

PSHE and RSE Programme

Desborough College 2021-22



Desborough College: PHSE and SRE Programme 2021-22

Good boys to Great Men

Introduction

This programme has been put together to provide the best in PSHE and SRE provision for the students at Desborough College. Whilst ensuring the programme meets all of the compulsory aspects of the new SRE curriculum as well as delivering an engaging and relevant PSHE programme, great care has been taken to ensure the programme is bespoke to our students. The programme has firstly been created by ensuring the elements of the preceding curriculum that work well are kept in place so that previous good work continues. Secondly, the programme is informed by using contextual information looking at local trends in behaviour, attitudes, and lifestyles. This includes data that highlights the most important contextual factors locally for our students such as data on child and maternal health trends, data on surveys of sexual attitudes and lifestyles as well as local youth crime and safeguarding trends. This means that issues that affect our students locally have been prioritised in the programme. In addition, the programme has importantly been informed by the voice of the students themselves, by way of a whole school survey in 2020, asking for input on the issues the students feel school needs to address for them. This buy in is crucial to the success of the programme. Lastly, the programme has been informed by best practice and research in terms of gender. This is a bespoke programme that is written to support the personal, social, economic and sexual development of boys (except in the sixth form where it is co-ed). The units however, do not exclude learning about and for women, quite the contrary. There is no current bespoke programme for male students in terms of PSHE, so delivering this curriculum is pioneering and will support our good boys to become great men. The programme sequences knowledge over time, spiralling, re-visiting and building upon knowledge from the three main themes across Key Stage 3 and 4. In Key stage 5, the curriculum is needs led and focuses on transitions to the next steps. A new SRE and PSHE policy underpins all of this and parents will be notified of the new curriculum and content.

Curriculum Intent

Our knowledge-rich curriculum will inspire students to become well-rounded individuals who can develop into great men by playing a positive and successful role in society. Our intention is to provide our students with the tools they need to navigate the moral, social and cultural issues that are part of growing up in the community, Modern Britain and the Global community. They will develop an understanding of how our personal and social development forms our sense of identity and place in the world, and through studying a range of moral and social issues will become more empathetic and open-minded young people. Our teaching will ensure students are able to consider a range of perspectives on relationships, both personal and sexual and develop the ability to make balanced arguments and well sustained judgements and decisions. The curriculum will be driven by a focus on a bespoke curriculum for male students which focuses on how boys and men can navigate developing masculinity and how this informs positive mental health, sexual health and healthy relationships. The curriculum will underpin the Desborough Way. Moreover, our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to demonstrate the Desborough Way and to seek leadership opportunities within the school gates and their local community.

Context and Assessing Need (making sure the programme is right for the cohort)

The most important aspect of this PSHE and RSE programme is that it is tailored to the needs of the students at the college. The programme is informed by where students are now, and targets where they need to be. It has been informed by national trends and local health and social data which has informed greatest need. It has also been informed by student voice and need, forming an integral focus of content. This has been achieved by student questionnaires and focus groups. Lastly, the programme has been informed by national and global research on teaching boys and the most up to date research on masculinity and sexual education for male students.

Policy

This programme is underpinned by a new school policy that ensures that all staff are aware of the vision, aims, and intentions of teaching PHSE and SRE in school. It aims to ensure that parents and stakeholders are aware of how the school delivers the PHSE and RSE curriculum. This includes a school statement of intent (above), as well as

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setting out an agreed approach and aims of the RSE curriculum. In addition, the policy will also detail a summary of the content covered in RSE and the methodology used to enable learning.

