



Year 7: Cycle of Topics Per Year

1. **Managing Change** 2. Developing Skills and Aspirations 3. **Diversity, Prejudice and Bullying** 4. Health and Puberty 5. **Building Relationships** 6. Financial Decision Making

Year 7 Overview

PSHEE at Arnold Lodge is based on three core themes: 1. Health and Wellbeing, 2. Relationships, 3. Living in the Wider World. 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. Our careers unit in HT2, Developing skills and Aspirations, 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. Diversity, Prejudice and Bullying looks at how British Values are embedded within our culture. Pupils will explore the quality act and also learn about how to stay safe online. In HT4, pupils will look at puberty, personal hygiene and consent as well as looking at the impact that changing hormones can have on wellbeing. We start the summer term with a unit on friends, respect and relationships where pupils will learn about consent, boundaries, managing friendships and self-esteem. To end the year pupils will learn about financial decision making and gain a greater understanding of how to make important decisions that can impact their futures.

Topic of Learning		Half-Termly Overview: Knowledge and Skills
HT1	<p>Managing Change</p> <p>Theme 1</p> <p>Health and Wellbeing</p>	<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 • Identified different ways of coping with transition points in their lives • Learnt basic first aid skills



<p>HT2</p>	<p>Developing Skills and Aspirations Theme 3</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>HT3</p>	<p>Diversity, Prejudice and Bullying 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 bullying and how to be a positive bystander • The ability to recognise and report online grooming
<p>HT4</p>	<p>Health and Puberty Theme 1</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 • 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>Building Relationships Theme 2</p>	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • 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 • Knowledge of how to mitigate any potential risks associated with being 'online' and where to go to seek further help and support • An understanding of consent and why it should always be respected • 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
<p>HT6</p>	<p>Financial Decision Making Theme 3</p>	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • An understanding of what can influence our financial decisions • An understanding of why financial decisions matter • Considered the different options for spending, borrowing and protecting their finances



Year 8: Cycle of Topics Per Year

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| 1. Healthy Lifestyles | 2. Community and Careers | 3. Law, Crime and Society | 4. Emotional Wellbeing | 5. Identity and Relationships | 6. Digital Literacy |
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Year 8 Overview

PSHEE at Arnold Lodge is based on three core themes: 1. Health and Wellbeing, 2. Relationships, 3. Living in the Wider World. 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 healthy lifestyles with an emphasis on physical health. They will explore the risks associated with caffeine, smoking and alcohol consumption whilst also reflecting on how they can ensure they are making the right choices when it comes to sleep and eating habits. In HT2 pupils will be 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 the spring term pupils will learn about the diverse society we live in and how to challenge misconceptions that are associated with the LGBTQ+ community as well as exploring protected characteristics. In HT4 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 look at coping strategies. 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. At the end of the year in HT6 pupils will learn more about how they conduct themselves online. This unit covers resilience, grooming and resilience whilst signposting support throughout.

Topic of Learning		Half-Termly Overview: Knowledge and Skills
HT1	Healthy Lifestyles Theme 1	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • An understanding of a variety of different substances such as caffeine, nicotine, alcohol and prescription drugs • Understood the health risks of misusing a variety of substances • Reflected on their own patterns of sleep and the impact this can have on wellbeing • Explored the impact of healthy eating on their physical and mental health
HT2	Community and Careers	<p>By the end of the unit, pupils should have:</p>



