

## **Dame Elizabeth Cadbury School**

### **PSHE and RE Calendar**

At Key Stage 3, pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

At Key Stage 4, pupils extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

**PSHE Content Themes**

<b><u>CORE THEME 1: HEALTH AND WELLBEING</u></b>	<b><u>CORE THEME 2: RELATIONSHIPS</u></b>	<b><u>CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING, CAREERS AND THE WORLD OF WORK)</u></b>	<b><u>RE</u></b>	<b><u>Assemblies</u></b>
<p><b><u>Key Stage 3</u></b></p> <p>Pupils should have the opportunity to learn:</p> <p><b><u>H1.</u></b> to recognise their personal strengths and how this affects their self-confidence and self-esteem</p> <p><b><u>H2.</u></b> to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem</p> <p><b><u>H3.</u></b> to accept helpful feedback or reject unhelpful criticism</p> <p><b><u>H4.</u></b> to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment</p> <p><b><u>H5.</u></b> the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies;</p> <p><b><u>H6.</u></b> the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it [NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the ‘benefits’ someone experienced from their self-harm/disordered eating, their weight</p>	<p><b><u>Key Stage 3</u></b></p> <p>Pupils should have the opportunity to learn:</p> <p><b><u>R1.</u></b> the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)</p> <p><b><u>R2.</u></b> to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise</p> <p><b><u>R3.</u></b> to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness</p> <p><b><u>R4.</u></b> to explore the range of positive qualities people bring to relationships</p> <p><b><u>R5.</u></b> that relationships can cause strong feelings and emotions (including sexual attraction)</p> <p><b><u>R6.</u></b> the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)</p> <p><b><u>R7.</u></b> that the media portrayal of relationships may not reflect real life and the possible impact of this on people’s expectations of relationships</p> <p><b><u>R8.</u></b> different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)</p> <p><b><u>R9.</u></b> the nature and importance of marriage, civil partnerships and other stable, long-</p>	<p><b><u>Key Stage 3</u></b></p> <p>Pupils should have the opportunity to learn:</p> <p><b><u>L1.</u></b> to recognise, clarify and if necessary challenge their own core values and how their values influence their choices</p> <p><b><u>L2.</u></b> the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3)</p> <p><b><u>L3.</u></b> the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities</p> <p><b><u>L4.</u></b> strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives</p> <p><b><u>L5.</u></b> about the potential tensions between human rights, British law and cultural and religious expectations and practices</p> <p><b><u>L6.</u></b> about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored</p> <p><b><u>L7.</u></b> to recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations</p> <p><b><u>L8.</u></b> about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills</p> <p><b><u>L9.</u></b> to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future</p>		<p><b><u>Autumn 1</u></b></p> <p>WK 1 – WELCOME BACK            WK 2 – HOH assembly            WK 3 – individualism and self development. Pupil Pledge            WK 4 – Being imaginative and explorative            WK 5 – Expressing beauty and joy            WK 6 - Being thankful            WK 7 - Caring for others, animals, environment            WK 8 – HOH Messages</p> <p><b><u>Autumn 2</u></b></p> <p>WK 1 – HOH            WK 2- Sharing for others and the environment            WK 3- Armistice            WK 4 – Being grateful of suffering            WK 5 –.Being merciful and forgiving            WK 6 – being fair and just            WK 7 – living by the rules            WK 8 – Christmas celebration</p> <p><b><u>Spring 1</u></b></p> <p>WK 1 – HOH            WK 2 - Being accountable and living with integrity            WK 3 - Being temperate, exercising self discipline and cultivating            WK 4 - Being modest and listening to others</p>

