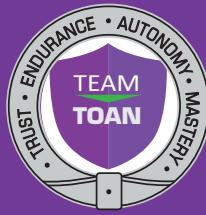




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Good  
Provider



THE OLDHAM  
ACADEMY NORTH



# PSHE/RSE Policy 2021/22



Foundation



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[www.theoldhamacademynorth.e-act.org.uk](http://www.theoldhamacademynorth.e-act.org.uk)

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# Contents



- Policy context, rationale and availability
- Creating a safe and supportive learning environment in PSHE lessons and teaching and learning in PSHE
- How the PSHE Policy links to other policies at the academy
- The academy's RSE Policy and PSHE Policy review date
- PSHE Curriculum overview



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# Policy context, rationale and availability



## Policy Context and Rationale:

This policy covers our school's approach to teaching PSHE. It was produced by the PSHE Lead through consultation with senior leaders at the academy. Throughout the delivery of PSHE at the academy staff, students and senior members of staff are regularly consulted to ensure that the content delivered through the high-quality lessons that are planned is effective and meets the needs of all our students. This policy will be reviewed in September 2022 and any changes deemed necessary will be made. This policy outlines the way PSHE is taught, planned and delivered within the context of a normal academic year. There may be temporary changes to this if the school is running on a differentiated timetable.

## Policy Availability:

Parents and carers will be able to access a copy of the policy on the academy website. If this policy is required in printed format then contact can be made with the reception team at the academy and they will be able to provide a printed copy.

## Policy and Objectives:

Our school's ethos for our pupils is:

**TEAM TOAN has extremely high expectations, and demands only the very best from everyone, allowing our students to leave us ready to succeed in a challenging and competitive world.**

This policy is informed by our school's ethos which places importance on pupils having the skills and knowledge that they need to be successful in the wider world. Our PSHE curriculum aims to:

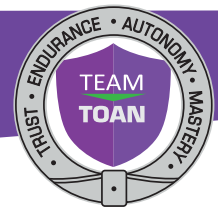
Develop our students - personally and socially - so that they are able to contribute to a competitive and challenging world. PSHE at TOAN will engage pupils' interest for discussion whilst they explore prominent issues in the wider world. As pupils progress through school they will build upon ideas studied in Year 7, creating links with what they have previously learned and connecting these throughout the schemes of work to develop an understanding of wellbeing, self-esteem, mental health and relationships. By explicitly linking what is being studied to life outside of TOAN at Key Stage 4, pupils have the chance to reflect on what they have learned in PSHE during their journey of learning at The Oldham Academy North and how to apply this within their lives when they leave.

**Our PSHE curriculum is underpinned by the Academy's four key values of: Trust, Endurance, Autonomy and Mastery.**



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# Creating a safe and supportive learning environment



## Creating a safe and supportive learning environment in PSHE lessons, teaching and learning and curriculum overview

### Creating a Safe and Supportive Learning Environment:

We will create a safe and supportive learning environment by delivering PSHE lessons through form tutor contact time once a week as pupils should feel comfortable and secure learning about the issues raised in PSHE with their form groups and will have built positive relationships with their form tutor. Pupils will have a chance to voice any pertinent questions or comments that they have during their lessons, either by using an anonymous question box or completing a reflection task in their books. These questions and comments can then be resolved by their form tutor or the PSHE Lead. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support from the designated child protection team. This policy is informed by the academy's safeguarding policy and the highest standards of safeguarding and child protection are upheld throughout the academy on a daily basis. We allocate thirty minutes per week of curriculum time to PSHE education.

### Entitlement and Equality of Opportunity:

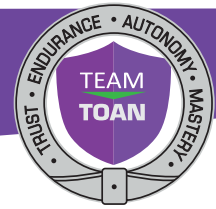
We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by promoting the British value of mutual respect and tolerance through PSHE lessons and throughout the academy. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education and provision. We promote diversity and inclusion and will consider all pupils' needs by differentiating PSHE lessons appropriately and discussing a group agreement at the start of each lesson so pupils are aware of how to respect each other's views and how a safe and secure environment will be established. We will use PSHE lessons at the academy to address diversity issues and to ensure equality for all by exploring issues in the wider world related to equality and diversity.

