half term 1: Emotional wellbeing - about attitudes towards mental health - how to challenge myths and stigma - about daily wellbeing - how to manage emotions - how to develop digital resilience - about unhealthy coping strategies (e.g. self-harm and eating disorders) - about healthy coping strategies <u>UN ARTICLES: 8, 12, 6</u>	Half term 3: - Reward Assemblies - School Values - Expectations - Wellbeing Wednesday - Numeracy Ninjas - House Challenges - Literacy Activities - New Year's resolutions - BDO raising aspirations - Holocaust Day <u>UN ARTICLES: 8, 13, 14</u>



Resilience

		Key Knowledge and Skills	PSHE Themes	Tutor Time Themes
Year 9	E m b e d	- How to becoming resilient both physically and mentally for the future - Making informed and positive choices in all aspects of life - Understanding the importance of and how to stay safe online and offline - Be able to manage the challenges of life effectively demonstrating the ability to apply to foundations skills of resilience to certain situations	Half term 1: Healthy lifestyles - about the relationship between physical and mental health - about balancing work, leisure, exercise and sleep - how to make informed healthy eating choices - how to manage influences on body image - to make independent health choices - to take increased responsibility for physical health, including testicular self-examination <u>UN ARTICLES: 8, 17, 6</u>	Half term 3: - Reward Assemblies - School Values - Expectations - Wellbeing Wednesday - Numeracy Ninjas - House Challenges - Literacy Activities - New Year's resolutions - BDO raising aspirations - Holocaust Day <u>UN ARTICLES: 8, 13, 14</u>
			Half term 6: Online Safety - How to stay safe online by managing settings and protecting passwords - Why do you need to be careful online, making positive choices - Thinking carefully before commenting or posting online - The laws and age limits for social media and gaming platforms and why they exist <u>UN ARTICLES: 36, 41</u>	

			Half Term 3: Careers CDI Framework – Careers PSHE Curriculum: Employability skills In this unit, students will develop resilience and employability skills to actively manage their careers, seize opportunities, and learn from setbacks. Students will show responsibility by: • Understanding the skills needed for different jobs and career paths. • Exploring how school subjects connect to future opportunities. • Making informed decisions about education and careers. • Developing resilience and adaptability to face challenges. • Learning strategies to overcome setbacks and contribute positively to their community. • Recognising their rights and responsibilities <u>UN ARTICLES: 28, 29</u>	
--	--	--	--	--



Resilience

		Key Knowledge and Skills	PSHE Themes	Tutor Time Themes
Year 10	A p p l y	- To be able to apply the skills of anticipating, adapting to, and recovering from challenging situations effectively. - To be able to evaluate personal resilience in key situations - To be able to select appropriate skills, techniques and strategies to enhance personal resilience - To be able to use a variety of techniques to provide support during the exam season	Half term 1: Mental health - how to manage challenges during adolescence - how to reframe negative thinking - strategies to promote mental health and emotional wellbeing - about the signs of emotional or mental ill-health - how to access support and treatment - about the portrayal of mental health in the media - how to challenge stigma, stereotypes and misinformation <u>UN ARTICLES: 17, 41</u>	Half term 3: - Reward Assemblies - School Values - Expectations - Wellbeing Wednesday - Numeracy Ninjas - House Challenges - Literacy Activities - New Year's resolutions - BDO raising aspirations - Holocaust Day <u>UN ARTICLES: 8, 13, 14</u>
			Half term 6: Exploring influence - about positive and negative role models - how to evaluate the influence of role models and become a positive role model for peers - about the media's impact on perceptions of gang culture - about the impact of drugs and alcohol on individuals, personal safety, families and wider communities - how drugs and alcohol affect decision making - how to keep self and others safe in situations that involve substance use - how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime - exit strategies for pressurised or dangerous	

			situations • how to seek help for substance use and addiction <u>UN ARTICLES: 19, 33, 41</u>	
--	--	--	--	--



Resilience

		Key Knowledge and Skills	PSHE Themes	Tutor Time Themes
Year 11	A p p l y	- To be able to apply the skills of anticipating, adapting to, and recovering from challenging situations effectively. - To be able to evaluate personal resilience in key situations - To be able to select appropriate skills, techniques and strategies to enhance personal resilience - To be able to use a variety of techniques to provide support during the exam season	Half term 3: Building for the future - how to manage the judgement of others and challenge stereotyping - how to balance ambition and unrealistic expectations - how to develop self-efficacy, including motivation, perseverance and resilience - how to maintain a healthy self-concept - about the nature, causes and effects of stress - stress management strategies, including maintaining healthy sleep habits - about positive and safe ways to create content online and the opportunities this offers - how to balance time online <u>UN ARTICLES: 29, 36</u>	Half term 3: - Reward Assemblies - School Values - Expectations - Wellbeing Wednesday - Numeracy Ninjas - House Challenges - Literacy Activities - New Year's resolutions - BDO raising aspirations - Holocaust Day - Mock preparation <u>UN ARTICLES: 8, 13, 14</u>
			Half term 5: Revision Skills - Organisational skills – time management and organisational skills - Revision skills - Managing stress	