<p>change etc.) can be harmful and should always be avoided]</p> <p><b>H7.</b> to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)</p> <p><b>H8.</b> the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to access sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM</p> <p><b>H9.</b> the importance of and ways of taking increased responsibility for their own physical health and personal hygiene</p> <p><b>H10.</b> the purpose and importance of immunisation and vaccination</p> <p><b>H11.</b> about the use of contraception, including the condom and pill; to negotiate condom use (see also Relationships)</p> <p><b>H12.</b> that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs</p> <p><b>H13.</b> the benefits of physical activity and exercise and the importance of sleep</p> <p><b>H14.</b> to recognise and manage what influences their choices about exercise</p> <p><b>H15.</b> the importance of, and strategies for, maintaining a balance between work, leisure and exercise</p> <p><b>H16.</b> what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)</p> <p><b>H17.</b> what might influence their decisions about eating a balanced diet</p>	<p>term relationships for family life and bringing up children</p> <p><b>R10.</b> that marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable</p> <p><b>R11.</b> the roles and responsibilities of parents, carers and children in families</p> <p><b>R12.</b> how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement</p> <p><b>R13.</b> to understand the importance of friendship and to begin to consider love and sexual relationships in this context</p> <p><b>R14.</b> to understand what expectations might be of having a girl/boyfriend</p> <p><b>R15.</b> to consider different levels of intimacy and their consequences</p> <p><b>R16.</b> to acknowledge and respect the right not to have intimate relationships until ready</p> <p><b>R17.</b> about readiness for sex and the benefits of delaying sexual activity</p> <p><b>R18.</b> that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected</p> <p><b>R19.</b> about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)</p> <p><b>R20.</b> how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent</p> <p><b>R21.</b> about contraception, including the condom and pill (see also 'Health') and to develop communication and negotiation skills necessary for contraceptive use in</p>	<p>employability and strategies for further developing them</p> <p><b>L10.</b> different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work</p> <p><b>L11.</b> about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks</p> <p><b>L12.</b> about different work roles and career pathways, including clarifying their own early aspirations</p> <p><b>L13.</b> about the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes</p> <p><b>L14.</b> about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process</p> <p><b>L15.</b> the benefits of being ambitious and enterprising in all aspects of life</p> <p><b>L16.</b> the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit</p> <p><b>L17.</b> the importance of protecting their own and others' reputations; protecting their 'online presence': the concept of having a personal 'brand' that can be enhanced or damaged</p> <p><b>L18.</b> to assess and manage risk in relation to financial decisions that young people might make</p> <p><b>L19.</b> about gambling (including online) and its consequences, why people might choose to gamble, and the gambling industry influences their choices and tries to engage them in gambling; how to manage pressure or influence to gamble and access support if worried about themselves or others</p> <p><b>L20.</b> to explore social and moral dilemmas about the use of money, (including how the choices</p>		<p>WK 5 - Cultivating inclusions, identity and belonging WK 6 - HOH</p> <p><b>Spring 2</b></p> <p>WK 1 - HOH Creating unity and harmony WK 2 – Participating and willing to lead WK 3 – Remembering roots WK 4 – Being loyal and steadfast WK 5 – Being hopeful and visionary WK 6 - HOH Celebration</p> <p><b>Summer 1</b></p> <p>WK 1 – HOH WK 2 – Being courageous and confident WK 3 – Being curious WK 4 – Being honest, open and truthful WK 5 - HOH</p> <p><b>Summer 2</b></p> <p>WK 1 - HOH WK 2 – Being reflective and self critical WK 3 – Being silent and attentive WK 4 – Cultivating a sense for the sacred and transcendence. WK 5 WK 6 WK 7 WK 8 – House celebration</p>
---	---	---	--	--

<p><b>H18.</b> how the media portrays young people; to recognise its possible impact on body image and health issues</p> <p><b>H19.</b> that identity is affected by a range of factors, including the media and a positive sense of self</p> <p><b>H20.</b> ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations</p> <p><b>H21.</b> to understand how the inappropriate use of mobile phones can contribute to accidents</p> <p><b>H22.</b> to perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR)</p> <p><b>H23.</b> to understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety (through the Bikeability programme)</p> <p><b>H24.</b> the positive (for example the treatment or eradication of disease) and negative (for example dependency) roles played by drugs in society (including alcohol)</p> <p><b>H25.</b> factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis</p> <p><b>H26.</b> the law relating to the supply, use and misuse of legal and illegal substances</p> <p><b>H27.</b> to recognise and strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs)</p> <p><b>H28.</b> the personal and social risks and consequences of substance use and misuse, including the benefits of not</p>	<p>healthy relationships</p> <p><b>R22.</b> about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances</p> <p><b>R23.</b> to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)</p> <p><b>R24.</b> about the difference between assigned/biological sex, gender identity and sexual orientation</p> <p><b>R25.</b> to recognise that there is diversity in sexual attraction and developing sexuality</p> <p><b>R26.</b> the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology</p> <p><b>R27.</b> about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so</p> <p><b>R28.</b> to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted</p> <p><b>R29.</b> the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them</p> <p><b>R30.</b> to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it</p> <p><b>R31.</b> to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol</p>	<p>young people make as consumers affect others' economies and environments)</p>		
---	---	--	--	--