Curriculum (Overview, medium and short term plans)

The curriculum will be summarised here in an overview for all year groups. The overview will then be broken down into a medium term plan for Term 1, breaking down the overview into a clear sequence of learning (scheme of work). Finally, the medium term plan will be broken down into individual lessons for delivery in tutor time,

Staff CPD

Staff CPD will be delivered in Term 1 2021 for all staff so that they understand the policy, curriculum intent and delivery methodologies. All staff who are tutors will be made ready to deliver PSHE and RSE as part of tutor time. CPD will have to be ongoing and bespoke. In preparation for SRE delivery in Spring 1, specialist training for the RSE unit will have to take place prior,

Monitoring and Evaluation

Quality Assurance of taught sessions will be led by Assistant Heads of Year who will drive the PHSE and RSE programme across their year groups. RSE delivery will be quality assured by SLT to ensure compliance. Students and staff will be asked to feedback by way of questionnaire and focus groups to ensure feedback is considered and informs future planning.

Parental Communication

Best practice would look like Desborough regularly relaying information to parents regarding the content and delivery of the PSHE and RSE curriculum so that themes and topics can be discussed and developed at home. It would also be best practice to set up an open meeting with parents at the first available convenience to share with parents the contents of this booklet as well as the contents of the new policy. Be aware that parents have the right to remove their children from the SRE elements of the curriculum and the policy will explain how in further detail. Questions from parents regarding the curriculum can be taken on an evening such as this and should be supported by SLT due to the controversial nature that some parental enquiries might bring. Parents do not have the right to remove their children from all PSHE teaching and this is again explained in the PSHE and RSE policy. It will be key to explain to parents that the SRE elements of the PSHE programme are now legal and compulsory. It will also be useful to gather parental feedback on the curriculum.

Inspection

PSHE and SRE provision now transcends all of the four Ofsted categories, a factor that many schools still do not understand.

With its emphasis on ‘personal development’, and reports of PSHE being the focus of “deep dives” in recent inspections, it’s clear that PSHE education will play a key role in providing evidence under the new framework.

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This new framework emphasises the need for high quality provision through a broad and rich curriculum, and aims to support the future success of all individuals, with a focus on supporting those from disadvantaged backgrounds.

The Personal Development judgement requires evidence that schools have worked to prepare young people for the next step in their education and their later employment. It's hard to envisage how a school could do this well without a comprehensive and thoroughly planned PSHE education programme.

Beyond Personal Development, a well-considered and comprehensive PSHE programme can contribute to all four judgement areas, as well as being essential to safeguarding.

Personal Development

By calling for evidence of broader development, Ofsted's new framework emphasises the need to think of the pupil as more than a set of academic results. It stresses schools' responsibility to prepare pupils for success in their ongoing education or career, and for life in modern Britain. It's clear from the framework that simply knowing the facts regarding the wider world is not enough. Resilience, confidence and independence are highlighted as attributes that should be developed in our pupils. It's unlikely that Personal Development would be judged 'Outstanding' unless provision is being delivered effectively and consistently to all pupils. Therefore, the need for lessons to be timetabled and regular is clear. At Desborough College, PSHE will be delivered in timetables slots

The framework acknowledges that a wide range of factors affect pupils, such as home life and their communities. Schools will not be judged on the results of personal development in the lives of students, but on the intent, effectiveness and quality of the provision in place to address it. As such, it is absolutely essential that teachers delivering lessons are confident, trained in PSHE education and have access to a well-planned curriculum, tailored to their pupils' needs.

In an Inspection, we would want to highlight and celebrate the curriculum intent, and to see that live and breathe in a classroom with staff who feel confident and comfortable in delivery. We would want to highlight the very tailored curriculum, bespoke to boys and born of their own input as well that of local trends and data. Quality assurance, monitoring and evaluation as well as ongoing students and staff feedback should also be highlighted.