	Theme 3	<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
HT3	Law, Crime and Society Theme 2	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • An understanding of different forms of prejudice that exist • Developed reflection, analysis and evaluation skills • An understanding of how hate crimes are sanctioned • Evaluated different forms of punishing offenders • An understanding of how we can challenge discrimination • An understanding of the damaging impacts of homophobic language and prejudices
HT4	Emotional Wellbeing Theme 1	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • An understanding of types of mental illnesses and how to maintain positive mental wellbeing • Understanding of what mental health is and what can impact it • Explored what impacts body image • Recognised a range of healthy and unhealthy habits including eating and managing stress
HT5	Identity, Relationships and Sex Education Theme 2	<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 • Developed a range of conflict resolution methods • Explored a range of language used with gender identity • Be able to identify a range of contraceptive methods • 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 • Understand the legalities and consequences of sharing sexual images
HT6	Digital Literacy Theme 2	<p>By the end of the unit, pupils should :</p> <ul style="list-style-type: none"> • Understand what can be done to support a friend in need • Knowledge of where to seek support and advice to stay safe online • An understanding of how to report and respond to cyberbullying as well as a knowledge of how to appropriately manage oneself online • An understanding of child sexual exploitation and how to reduce the risks



Year 9: Cycle of Topics Per Year

1. Peer influence, gangs and substance abuse
 2. Setting Goals
 3. Respectful Relationships
 4. Healthy Lifestyles
 5. Intimate Relationships
 6. Employability

Year 9 Overview

PSHEE at Arnold Lodge is based on three core themes: 1. Health and Wellbeing, 2. Relationships, 3. Living in the Wider World. 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,

Pupils in Year 9 will explore topics based on the three key themes mentioned above. They will start the year exploring the influence of gangs and radicalisation on young people, before moving on to look at several types of substance abuse that have been identified as issues amongst their age groups. In HT2 they will move on to looking at careers options by developing their Unifrog profiles and thinking carefully about their futures as they start to make decisions about GCSE options. After the Christmas break, pupils will learn about the legalities of different relationships as well as their relationships with others. HT4 has a focus on outside influences when it comes to mental health, such as social media, as well as learning how to cope with difficult situations they may encounter throughout their lives. Moving into the summer term, pupils will gain a deeper understanding of intimate relationships, building on their knowledge from year 8 and considering the reasons why people may choose to have these types of relationships, as well as the risks associated with them. The end of the year allows pupils to build skills such as leadership and communication which will help them to prepare for their future studies.

Topic of Learning		Half-Termly Overview: Knowledge and Skills
HT1	Peer Influence, gangs and substance abuse Theme 1	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • Knowledge of gang culture and how to seek support • An understanding of the different types of extremism • Explored the reasons why people choose to commit an act of terrorism



		<ul style="list-style-type: none"> • An understanding of British Values • An understanding of what can be done to prevent radicalisation • Evaluated different ways to combat extremism • Explored different types of addictions • Evaluated the risks associated with vaping and laughing gas
HT2	Setting Goals Theme 3	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • An understanding of how to use Unifrog to track their progress • Evaluated personal strengths • Reflected on how to manage their online reputations • Understood the importance of setting goals • Explored choices for GCSEs
HT3	Respectful Relationships Theme 2	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • An understanding of the legal status of different relationships • Identified different types of relationships • Explored the issue of homelessness • Identified different rights in relationships • An understanding of child-on-child abuse and where to seek support
HT4	Healthy Lifestyles Theme 1	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • Explored their own feelings and emotions to identify what makes them happy • An understanding of how social media can impact mental health • Recognised that social media does not always reflect real life • Explored grief and how it affects people • An understanding of self-examination for signs of changes that may need medical advice
HT5	Intimate Relationships Theme 2	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • An understanding of consent and the law • Reflected on the different reasons why people choose to have intimate relationships • Evaluated a range of contraceptive options • An understanding of Sexually Transmitted Infections and how these can be prevented and treated • An understanding of cyberflashing and what to do if they are affected •
HT6	Employability Theme 3	<p>By the end of the unit, pupils should have:</p> <ul style="list-style-type: none"> • An understanding of employment rights



ARNOLD LODGE
4 - 18 yrs Co-educational Independent Day School

Key Stage 3: PSHEE Curriculum Map

		<ul style="list-style-type: none">• Updated their Unifrog profiles• Developed leadership and communication skills
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