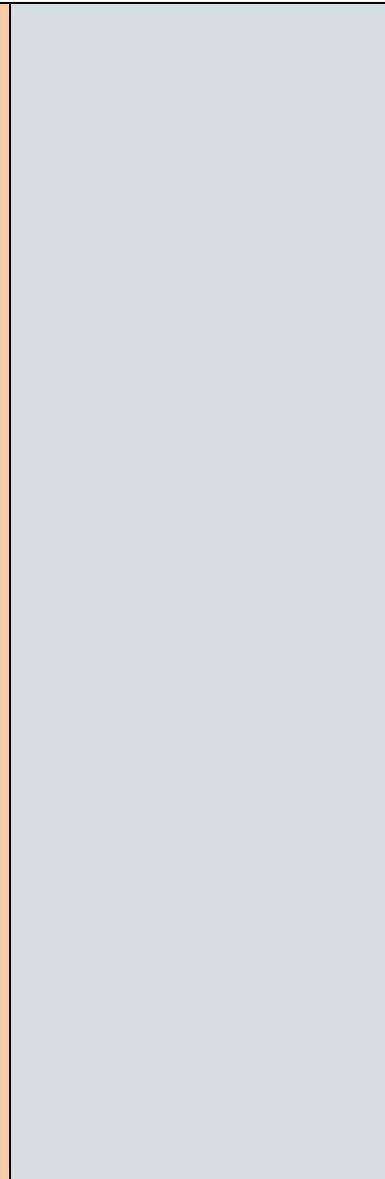
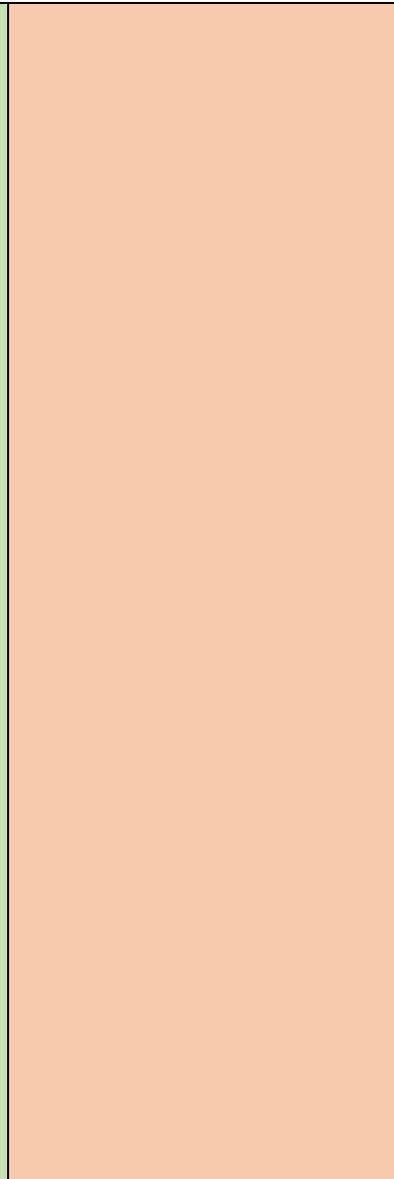
<p>drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke</p> <p><b>H29.</b> the safe use of prescribed and over the counter medicines</p> <p><b>H30.</b> the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'</p> <p><b>H31.</b> how to access local health services and other sources of support such as smoking cessation services or if concerned about own or others' alcohol or substance use</p> <p><b>H32.</b> about cancer and cancer prevention, including healthy lifestyles and (in upper key stage 3) testicular self-examination, acknowledging that childhood and adolescent cancers are rarely caused by lifestyle choices</p>	<p>(including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours</p> <p><b>R32.</b> to understand the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts (including substance use and information technology) and where and how to access support if they have concerns</p> <p><b>R33.</b> laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon</p> <p><b>R34.</b> about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support</p> <p><b>R35.</b> the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)</p> <p><b>R36.</b> to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy</p> <p><b>R37.</b> how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns</p> <p><b>R38.</b> when the sharing of explicit images may constitute a serious criminal offence</p>			
--	---	--	--	--