We recognise the right for all pupils to have access to PSHE learning which meets their needs. We will ensure that pupils with SEND receive access to PSHE as the whole of the academy receive PSHE education during contact time with their form tutor, meaning that all of our SEND pupils will be receiving this education.



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# Intended Outcomes



As a result of our PSHE programme of learning pupils will:

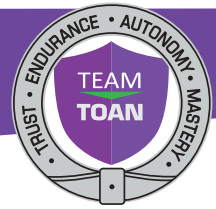
- Know and have an understanding of a range of topics which are addressed throughout the curriculum, including mental health, sexual exploitation, domestic abuse, peer pressure and the importance of healthy relationships.
- Be able to make well-informed and positive choices throughout their time at The Oldham Academy North due to the content delivered through PSHE lessons. Our hope is that pupils retain the knowledge learned and can continue making positive choices for themselves once they leave the academy.
- Develop the skills of discussion, note-taking, deep thinking and being respectful of others' opinions through the standardised structure of the PSHE lessons
- Understand they have a right to a happy, healthy and fulfilled life
- Understand they have a responsibility to show mutual tolerance and respect of others' views, beliefs, opinions and attitudes

## Teaching and Learning:

Pupils' baseline knowledge is assessed through the completion of Bell Work tasks at the start of each lesson which use a 'quick quizzing' approach to ascertain and assess pupils' knowledge of the topics covered in PSHE lessons. These questions will mostly be linked to the Knowledge Organiser- based homework task the pupils were given the previous week. The programme will be taught through a range of teaching methods including: questioning, note-taking, direct instruction, video content, discussion, reflection tasks and outside agencies delivering some content. We will ensure that sessions, including those on risky behaviours, remain positive in tone by sharing a group agreement at the start of each lesson which ensures pupils are aware of the appropriate way that PSHE lessons should be conducted to ensure a safe and secure learning environment. We will make connections between pupils' learning and 'real-life' behaviours by showing video content that relates to what is going on in the wider world and discussing this with pupils. We will make links to other areas of the curriculum as detailed in the PSHE curriculum map and by explicitly communicating these with staff so cross-curricular connections can be established.



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Our PSHE education is provided as PowerPoints with a standardised structure to ensure that pupils feel familiar and comfortable in the learning environment created for PSHE. Our PSHE education provision is mapped and planned effectively to ensure it meets the statutory requirements laid out by the government for September 2020 and pupils return to ideas studied in previous years to develop a 'spiral' curriculum model. Our provision is further enriched by extra-curricular opportunities such as: trips, clubs and outside agencies delivering content to allow pupils to create links with the challenging and competitive wider world. When using external speakers to deliver aspects of our PSHE curriculum we will ensure that they are from reputable organisations and all appropriate safeguarding measures will be taken.

Below is the overview of topics studied by pupils at the Academy in PSHE\*:

**Assessment:**

We will assess pupils' learning and progression at the start and end of each unit. Pupils will create a mind map which they will then add to at the end of a topic to map their progression in terms of their knowledge and understanding.

**Teaching Responsibility and Staff Training:**

PSHE education at the academy will be managed by the PSHE Lead who will have received specific training in how to create an outstanding PSHE provision and will plan and share all of the lessons and resources to form tutors. Teachers responsible for teaching PSHE will receive training from the PSHE Lead, and external speakers, through the academy's robust CPD training for staff.

