



Year 7: Cycle of Topics Per Year

- | | | | | | |
|---------------------------|---------------------------------|-------------------|------------------------------------|-----------------------------------|---------------------------------------|
| 1. Managing Change | 2. Puberty and Body Development | 3. Careers | 4. Staying Safe Online and Offline | 5. Celebrating Differences | 6. Friends, Respect and Relationships |
|---------------------------|---------------------------------|-------------------|------------------------------------|-----------------------------------|---------------------------------------|

Year 7 Overview

PSHEE at Arnold Lodge is based on six core themes: 1. Rights, responsibilities and British Values, 2. Celebrating Diversity & Equality, 3. Relationships and Sex Education, 4. Staying Safe online and offline, 5. Health & Wellbeing, 6. Life Beyond School. These themes spiral throughout the PSHEE curriculum in the senior school and are based on the recent statutory PSHE and RSE (Relationships and Sex Education) guidance.

Pupils are not formally assessed in PSHEE. Copies of lesson resources are available for families upon request. Please contact Rachel Davenport on rdavenport@arnoldlodge.com

In year 7 pupils will start the year looking at managing change to help with the transition into the senior school. In HT2, pupils will look at puberty, personal hygiene and consent as well as looking at the impact that changing hormones can have on wellbeing. Our careers unit introduces Unifrog, a careers website that allows pupils to understand more about their skills and future career paths, which will be supported by sessions in mentor time later on in the year. Staying safe online and offline combines aspects of protective behaviours as well as e-safety in order to inform pupils how to stay safe in a number of different situations as well as equipping them with the knowledge of what to do if they feel unsafe. Our celebrating differences unit explores the idea of the multicultural society that we live in as well as breaking down stereotypes, prejudice and discrimination and the laws surrounding these issues. We finish off the year with a unit on friends, respect and relationships where pupils will learn about consent, boundaries, managing friendships and self-esteem.

Topic of Learning		Half-Termly Overview: Knowledge and Skills
HT1	Managing Change Theme 6	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> An understanding of cohesive communities An understanding of where to seek support both in school and outside Thought about a support network of trusted adults/friends to talk to Explored the benefits of good sleep Identified different ways of coping with transition points in their lives



<p>HT2</p>	<p>Puberty and Body Development Theme 5</p>	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • An understanding of the changes that occur for boys and girls during puberty • Understood how to maintain personal hygiene and the impact it can have on health & wellbeing • Understanding of a range of issues that may impact pupils as they grow up to be an adult • An understanding of some cultural practices in the world that do not respect 'your body your rules', principles and are illegal and dangerous • The ability to demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others • Developed strategies to help someone who has low self esteem and to understand the wide range of influences on self esteem
<p>HT3</p>	<p>Careers Theme 6</p>	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • Logged their interests and skills on Unifrog • Begun to explore different career paths for their future • Researched a range of different careers and what they need to do to get there • Created a presentation on their preferred career
<p>HT4</p>	<p>Staying Safe Online and Offline Theme 4</p>	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • An understanding of the causes and consequences of engaging in criminal behaviour • Knowledge of how to mitigate any potential risks associated with being 'online' and where to go to seek further help and support • The ability to recognise and report online grooming • An understanding of the impacts of alcohol and smoking on the body, as well as understanding why people use these substances • Explored the health risks associated with energy drinks and understood the importance of making healthy choice
<p>HT5</p>	<p>Celebrating Differences Theme 2</p>	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • Explored the diversity and multiculturalism of Britain • An understanding of personal identity • Evaluated the factors that influence our identities • An understanding of equal opportunities and what characteristics are protected in the UK • An understanding of stereotyping and what can be done to challenge stereotypes
<p>HT6</p>	<p>Friends, Respect and Relationships Theme 3</p>	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • An understanding of consent and why it should always be respected • Explored the idea of personal space and why boundaries are important • Considered the differences between people and learned how to respect these differences • A clear understanding of positive relationships with friends, adults and family members • Challenged gender stereotypes



Year 8: Cycle of Topics Per Year

1. Proud to be me 2. Physical Health and Mental Wellbeing 3. Law, Crime and Society 4. Dangerous Society Online and Offline 5. Identity, Relationships and Sex Education 6. LGBTQ+ Explored

Year 8 Overview

PSHEE at Arnold Lodge is based on six core themes: 1. Rights, responsibilities and British Values, 2. Celebrating Diversity & Equality, 3. Relationships and Sex Education, 4. Staying Safe online and offline, 5. Health & Wellbeing, 6. Life Beyond School.

These themes spiral throughout the PSHEE curriculum in the senior school and are based on the recent statutory PSHE and RSE (Relationships and Sex Education) guidance.

Pupils are not formally assessed in PSHEE,

In year 8, pupils start the year learning about identity linked to skills and careers, as well as learning about the impact that outside influences, such as social media, can have on self-esteem and self-worth. In HT2 pupils move on to physical and mental wellbeing where they will explore what mental health is, how it can be affected and how to maintain it, before moving on to physical health by looking at healthy eating and cholesterol. The Law, Crime and Society unit in HT3 builds on pupils' knowledge of law and parliament in the UK and develops skills such as decision making and then looking at law making in the UK. The fourth unit, Dangerous society online and offline explores different ways that pupils can avoid risk and stay safe, again building on topics and issues studied in year 7. This unit covers e-safety, county lines and alcohol safety. In the summer term pupils move on to the relationships unit where they will learn about healthy and unhealthy relationship dynamics, sexual orientation and an introduction to contraception. This leads into HT6 where pupils will learn about the diverse society we live in and how to challenge misconceptions that are associated with the LGBTQ+ community.