Behaviour and Attitudes

The importance of the curriculum shouldn't be overlooked in the whole-school approach to developing positive behaviour and attitudes. For example, inspectors are likely to look for evidence that bullying, peer-on-peer abuse and discrimination are not tolerated in schools. Preventative PSHE education that teaches acceptance, tolerance and empathy — as well as strategies to respond appropriately to bullying, prejudice and discrimination — plays an important part alongside an effective behaviour and sanctions policy. To be considered 'Outstanding' in terms of behaviour and attitudes, schools need to show that their students have high levels of respect for each other, are

supportive of one another's wellbeing and can demonstrate high levels of self-control. PSHE education helps our pupils to know how they can support each other, manage their own behaviour and get help for themselves or their friends when they need it

Quality of Education

- **Intent:**

Ofsted expects to see a coherently planned curriculum that equips young people for the real world. PSHE ensures wider development of our pupils, so plays a key part, but we need to ask ourselves: 'How can we make sure our PSHE curriculum is planned to meet our own pupils' needs?', 'How do we know what these needs are?', 'What data have we got?', 'What baseline assessments can we do?'

- **Implementation:**

An approach in which earlier knowledge and skills are revisited is highlighted as a vital feature of a well implemented curriculum. Therefore, regular, planned lessons are necessary. Approaches such as squeezing PSHE into sporadic drop-down days, using circle time as a knee jerk reaction to incidents, or hasty form periods are no substitute. Even the best intentions cannot be realised without effective implementation and delivery by teachers who feel confident and qualified to teach PSHE education. As PSHE can do harm if not taught well, this calls for a suitably trained PSHE Lead and teachers who have good knowledge of the areas they are teaching and of PSHE pedagogy. This means that leaders are responsible for supporting teachers and providing appropriate professional development.

- **Impact:**

The aim of all of this is to have a positive impact on our pupils. Schools need to show Ofsted that young people at all stages of their education are prepared for life now and also for their next steps, whether that's moving up to secondary school, or into further education, employment or training. PSHE education not only contributes to these areas but is also linked to improved academic performance, particularly for the most disadvantaged.

Leadership and Management

It is schools leaders' responsibility to ensure that statutory regulations are met, including the new Relationships Education, RSE and Health Education requirements for PSHE education.

Ofsted's guidance on inspecting safeguarding makes clear that the responsibilities placed on governing bodies, boards of trustees, registered providers, proprietors and management committees include:

“making sure that children and learners are taught how to recognise risk and know where to go for help when they need it”

And that inspectors should consider evidence that:

“as part of the curriculum, children and learners are supported to understand what constitutes a healthy relationship both online and offline, and to recognise risk, for example risks associated with criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism, and are aware of the support available to them”

Where else will this be effectively achieved for all pupils if not in the PSHE classroom?

There is a clear need for a proactive approach to preparing pupils — not just responding when safeguarding issues arise, but instead equipping all pupils for some of the most complex decisions they will have to make. Schools need leaders who support PSHE education, with an understanding of its value and role in children and young people’s lives, as well as knowing what best practice looks like in order to encourage it.

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	Autumn 1 Living in the wider world	Autumn 2 Health and Wellbeing	Spring 1 Relationships	Spring 2 Health and Wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Boys to Men Aspirations, self-esteem, diversity and ethics as students transition from primary to secondary school	Positive Masculinity What does it mean to be a man and. How do men cope with mental health issues? Career aspirations and life beyond Desborough	No one an Outsider at Desborough Diversity, Prejudice and discrimination	Close Shave Healthy routines, influences on health, puberty, unwanted contact, and FGM	Perfect Gentleman Self-worth, romance and friendships (including online) and relationship boundaries	Financial Savvy Saving, borrowing, budgeting and making financial choices
Year 8	Substance Misuse: The facts Alcohol and drug misuse and pressures relating to drug use	The world of Work: Life Beyond Desborough Equality of opportunity in careers and life choices, and different types and patterns of work.	Men of Quality Discrimination in all its forms,	Head Ed Mental health and emotional wellbeing, including body image and coping strategies	Gender, Sex and Identity Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	The Omega Male Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Life beyond Year 9 Learning strengths, career options and goal setting as part of the GCSE options process	Relationship First Aid Families and parenting, healthy relationships, conflict resolution, and relationship changes	Life Choices: Living your best life. Diet, exercise, lifestyle balance and healthy choices, and first aid	Sex and Intimacy Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Digitally Desborough Employability and online presence
Year 10	Mental Health First Aid Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	The Art of Financial Success The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Sex Myth Busters Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Influencers The influence and impact of drugs, gangs, role models and the media	Life in Modern Britain Communities, belonging and challenging extremism	The world of Work: Life Beyond Desborough Preparation for and evaluation of work experience and readiness for work