**Confidentiality and Handling Disclosures:**

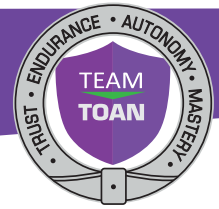
We will share the following group agreement at the start of every lesson:

- LISTEN TO EACH OTHER; NO INTERRUPTIONS
- DON'T LAUGH AT PEOPLE OR TEASE
- NO PERSONAL QUESTIONS
- JOIN IN AND HAVE FUN!
- WORK AS A TEAM
- ONLY TALK ABOUT THINGS YOU FEEL COMFORTABLE ABOUT



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# Responding to Pupil Questions:



Pupils can voice any concerns they have about anything that happens in school through our confidential Pupil Concerns system- available through the school website. Pupils' internet searches on the school computers are also monitored, and if there seem to be any pertinent pupil concerns relating to PSHE, as gleaned from their internet searches, these will be addressed either on an individual or whole school level, depending on the nature of the query.

Teachers who have concerns about answering particular pupil questions due to uncertainty or concern with the nature of the question can raise these with the PSHE Lead who will deal with them appropriately. If any questions by pupils raise a safeguarding concern, these will be addressed as per our safeguarding policy.

During RSE lessons pupils will have the chance to ask any questions they do not want to say in front of the class by using an anonymous question box in their form room. These questions will be checked and any safeguarding concerns will be dealt with as per the school policy. This will enable teachers and students to feel safe and comfortable during their lessons and for students to have their questions answered in an appropriate and considered way.

Pupils will also have the chance to ask questions and write reflective comments at the end of each of their PSHE lessons. These questions and concerns will be checked by form tutors and addressed by them or the PSHE Lead. Any concerning comments or questions will be reported as per the academy's safeguarding policy.



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# How the PSHE Policy links to other policies at the academy



## This policy complements the following school policies:

- Child protection and safeguarding
- Extremism
- Bullying
- Relationships and sex education (see below)
- Online safety
- Drug education and the management of drug-related incidents
- Food and drink

Learning in PSHE classes will link to the following subjects in the academy: PE, Spanish, Computing, Health and Wellbeing, History, Art, Science, English, Business and Sports Studies.

## The academy's RSE Policy and PSHE Policy review date

From September 2020, Relationships, Sex and Health Education are becoming statutory, as outlined by the Department for Education. The academy's RSE Policy is detailed below. The RSE Policy released by E-ACT for secondary academies is available to read on the academy's website:

<https://theoldhamacademynorth.e-act.org.uk/wp-content/uploads/sites/9/2019/09/Relationships-and-Sex-Education-Secondary.pdf>

Due to Covid-19 restrictions, we cannot invite parents/carers into the academy for a consultation on the PSHE policy. We have previously held a parental consultation on RSE and if parents/carers would like to discuss the PSHE policy they can contact the academy and share their queries/concerns with Mrs Quinn or Miss Sayers.

Letters will be sent out in the Autumn and Spring Term with details of the RSE provision at the academy each year. Parents/carers will need to contact the Head of Year of their child if they want to withdraw their child from sex education lessons in RSE only. If no email is received it will be assumed that parents/carers do not want to withdraw their children. If parents/carers would like to change their withdrawal/non-withdrawal of their child from sex education within RSE lessons after the deadline of the permission slips they must make an appointment with the PSHE Lead.

Parents/carers will be given a letter about RSE education, which outlines key information for them. Parents/carers will also be informed that, as per statutory guidelines, three terms before their child's sixteenth birthday they may opt back into all RSE lessons, including sex education, regardless of parental consent, and will receive comprehensive sex education. This information will be gathered by the PSHE Lead at the appropriate time.



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# Topics in RSE:



In Year 7 and 8 students will access Relationships Education lesson only. From Year 9-Year 11 pupils will access Relationships and Sex Education lessons. For Year 9-11 topics have been identified as either relating to Relationships Education lessons or Sex Education lessons. The topics pupils will study are outlined below:

## Year 7:

- The different types of relationship; features of a positive relationship
- International Women's Day
- Friendships, bullying and stereotypes
- Family relationships and their importance
- Marriage, its definition and the difference between a forced and an arranged marriage.
- FGM, honour-based violence- the law and how these can affect current and future relationships.