<p style="text-align: center;"><b><u>Key Stage 4</u></b></p> <p>Building on Key Stage 3, pupils should have the opportunity to learn:</p> <p><b>H1.</b> to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this</p> <p><b>H2.</b> to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism</p> <p><b>H3.</b> strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing</p> <p><b>H4.</b> the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)</p> <p><b>H5.</b> (reinforcing and building on key stage 3 learning) to recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it [NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the 'benefits' someone experienced from their selfharm/disordered eating, their weight change etc.) can be harmful and should always be avoided]</p>	<p style="text-align: center;"><b><u>Key Stage 4</u></b></p> <p>Building on Key Stage 3, pupils should have the opportunity to learn:</p> <p><b>R1.</b> strategies to manage strong emotions and feelings</p> <p><b>R2.</b> the characteristics and benefits of positive, strong, supportive, equal relationships</p> <p><b>R3.</b> that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other</p> <p><b>R4.</b> parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding)</p> <p><b>R5.</b> to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.</p> <p><b>R6.</b> managing changes in personal relationships including the ending of relationships</p> <p><b>R7.</b> to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support</p> <p><b>R8.</b> about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3</p> <p><b>R9.</b> about the impact of domestic abuse (including sources of help and support)</p>	<p style="text-align: center;"><b><u>Key Stage 4</u></b></p> <p>Building on Key Stage 3, pupils should have the opportunity to learn:</p> <p><b>L1.</b> to evaluate their own personal strengths and areas for development and to use this to inform goal setting</p> <p><b>L2.</b> about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace</p> <p><b>L3.</b> to think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of 'shame' and 'honour based' violence)</p> <p><b>L4.</b> to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern</p> <p><b>L5.</b> how to recognise a 'cult'; how it differs from other types of group; how cults recruit; how to seek help if they are worried for themselves or for others</p> <p><b>L6.</b> how social media can offer opportunities to engage with a wide variety of views on different issues</p> <p><b>L7.</b> to recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views</p> <p><b>L8.</b> the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks</p> <p><b>L9.</b> about harassment and how to manage this (including in the workplace); the legal consequences of harassment</p> <p><b>L10.</b> how their strengths, interests, skills and qualities are changing and how these relate to future employability</p> <p><b>L11.</b> about the information, advice and guidance available to them and how to access the most appropriate support</p> <p><b>L12.</b> to further develop study and employability skills (including time management, self-organisation and presentation, project planning,</p>		
---	--	---	--	--