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	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health and Wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 11	Induction to Year 11 Self-efficacy, stress management, and future opportunities	Life Beyond Desborough Application processes, and skills for further education, employment and career progression	The Changing face of the Family Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	SRE Finale Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Examinations	Examinations
Year 12	Looking after Self How to prepare for intensive study by exploring how concepts of self are made and can change as well as key ideas about self-care and love. A must for those about to start a new chapter	What Employers Want If only it were as easy as offering an employer a set of exam results. This unit explored what they are really looking for and how to ensure you bring this to the table.	Life in Modern Britain An exploration of the cultural and ethnic history of the UK. A study of diversity and what it means to be British in our society. An exploration of the history of immigration and the debates that surround it. Prepare to have everything you thought you knew challenged!	Drugs Education for Grown Ups A grown up guide to the use and abuse of drugs and the many social settings that will present themselves to you as you navigate early adulthood. An opportunity to be armed with the facts to make positive decisions.	Sex: Need to know A gritty and honest unit of work on what you need to know to make positive decisions about grown up sex and relationships.	The World Outside my Window A unit of work on the key aspects of life that could trip you up or bring you difficulty. In addition, a look at the bigger issues out there that could shape your own future.
Year 13	Head Ed A guide to preparing for the most intense academic year of your life. How to stay well.	Personal Finance An exploration of finance, looking at payment methods, the value of money and disposable income.	Gender and Identity An exploration of gender and identity. A closer look at feminism and what this means in modern society	Social Justice An exploration of ethnic, cultural, age and class divide and how this infiltrates different aspects of our lives including online	Examinations	Examinations

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YEAR 7 — MEDIUM-TERM OVERVIEW			
Yr 7 Term	Topic	Summary of Student Learning	Mapping links
Autumn 1 Boys to Men (Living in the wider World)	Boys to Men: The beginning Transition to secondary school and personal safety in and outside school, including	<ul style="list-style-type: none"> • How to manage the challenges of moving to a new school • Desborough Way Induction • Knowing, understanding and setting aspirational goals • The importance of self-esteem • Wants and needs and growing up • Prejudice, discrimination and diversity: An introduction to Desborough • How to keep safe online and the transition to secondary • How to be an ethical consumer 	H1, H2, H4, H5, H6, H7, H9, H10, H30, H31, R2, R3, R7, R13, R14, R17, R21, R30, R39, R40, R41, L10, L16, L17, L18
Autumn 2 Health and Wellbeing	Positive Masculinity Careers, teamwork and enterprise skills, and raising aspirations PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	<ul style="list-style-type: none"> • Are you part of an anti-success male subculture? • Positive and Toxic Masculinity • How to be solution focused: How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • Career Exploration. What is out there and what qualities and abilities are required? • Equality of opportunity (at Desborough and in the Wider world) • Challenge stereotypes: No holds barred – how do you identify future career aspirations • Career choice and your values. The perfect match? 	
Spring 1 Relationships	No one an outsider at Desborough Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41	<ul style="list-style-type: none"> • What is your identity and what are the rights and responsibilities that go with this? • Life in modern Britain – we are a diverse society • Challenge prejudice, stereotypes and discrimination at school and outside • Bullying. What does it look like? Virtual and Real life • how to respond to bullying of any kind, including online • how to ensure there are no outsiders at Desborough. Where to get help 	