## Year 8:

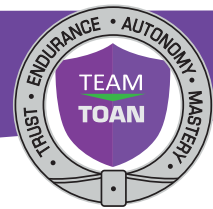
- Recognising bullying or abuse
- International Women's Day
- Recognising peer pressure and "group think" and how to manage it/ respecting boundaries. The need for approval and how to manage it
- Exploitation and modern-day slavery
- Knife crime
- Sharing images online - the dangers and legal consequences, sexting

## Year 9:

- Expectations of having a partner. The importance of feeling 'ready' and the benefits of waiting until you are. (Relationships Education)
- International Women's Day. (Relationships Education)
- What is consent? How to speak about it and what the law says. (Sex Education)
- Thinking about how to manage sexual pressure. (Sex Education)
- Contraception, the risk of STIs and their impact and reproductive health in relationships. (Sex Education)
- Diversity in developing sexual attraction. (Relationships Education)



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### Year 10:

- The qualities of strong, supportive, equal relationships. (Relationships Education)
- International Women's Day. (Relationships Education)
- Recognising an abusive relationship and the laws around abuse. (Relationships Education)
- Managing changes in relationships (including the end of relationships). (Relationships Education)
- Pornography and how it changes attitudes towards sex. (Sex Education)
- Imbalances of power in relationships e.g. financial power. (Relationships Education)

### Year 11:

- How choices in relationships can affect all aspects of health: physical, emotional and mental. (Relationships Education)
- Pregnancy, miscarriage, adoption and abortion. (Sex Education)
- Violence and coercive control are criminal behaviours in a relationship. (Relationships Education)
- The unacceptability of sexual violence and sexual harassment. (Sex Education)
- Sexual exploitation and rape- the law and how these can affect current and future relationships. (Sex Education)
- The impact of drugs and alcohol on choices and consent. (Sex Education)

### Involving Parents and Carers:

We are committed to working with parents and carers. We will offer support in the future by inviting parents/carers to the academy where possible to find out more about RSE in PSHE, allow any queries or concerns to be addressed to the PSHE Lead through parent/carers contact with the school and will communicate any significant changes in the PSHE provision by letter. We will encourage discussion of topics at home by sharing the topics studied by pupils at each stage with parents/carers on our school website and in this policy document. We will also give pupils in Year 7-10 weekly Knowledge Organiser homework in PSHE which they can share with parents/carers. We will communicate to parents and carers about their right to withdraw their children from sex education within RSE lessons via letter and invite them to contact the PSHE Lead or Mr James, Associate Assistant Headteacher, to learn more about which lessons their children can be withdrawn from. If a parent or carer wishes to withdraw their child we will ensure that alternative high-quality provision is provided.

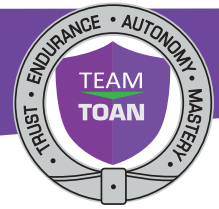
### Review Date:

This policy will be reviewed in September 2022 by the PSHE Lead and senior members of staff. This will ensure that it is up to date and in line with all other academy policies.



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# Timetable



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	TOAN Citizenship	TOAN Citizenship	Health and Wellbeing 1	<b>Relationships Education</b>	Health and Wellbeing 2	Global Citizenship
8	Mental Health *links to E-ACT Mental Health Curriculum	Mental Health *links to E-ACT Mental Health Curriculum	Careers and the Community 1	<b>Relationships Education</b>	Careers and the Community 2	Drugs and addictive substances
9	Life At 25	Life At 25	The Equality Act 1	<b>Relationships and Sex Education</b>	The Equality Act 2	Health and Responsibility
10	Mental Health *links to E-ACT Mental Health Curriculum	Mental Health *links to E-ACT Mental Health Curriculum	UK Citizenship	Relationships and Sex Education	Future Choices	Dealing with exam stress
11	Careers Education	Careers Education	Relationships and Sex Education	Preparing for exams		

\*These topics are subject to change in the event of home learning.