<p><b>H6.</b> to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)</p> <p><b>H7.</b> how to take increased responsibility for maintaining and monitoring their own health</p> <p><b>H8.</b> how lifestyle choices affect a developing foetus</p> <p><b>H9.</b> about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk</p> <p><b>H10.</b> to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes</p> <p><b>H11.</b> to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning salons</p> <p><b>H12.</b> how to recognise and follow health and safety procedures</p> <p><b>H13.</b> how to find sources of emergency help and how to perform emergency first aid, including cardio-pulmonary resuscitation (CPR)</p> <p><b>H14.</b> about personal safety and protection, how to reduce risk and minimise harm in different settings (including social settings, the workplace, the street, on roads and during travel)</p> <p><b>H15.</b> the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke</p> <p><b>H16.</b> understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and where and how to access support if they have concerns</p>	<p><b>R10.</b> the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances</p> <p><b>R11.</b> about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement</p> <p><b>R12.</b> how to access such organisations and other sources of information, advice and support</p> <p><b>R13.</b> about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p> <p><b>R14.</b> to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)</p> <p><b>R15.</b> how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity</p> <p><b>R16.</b> to recognise when others are using manipulation, persuasion or coercion and how to respond</p> <p><b>R17.</b> to understand the pernicious influence of gender double standards and victim-blaming</p> <p><b>R18.</b> to recognise the impact of drugs and alcohol on choices and sexual behaviour</p>	<p>team-working, networking and managing online presence)</p> <p><b>L13.</b> about the range of opportunities available to them for career progression, including in education, training and employment</p> <p><b>L14.</b> about changing patterns of employment (local, national, European and global); about different types of business, how they are organised and financed</p> <p><b>L15.</b> to research, secure and take full advantage of any opportunities for work experience that are available</p> <p><b>L16.</b> about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)</p> <p><b>L17.</b> attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')</p> <p><b>L18.</b> about confidentiality in the workplace, when it should be kept and when it might need to be broken</p> <p><b>L19.</b> to develop their career identity, including how to maximise their chances when applying for education or employment opportunities</p> <p><b>L20.</b> to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms); to access appropriate support for financial decision-making and for concerns over money, gambling etc.</p> <p><b>L21.</b> to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices</p> <p><b>L22.</b> their consumer rights and how to seek redress</p>		
---	--	---	--	--

**H17.** the wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle

**H18.** about checking themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS





WB Date	Focus	World Focus Promoted in school	Assembly Focus <small>* with collective worship reflection at end of every assembly</small>
2.09.2019	Form Time PSHE expectations and POS. Why and how we are doing this? Risk Management	8.9.19 International Literacy day	Whole school/team assemblies
9.9.2019	PSHE: British Values		HT and HOH team assembly
16.9.2019	PSHE: Prevent and community cohesion	16.09.19 Jeans for genes week 21.09.19 international day of peace	Individualism and self development <b><u>Headteachers choice</u></b>
23.9.2019	Celebration of cultures and languages.	26.09.19 European day of languages	Being Imaginative and Explorative WAI <b><u>SLT to observe</u></b>
30.9.2019	<b><u>Topic Day Content</u></b> Emotional and well being day (Stick team)+incl staff Mental health Prevent workshops Esafety workshop – Breck Senior prefect election	01.10.19 Black History month 02.10.19 walk to school day 04.10.19 world space week 05.10.19 world teachers day	Expressing Joy Expressing Beauty IWT
7.10.2019	PSHE: Strategies for supporting health and well being PSHE: how to maintain physical, mental and emotional health and wellbeing. Self evaluation, self esteem, self confidence.	08.10.19 Yom Kippur begins 09.10.19 Yom Kippur ends 10.10.19 Mental health day 13.10.19 Sukkot begins	Caring for others, animals and environment KSI
14.10.2019	PSHE: how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity.	16.10.19 world food day 17.10.19 international day for prevention of poverty 18.10.19 Anti slavery day	Being Thankful <i>Headteachers choice</i>

21.10.2019	PSHE : Puberty, emotional changes of adolescence.	20.10.19 Sukkot ends 22.10.19 international stammering awareness day 27.10.19 Diwali	Team Assembly HOH lead.
<b>28.10.19- 3.11.19 Oct HT</b>			
4.11.2019	Topic Day Content (yr9) Body image	01.11.19 all saints day 05.11.19 guy fawkes	HOH house assembly WAI
4.11.2019	PSHE: FGM RE:	10.11.19 world science day	Sharing for others, Animals and the environment. KSI
11.11.2019	<b>Topic Day Content</b> Sexual health day Consent First Aid (school nurse) Citizens aid Local health services	11.11.19 armistice 11.1.19 anti bullying week 12.11.19 Birthday of guru Nanak 14.11.19 world diabetes day	Armistice IWT/GNN
18.11.2019	PSHE: Personal health, Vaccinations, exercise and work/school life balance. RE:	18.11.19 road safety week 20.11.19 universal children's day 22.11.19 disability history month	Being regardful of suffering CWN
25.11.2019	PSHE: to keep themselves and others safe, online grooming and keeping safe online. RE:	30.11.19 st Andrews day	Being merciful and Forgiving LSN