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Yr 7 Term	Topic	Summary of Student Learning	Resources and links
Summer 1 Relationships	The Perfect Gentleman Self-worth, romance and friendships (including online) and relationship boundaries PoS refs: H1, R2, R9, R11, R13, R14, R16, R24	<ul style="list-style-type: none"> • • What is self-worth and how do you become self-efficacious • How do you have positive relationships – qualities and behaviours needed • What does an unhealthy relationship look like? • The media and the perfect relationship. Looking beyond reality TV • How to create expectations for romantic relationships • Sex and consent. How to seek and assertively communicate consent 	
Summer 2 Living in the wider world	Financial Savvy Saving, borrowing, budgeting and making financial choices PoS refs: H32, L15, L16, L17, L18	<ul style="list-style-type: none"> • Why is budgeting important and personal budgets • Is there any such thing as a safe financial choice. How to make good choices with money • Financial products and processes • about ethical and unethical business practices and consumerism • about saving, spending and budgeting • how to manage risk-taking behaviour 	KS3 H32, L15, L16, L17, L18, L19, L20

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YEAR 8 — MEDIUM-TERM OVERVIEW

Time	Topic	Summary of Student Learning	Resources and links
Autumn 1 Health & wellbeing	<p>Substance Misuse: The Facts Alcohol and drug misuse and pressures relating to drug use</p> <p>PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44</p>	<ul style="list-style-type: none"> • What you need to know: Medicinal and reactional drugs • Overdose? The over-consumption of energy drinks • The relationship between habit and dependence • Over the counter and prescription medications: A safety guide • The Facts: The risks of alcohol, tobacco, nicotine and e-cigarettes • Peer group pressure and substance misuse • Whats normal? (how to recognise and promote positive social norms and attitudes) 	
Autumn 2 Living in the wider world	<p>The world of Work: Life Beyond Desborough Equality of opportunity in careers and life choices, and different types and patterns of work</p> <p>PoS refs: R39, R41, L3, L8, L9, L10, L11, L12</p>	<ul style="list-style-type: none"> • Are we all equal in life and work? Equality of opportunity in the workplace • Gender and work: how to challenge stereotypes and discrimination in relation to work and pay • Different types of work:- employment, self-employment and volunteering • Set aspirational goals for future careers and challenge expectations that limit choices 	
Spring 1 Relationships	<p>Men of Quality do not fear equality Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p> <p>PoS refs: R39, R40, R41, R3, R4, R42,,</p>	<ul style="list-style-type: none"> • Where do your positive and negative beliefs come from? • How are men and women different when it comes to beliefs? • Primary and Secondary Socialisation: How to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • What does it mean to be a certain sexuality and how many are there? • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism 	
Yr 8 Term	Topic	• Summary of Student Learning	Resources and links

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<p>Spring 2 Health & wellbeing</p>	<p>Head Ed Mental health and emotional wellbeing, including body image and coping strategies</p> <p>PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24</p>	<ul style="list-style-type: none"> • What are our attitudes towards Mental Health. Does being male make this different? • Being male: The myths and Stigma. Being anyone: The myths and Stigma • How to look after the daily wellbeing of your body and mind • Managing teenage emotions • How to develop digital resilience • about unhealthy coping strategies (e.g. self-harm and eating disorders) 	
<p>Summer 1 Relationships</p>	<p>Gender, Sex and Identity Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p> <p>PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32</p>	<ul style="list-style-type: none"> • 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 	
<p>Summer 2 Living in the Wider World</p>	<p>Digitally Desborough</p> <p>PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27</p>	<ul style="list-style-type: none"> • 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/to to manage and assess risk in relation to gambling 	

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YEAR 9 — MEDIUM-TERM OVERVIEW

Time	Topic	Summary of Student Learning	Resources
Autumn 1 Health & wellbeing	<p>The Omega Male Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p> <p>PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47</p>	<ul style="list-style-type: none"> • how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about ‘group think’ and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence 	
Autumn 2 Living in the wider world	<p>Life Beyond Year 9 Learning strengths, career options and goal setting as part of the GCSE options process</p> <p>PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14</p>	<ul style="list-style-type: none"> • about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making 	
Spring 1 Relationships	<p>Relationship First Aid Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p>PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36</p>	<ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people/ how to manage relationship and family changes, including relationship breakdown, separation and divorce • How to access support services • about conflict and its causes in different contexts, e.g. with family and friends/conflict resolution strategies 	
Time	Topic	Summary of Student Learning	Resources and links