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# PSHE / Year 7 / 2021-2022



**THE OLDHAM  
EDUCATION TRUST  
ACADEMY**

Y7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Curriculum Content</b></p>	<p><b>TOAN Citizenship</b>                      Composite: <i>What does it mean to be part of Team TOAN? Pupils will learn about TOAN's values and how these can be applied at school and in the wider community.</i></p> <ol style="list-style-type: none"> <li>Component 1- Transition</li> <li>Component 2- Student Habits</li> <li>Component 3- Values – Trust</li> <li>Component 4- Values – Black History Month</li> <li>Component 5- Values – Autonomy</li> <li>Component 6- Values - Mastery</li> <li>Component 7- Endurance</li> <li>Component 8- E-ACT values: Think Big, Do the Right Thing, Show Team Spirit</li> <li>Component 9- Anti-bullying Week 1</li> <li>Component 10- Anti-bullying Week 2</li> <li>Component 11- Positive interactions with people in the community</li> <li>Component 12- Extra-curricular opportunities at TOAN</li> <li>Reflections on the first term</li> </ol>	<p><b>Health and Wellbeing 1</b>                      Composite: <i>What does it mean to be healthy? Pupils will learn about the key factors that lead to a healthy lifestyle and how these can be applied in their own lives.</i></p> <ol style="list-style-type: none"> <li>Component 1- The 5 Ways to Wellbeing</li> <li>Component 2- The importance of sleep</li> <li>Component 3- The importance of diet and the risk of obesity</li> <li>Component 4- LGBT+ History Month</li> <li>Component 5- Puberty and how this can affect health and wellbeing</li> <li>Component 6- The importance of hygiene</li> </ol>	<p><b>Relationships</b>                      Composite: <i>What are the features of healthy relationships? Pupils will gain an understanding of different types of relationships and their qualities</i></p> <ol style="list-style-type: none"> <li>R- Component 1- The different types of relationship; features of a positive relationship.</li> <li>International Women's Day</li> <li>R- Component 2- Friendships, bullying and stereotypes.</li> <li>R- Component 4- Family relationships and their importance</li> <li>R- Component 5- Marriage, its definition and the difference between a forced and an arranged marriage.</li> <li>R- FGM; honour-based violence- the law and how these can affect current and future relationships.</li> </ol>	<p><b>Health and Wellbeing 2</b>                      Composite: <i>What does it mean to be healthy? Pupils will learn about the key factors that lead to a healthy lifestyle and how these can be applied in their own lives.</i></p> <ol style="list-style-type: none"> <li>Component 1- The importance of exercise and spending time outdoors, risks of sun exposure</li> <li>Component 2- Dental health</li> <li>Component 3- Online safety 'Protect Your Stuff,' and the dangers of spending too much time online.</li> <li>Component 4- How mental and physical health relate</li> </ol>	<p><b>Global Citizenship</b>                      Composite: <i>What does it mean to be a global citizen? Pupils will consider their role as a global citizen and children's rights throughout the world through exploring the UNCRC.</i></p> <ol style="list-style-type: none"> <li>Component 1- Global warming</li> <li>Component 2- rights, responsibilities, wants, needs</li> <li>Component 3- The history of the UNCRC</li> <li>Component 4- Articles of the UNCRC</li> <li>Component 5- Children's rights around the world</li> <li>Component 6- The UNCRC in practice</li> </ol>	