2.12.2019	PSHE: Developing relationships and positives behaviours RE:	01.12.19 advent begins 02.12.2019 international day of the abolition of slavery	Being fair and just OHN
9.12.2019	<b>Topic Day Content</b> Knife crime, joint enterprise, bystander. Knife crime impact County lines Drugs work shop	10.12.19 human rights day	Living by Rules MDN
16.12.2019	PSHE: Communication skills and features of positive and stable relationships. RE:	22.12.19 Hanukkah begins 30.12.19 Hanukkah ends	HOH Christmas assembly
<b>23.12.19 – 5.1.20 Christmas HT</b>			
06.01.2020	PSHE: Types of relationships and portrayal in the media. RE:		House Assemblies
13.01.2020	<b>Topic Day Content</b> Faith, Culture and community day with visits		Being accountable and living with integrity CWN
20.01.2020	PSHE: the role and influence of the media on lifestyle, sexting and use of social media. RE:	20.01.20 Dr Martin Luther king day 25.01.20 chinese new year	Being temperate, exercising self discipline and cultivating LSN
27.01.2020	PSHE: sexual boundaries, exploration and sexual orientation, LGBT. RE:	27.01.20 Halocaust memorial day 01.02.20 LGBT History month begins	Being modest and listening to others MDN Headteachers choice

3.02.2020	PSHE: how to recognise and manage emotions within a range of relationships. RE:	07.2.20 charles dickens birthday	Cultivating inclusions, identity and belonging WAI
10.02.2020	Topic Day Content(yr 9)	12.02.20 darwin day 14.02.20 valentines day	House Assemblies
<b>17.02.2020 – 23.02.2020 Feb HT</b>			
24.02.2020	PSHE: how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters. RE:		House assembly Creating unity and harmony
02.03.2020	PSHE: about managing loss including bereavement, separation and divorce RE:		Participating and willing to lead RHN/CFR
9.03.2020	PSHE: Diversity, equality – similarities and differences. RE:		Remembering roots GJS/BGN
16.03.2020	PSHE: to respect equality and be a productive member of a diverse community and understand cultures in the community. RE:		Being loyal and steadfast MDN Headteachers choice
23.03.2020	PSHE: Careers and future aspirations. RE:		Being hopeful and visionary MJS/ACP
30.03.2020	PSHE: about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy RE:		House assemblies Easter assemblies

## 06.04.2020 - 13.4.2020 Easter Half Term

20.04.2020	PSHE: how to make informed choices and be enterprising and ambitious. RE:		House assemblies
27.04.2020	PSHE: how to develop employability, team working and leadership skills and develop flexibility and resilience. RE:		Being courageous and confident WAI
04.05.2020	PSHE: about the economic and business environment RE:		Being curious and confident IWT
11.05.2020	PSHE: how personal financial choices can affect oneself and others and about rights and responsibilities as consumers RE:		Being open, honest and truthful KSI
18.05.2020	PSHE: Homelessness RE:		House assemblies

## 25.05.2020 May Half term

01.06.2020	PSHE: Steven Lawrence Day – Whole school assembly/workshop. RE:		House assemblies
08.06.2020	PSHE: Gender based violence, sexual harassment, peer on peer abuse. RE:		Being reflective and self critical LSN
15.06.2020	PSHE: Hate crime and faith abuse RE:		Being silent and attentive MDN

22.06.2020	PSHE: RE:		Cultivating a sense for, the sacred and transcendence. CWN
29.06.2020	<b><u>Topic Day Content</u></b>		Overflow time
06.07.2020	PSHE: RE:		OVERFLOW time
13.07.2020	PSHE: Water safety and safety in the holidays. RE:		House assemblies Summer end of year assembly
<b>Summer Holidays</b>			