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<p>Spring 2 Health and Wellbeing</p>	<p>Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid PoS refs: H3, H14, H15, H16, H17, H18, H19, H21</p>	<ul style="list-style-type: none"> • 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 	
<p>Summer 1 Relationships</p>	<p>Sexual Intimacy for men and for women Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21</p>	<ul style="list-style-type: none"> • 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 • about the consequences of unprotected sex, including pregnancy • 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 secure personal information online 	
<p>Summer 2 Living in the wider world</p>	<p>The world of Work, Life beyond Desborough PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27</p>	<ul style="list-style-type: none"> • about young people's employment rights and responsibilities • skills for enterprise and employability/habots and strategies to support progress • how to give and act upon constructive feedback • how to manage their 'personal brand' online and to access support for concerns relating to online life 	

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YEAR 10 — MEDIUM-TERM OVERVIEW			
Year 10 Term	Topic	Summary of student learning	Resources
Autumn 1 Health & wellbeing	Head Ed: Mental Health First Aid Mental health and ill health, stigma, safeguarding health, including during periods of transition or change PoS refs: H2, H5, H6, H7, H8, H9, H10	<ul style="list-style-type: none"> • 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 	
Autumn 2 Living in the wider world	The Art of Financial Success The impact of financial decisions, debt, gambling and the impact of advertising on financial choices PoS refs: H25, R38, L16, L17, L18, L19, L20, L25	<ul style="list-style-type: none"> • how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and pay day lending • how data is generated, collected and shared, and the influence of targeted advertising • how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling, including online • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities 	
Spring 1 Relationships	Sex Myth Busters Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	<ul style="list-style-type: none"> • 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 	

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Time	Topic	Summary of Student Learning	Resources
<p>Spring 2</p> <p>Health & wellbeing</p>	<p>Peer Group Influence The influence and impact of drugs, gangs, role models and the media</p> <p>PoS refs: H19, H20, H21, R20, R35, R36, R37</p>	<ul style="list-style-type: none"> • 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 	
<p>Summer 1</p> <p>Relationships</p>	<p>Life in Modern Britain Community cohesion and challenging extremism</p> <p>PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29</p>	<ul style="list-style-type: none"> • 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 	
<p>Summer 2</p> <p>Living in the wider world</p>	<p>The world of Work: Life Beyond Desborough Preparation for and evaluation of work experience and readiness for work</p> <p>PoS refs: H1, L1, L2, L3, L5, L7, L8, L9, L10, L11, L12, L13, L14, L15, L23</p>	<ul style="list-style-type: none"> • how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain a positive personal presence online • how to evaluate and build on the learning from work experience 	

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YEAR 11 - MEDIUM-TERM OVERVIEW

Year 11 Term	Topic	Summary of Student Learning	Resources
Autumn 1 Health & wellbeing	<p>Building for the future Self-efficacy, stress management, and future opportunities</p> <p>PoS refs: H2, H3, H4, H8, H12, L22</p>	<ul style="list-style-type: none"> • 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 	
Autumn 2 Living in the wider world	<p>Next steps Application processes, and skills for further education, employment and career progression</p> <p>PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21</p>	<ul style="list-style-type: none"> • how to use feedback constructively when planning for the future • how to set and achieve SMART targets • effective revision techniques and strategies • about options post-16 and career pathways • about application processes, including writing CVs, personal statements and interview technique • how to maximise employability, including managing online presence and taking opportunities to broaden experience • about rights, responsibilities and challenges in relation to working part time whilst studying • how to manage work/life balance 	
Spring 1 Relationships	<p>Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p> <p>PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32</p>	<ul style="list-style-type: none"> • 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 	