Y8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Curriculum Content</b></p>	<p><b>Mental Health</b>  <i>Composite: How can we look after our mental health? Pupils will gain an understanding of how to be reflective on their mental health and different strategies for managing strong emotions.</i></p> <ol style="list-style-type: none"> <li>Component 1- What is mental health and why it is important</li> <li>Component 2- Perception vs. reality- how the media can distort our world view and fake news.</li> <li>Component 3- Dealing with negativity- responding positively to negative feedback</li> <li>Component 4- Black History Month</li> <li>Component 5- The 5 Ways to Wellbeing and mental health</li> <li>Component 6- 'The Chimp Paradox' part 1- understanding different types of thinking we do</li> <li>Component 7- 'The Chimp Paradox' part 2- managing strong emotions and anger management</li> <li>Component 8- negative coping strategies- self-harm and eating disorders</li> <li>Component 9- Anti-bullying week 1</li> <li>Component 10- Anti-bullying week 2</li> <li>Component 11- self-esteem and sense of self-</li> <li>Component 12- attitudes towards mental health and how to recognise when support may be needed</li> <li>'Respect Each Other'- internet safety.</li> </ol>	<p><b>Careers and the community 1</b>  <i>Composite: What career paths are visible to me in my community? Pupils will begin to see how different career paths are formed and start thinking about connections they can make in terms of their futures</i></p> <ol style="list-style-type: none"> <li>Component 1- Careers- what is a career and what different types of jobs are there?</li> <li>Component 2- values and careers</li> <li>Component 3- Careers in Oldham</li> <li>Component 4- LGBT+ History Month</li> <li>Component 5- Spotlight: careers in medicine</li> <li>Component 6- Spotlight: Careers in education</li> </ol>	<p><b>Relationships</b>  <i>Composite: What are the features of healthy relationships? Pupils will build on their knowledge of relationships and consider boundaries and how to say 'no'.</i></p> <ol style="list-style-type: none"> <li>R: Component 1- Recognising bullying or abuse</li> <li>International Women's Day</li> <li>R: Component 2- Recognising peer pressure and "group think" and how to manage it/respecting boundaries. The need for approval and how to manage it.</li> <li>R: Component 4- Exploitation and modern-day slavery</li> <li>R: Knife crime.</li> <li>R: Component 5- Sharing images online - the dangers and legal consequences, sexting</li> </ol>	<p><b>Careers and the community 2</b>  <i>Composite: What career paths are visible to me in my community? Pupils will begin to see how different career paths are formed and start thinking about connections they can make in terms of their futures</i></p> <ol style="list-style-type: none"> <li>Component 1- Careers in retail</li> <li>Component 2- Careers in the arts</li> <li>Component 3- Careers in the food industry</li> <li>Component 4- Planning my potential career path</li> </ol>	<p><b>Drugs and addictive substances</b>  <i>Composite: What effect do drugs have? Pupils will gain an understanding of drug, addictive substances and alcohol and their effects.</i></p> <ol style="list-style-type: none"> <li>Component 1: Definitions of the terms 'drug', choice and drug visibility- the law</li> <li>Component 2: Energy drinks and caffeine</li> <li>Over the Counter medicines- the law</li> <li>Component 3: Smoking, E-cigarettes, nicotine and tobacco products- the law</li> <li>Component 4: recreational drugs the law</li> <li>Alcohol- the law</li> </ol>	