Topic of Learning		Half-Termly Overview: Knowledge and Skills
HT1	Proud to be me Theme 6	By the end of the unit, pupils should have: <ul style="list-style-type: none"> • An understanding of employability and enterprise skills • Explored self esteem and understood ways to improve it • Understood the impact that social media can have on self esteem • Reflected on their careers and interests for the future
HT2	Physical Health and Mental Wellbeing	By the end of the unit, pupils should have: <ul style="list-style-type: none"> • Recognised a range of healthy and unhealthy habits including eating and managing stress



	Theme 5	<ul style="list-style-type: none"> • An understanding of types of mental illnesses and how to maintain positive mental wellbeing • Explored what impacts body image • Explored the importance of consent and boundaries in any relationship • An understanding of where to access support and help in relation to any form of abuse
HT3	Law, Crime and Society Theme 1	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • An understanding of rights and responsibilities • An understanding of different forms of prejudice that exist • Developed reflection, analysis and evaluation skills • An understanding of how the criminal justice system works for young offenders • Evaluated different forms of punishing offenders • An understanding of county lines and where to seek help
HT4	Dangerous Society Online and Offline Theme 4	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • Explored why people misuse substances and what support networks are available for those in need • An understanding of how to report and respond to cyberbullying as well as a knowledge of how to appropriately manage oneself online • Knowledge of where to seek support and advice to stay safe online • Evaluated the impacts and consequences of alcohol consumption • An understanding of child sexual exploitation and how to reduce the risks
HT5	Identity, Relationships and Sex Education Theme 3	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • An understanding of the characteristics of healthy and unhealthy relationships • An understanding of potential impacts of power (age, status, position) within relationships • Developed a range of conflict resolution methods • An understanding of the damaging impacts of homophobic language and prejudices • Explored a range of language used with gender identity
HT6	LGBTQ+ Explored Theme 2	<p>By the end of the unit, pupils should :</p> <ul style="list-style-type: none"> • Be able to identify a wide range of contraceptive methods • Explore a variety of LGBTQ+ role models in British Society • Reflect on what constitutes homophobic bullying • Understand what can be done to support a friend in need • Understand how to challenge homophobic language and bullying in school and every day life • Explore the misconceptions that surround trans people



Year 9: Cycle of Topics Per Year

1. Combatting Extremism and Terrorism

2. Sex, the Law and Consent

3. Legal and Illegal Drugs

4. Contraception and STIs

5. Essential Life Skills

6. Body Confidence

Year 9 Overview

PSHEE at Arnold Lodge is based on six core themes: 1. Rights, responsibilities and British Values, 2. Celebrating Diversity & Equality, 3. Relationships and Sex Education, 4. Staying Safe online and offline, 5. Health & Wellbeing, 6. Life Beyond School.

These themes spiral throughout the PSHEE curriculum in the senior school and are based on the recent statutory PSHE and RSE (Relationships and Sex Education) guidance.

Pupils are not formally assessed in PSHEE,

Year 9 PSHEE starts with exploring extremism and terrorism, as well as the processes that lead people to make these choices. This builds on pupils' knowledge of British Values and develops evaluation and critical thinking skills. HT2 is the first of two Relationships and Sex Education units this year, with a focus on consent and making decisions about sexual activity before moving on to the risks and consequences of those decisions. Unit three in Year 9 explores staying safe with a focus on legal and illegal drugs. Pupils will learn about different types of drugs, drug classifications and the effects and consequences of substance abuse. In the summer term, pupils will complete a unit on essential life skills where they will explore resilience, anger management as well as looking at money management. Year 9 pupils will finish off the year with the second RSE unit where they will learn about contraception, the impact of HIV and AIDS and sexual harassment.

Topic of Learning

Half-Termly Overview: Knowledge and Skills



<p>HT1</p>	<p>Combatting Extremism and Terrorism Theme 1</p>	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • An understanding of the different types of extremism • Explored the reasons why people choose to commit an act of terrorism • An understanding of British Values • An understanding of what can be done to prevent radicalisation • Evaluated different ways to combat extremism
<p>HT2</p>	<p>Sex, the Law and Consent Theme 3</p>	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • Knowledge of the practicalities and legalities surrounding consent • An understanding of FGM and where to go for support • Knowledge of how to be assertive and deal with undue pressure • Explored the consequences of making a relationship sexual • An understanding of the expectations that form positive relationships • Evaluated risks associated with different sexual activities
<p>HT3</p>	<p>Legal and Illegal Drugs Theme 4</p>	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • Evaluated the impact of drug use on society • An understanding of substance addiction • Considered the different classifications of drugs • Explored the link between drugs and gangs • An understanding of the physical and mental impacts class A drugs have on users
<p>HT4</p>	<p>Contraception and STIs Theme 3</p>	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • An understanding of the key symptoms and risks associated with a variety of different STIs • Identify which types of contraception protect against pregnancy, STIs or both • An understanding of the terms stalking and harassment, and be able to distinguish between flirting and harassment • An understanding of HIV and AIDS, how HIV is transmitted and how to reduce the risk of transmission • Explored how the cycle of prejudice and discrimination towards HIV and AIDS sufferers can be broken
<p>HT5</p>	<p>Essential Life Skills Theme 6</p>	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • Evaluated the importance of resilience and learning from mistakes and failures • Explored their own feelings and emotions • An understanding of how to deal with and manage anger • Identified the difference between essential and non-essential expenditure • Recognised that social media does not always reflect real life



HT6	Body Confidence Theme 5	By the end of the unit, pupils should have: <ul style="list-style-type: none">• Explored the reasons why people respond differently to similar situations and how people express feelings differently• An understanding of the male and female reproductive systems• An understanding of the importance of cervical screening• Explored grief and how it affects people• Evaluated the impact that HBT bullying has on young people• Explore the impact that photo editing has on contributing to a false sense of beauty
------------	------------------------------------	---