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<p>Spring 2 Health & wellbeing</p>	<p>Independence Responsible health choices, and safety in independent contexts PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24</p>	<ul style="list-style-type: none"> • how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills • how to assess emergency and non-emergency situations and contact appropriate services • about the links between lifestyle and some cancers • about the importance of screening and how to perform self examination • about vaccinations and immunisations • about registering with and accessing doctors, sexualhealth clinics, opticians and other health services • how to manage influences and risks relating to cosmeticand aesthetic body alterations • about blood, organ and stem cell donation 	
<p>Summer 1 Relationships</p>	<p>Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33</p>	<ul style="list-style-type: none"> • how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills • how to assess emergency and non-emergency situations and contact appropriate services • about the links between lifestyle and some cancers • about the importance of screening and how to perform self examination • about vaccinations and immunisations • about registering with and accessing doctors, sexualhealth clinics, opticians and other health services • how to manage influences and risks relating to cosmeticand aesthetic body alterations • about blood, organ and stem cell donation 	
		<ul style="list-style-type: none"> • 	

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YEAR 12 - MEDIUM-TERM OVERVIEW

Year 12 Term 1	Topic	Summary of Learning	
Autumn 1 Health and Wellbeing	Head Ed H4, H5, H6, H7	<ul style="list-style-type: none"> • to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety (with an emphasis on key transitions in life) • to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for students who are more vulnerable (e.g. personal accounts of weight change).] • to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing • to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support 	
Autumn 2 Relationships	Emotional Literacy and Intimacy R4, R5, R6, R7, R8, R9, R10	<ul style="list-style-type: none"> • to manage mature friendships, including making friends in new places • to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online • to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy • to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between ‘love’ and ‘lust’ • to use constructive dialogue to support relationships and negotiate difficulties • to manage the ending of relationships safely and respectfully, including online • to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships 	
Spring 1 Living in the wider world	Digital Resiliency L23-28	<ul style="list-style-type: none"> • to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate • to effectively challenge online content that adversely affects their personal or professional reputation • to build and maintain a positive professional online presence, using a range of technologies • how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this • to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation • when and how to report or access help for themselves or others in relation to extremism and radicalisation 	
Spring 2	Healthy Lifestyles H8, H9, H10, H11, H12, H13	<ul style="list-style-type: none"> • to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening 	

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		<ul style="list-style-type: none"> to consistently access reliable sources of information and evaluate media messages about health how to register with and access health services in new locations to recognise illnesses that particularly affect young adults, such as meningitis and ‘freshers’ flu’ how to maintain a healthy diet, especially on a budget how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online 	
Summer (1 and 2)	Sex: The Legal and Moral Issues R11-17 H18-20	<ul style="list-style-type: none"> to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people’s right to give, not give, or withdraw their consent (in all contexts, including online) to understand the emotional, physical, social and legal consequences of failing to respect others’ right not to give or to withdraw consent how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner how to effectively use different contraceptives, including how and where to access them to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception) 	

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Year 13	Topic	Summary Of Learning	
Autumn 1	Get Ready Health and Wellbeing L1-L7	<ul style="list-style-type: none"> • to be enterprising in life and work • to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills • to evaluate the ‘next step’ options available, such as higher education, further training or apprenticeships, and gap year opportunities • the implications of the global market for their future choices in education and employment • how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities • how to produce a concise and compelling curriculum vitae and prepare effectively for interviews . • how to recognise career possibilities in a global economy 	
Autumn 2	Personal Finance	<ul style="list-style-type: none"> • 	
Spring 1	Safe Relationships and Friendships Relationships R19-25 R1-3	<ul style="list-style-type: none"> • to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online • to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships • to recognise forced marriage and ‘honour’ based violence; to get help for themselves or others they believe to be at immediate or future risk • to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support • strategies to recognise, de-escalate and exit aggressive social situations • to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon • ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination 	
Spring 2	Preparation for Exams	Preparation for exams	
Summer 1	Health and Wellbeing		