Y9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Life At 25</b></p> <p><i>Composite: What do I want to be and how will I get there? Pupils will consider what they want their future career options to be and how they can form the paths they need to succeed.</i></p> <ol style="list-style-type: none"> <li>Component 1- Career Skills</li> <li>Component 2- Career sectors – “The Professions”</li> <li>Component 3- Career sectors – “Vocations”</li> <li>Component 4- Black History Month</li> <li>Component 5- Career sectors – self-employment</li> <li>Component 6- Finding and applying for jobs</li> <li>Component 7- Further Education – requirements and options available</li> <li>Component 8- Anti-Bullying Week 1</li> <li>Component 9- Anti-bullying Week 2</li> <li>Component 10-Interviews</li> <li>Component 11 Writing a CV.</li> <li>Component 12- Writing a cover letter</li> <li>Component 13- ‘Check It’s For Real’- internet safety</li> </ol>	<p><b>The Equality Act 1</b></p> <p><i>Composite: What is the Equality Act and why is it important? Pupils will gain an understanding of social rights and responsibilities through the lens of the Equality Act of 2010.</i></p> <ol style="list-style-type: none"> <li>Component 1- What is the Equality Act? What are protected characteristics?</li> <li>Component 2- Race and ethnicity – why it is a protected characteristic</li> <li>Component 3- Sexuality – why it is a protected characteristic</li> <li>Component 4- LGBT+ History Month</li> <li>Component 5- Disability – why it is a protected characteristic</li> <li>Component 6- Gender- why it is a protected characteristic</li> </ol>	<p><b>Relationships and Sex Education</b></p> <p><i>Composite: What are the features of healthy relationships? Pupils will develop their knowledge of relationships and begin to consider intimacy in romantic relationships</i></p> <ol style="list-style-type: none"> <li>Component 1- Expectations of having a partner. The importance of feeling ‘ready’ and the benefits of waiting until you are.</li> <li>Component 2- International Women’s Day</li> <li>Component 2- What is consent? How to speak about it and what the law says</li> <li>Thinking about how to manage sexual pressure.</li> <li>Component 5- Contraception, the risk of STIs and their impact and reproductive health in relationships.</li> <li>Component 5- Diversity in developing sexual attraction</li> </ol>	<p><b>The Equality Act 2</b></p> <p><i>Composite: What is the Equality Act and why is it important? Pupils will gain an understanding of social rights and responsibilities through the lens of the Equality Act of 2010.</i></p> <ol style="list-style-type: none"> <li>Component 1- Component- Marriage and civil partnership- why is it a protected characteristic</li> <li>Component 2- Religion or belief- why is it a protected characteristic</li> <li>Component 3- Gender reassignment- why is it a protected characteristic</li> <li>Component 4- Age- why is it a protected characteristic</li> </ol>	<p><b>Health and responsibility</b></p> <p><i>Composite: how can I be responsible for my own health? Pupils will look at how to take responsibility for living a healthy lifestyle.</i></p> <ol style="list-style-type: none"> <li>Component 1- The NHS- what services the organisation provides and how to use it responsibly</li> <li>Component 2-Responsibility for health and wellbeing</li> <li>Component 3- Self-testing- idea that there are self-checks for cancer, STI tests, BMI checks</li> <li>Component 4- The 5 Ways to Wellbeing- how to apply this to a healthy lifestyle</li> <li>Component 4- Health in the community, vaccinations and allergies.</li> <li>Blood, organ and platelet donation</li> </ol>		
<p><b>Curriculum Content</b></p>						

Y10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Curriculum Content</b></p>	<p><b>Mental Health</b> Composite: What is mental health? Pupils will gain a more in-depth understanding of what mental health is, the different mental health problems that exist, the support that exists for mental health and societal attitudes about mental health.</p> <ol style="list-style-type: none"> <li>Component 1- Managing Change- how mental health can be affected during teenage years</li> <li>Component 2- Understanding how the brain, body and emotions work- cortisol, adrenaline,</li> <li>Component 3- Understanding how the brain, body and emotions work - serotonin and dopamine</li> <li>Component 4- Black History Month</li> <li>Component 5- Understanding negative thinking patterns and how to challenge them</li> <li>Component 6- Anxiety- symptoms, treatment and definition</li> <li>Component 7- Depression- treatment, symptoms and definition</li> <li>Component 8- Anti-bullying week 1</li> <li>Component 9- Anti-bullying week 2</li> <li>Component 10- Having an awareness of mental health and where to go for help</li> <li>Component 11- Attitudes towards mental health in the media</li> <li>Component 12- How choices and mental health are linked e.g. diet, exercise, drug use, sleep</li> <li>Component 13- 5 Ways to Wellbeing</li> </ol>	<p><b>UK Citizenship</b> Composite: What does it mean to be a UK Citizen? Pupils will gain an understanding of how UK society functions, the rights and responsibilities of being a UK citizen</p> <ol style="list-style-type: none"> <li>Component 1- UK Citizenship and elections</li> <li>Component 2- The right to vote the government and taxes work</li> <li>Component 3- How Parliament, the government and taxes work</li> <li>Component 4- LGBT+ History Month</li> <li>Component 5- British values 1</li> <li>Component 6- British values 2</li> </ol>	<p><b>Relationships and Sex Education</b> Composite: What are the features of healthy relationships? Pupils will build on their knowledge of relationships from KS3 and consider how consent impacts sex and relationships.</p> <ol style="list-style-type: none"> <li>R: Component 1- The qualities of strong, supportive, equal relationships</li> <li>Component 2- International Women's Day</li> <li>R: Component 3- Recognising an abusive relationship and the laws around abuse</li> <li>R: Component 4- Managing changes in relationships (including the end of relationships)</li> <li>S: Component 5- Pornography and how it changes attitudes towards sex.</li> <li>Component 6- Imbalances of power in relationships e.g. financial power</li> </ol>	<p><b>Future Choices</b> Composite: How can I begin preparing for life after TOAN? Pupils will consider how to begin preparing for life after TOAN by thinking about online safety, the world of work and how to prepare for Further education</p> <ol style="list-style-type: none"> <li>Component 1- Online presence- how data is generated, collected, shared and used online. 'Think Before You Share'</li> <li>Component 2- Options after TOAN and what a college interview is like.</li> <li>Component 3- Skills needed for further education and the world of work</li> <li>Component 4- what are employers looking for?</li> </ol>	<p><b>Dealing with Exam Stress</b> Composite: How can I deal with exam stress? Pupils will consider how to effectively manage their time during exam periods and effective ways of revising</p> <ol style="list-style-type: none"> <li>Component 1- Working memory, long-term memory</li> <li>Component 2- revision timetables</li> <li>Component 3- Managing stress- the 5 Ways to Wellbeing during exams</li> <li>Component 4- Revision strategies- dual coding, elaboration,</li> <li>Component 5- spaced practice, retrieval practice,</li> <li>Component 6- inter-leaving</li> </ol>	





Y11	Autumn 1	Autumn 2	Spring 1	Spring 2
<p><b>Life After TOAN</b></p> <p><i>Composite: How can I be successful in life after TOAN? Pupils will consider the paths they want to take after TOAN and the key skills and knowledge they need to be successful on them.</i></p> <p>Component 1: Y11 introduction to careers (Staff and Student Entitlement)</p> <p>Component 2: Levels of Study - A Level/T-Level Study</p> <p>Component 3: BTEC/Vocational Course Study</p> <p>Component 4: Levels of Study - Apprenticeship/Traineeship Opportunities</p> <p>Component 5: Oldham College assembly/presentation</p> <p>Component 6: Oldham Sixth Form College assembly/presentation</p> <p>Component 7: Positive Steps Presentation – Choosing the correct pathway</p> <p>Component 8: How to complete a college application</p> <p>Component 9: Personal Statement Writing (Form groups 1-4 to a computer room)</p> <p>Component 10: Personal Statement writing (Form groups 5-8 to a computer room)</p> <p>Component 11: College application completion 1</p> <p>Component 12: College application completion 2</p> <p>Component 13: College application completion 3</p>	<p><b>Relationships</b></p> <p><i>Composite: What does it mean to be in a healthy relationship? Pupils will build on their knowledge of relationships from Year 7-10 and consider key aspects of the law, consent and the impact of choices in healthy relationships.</i></p> <ol style="list-style-type: none"> <li>R: Component 1- How choices in relationships can affect all aspects of health: physical, emotional and mental.</li> <li>S: Component 2- Pregnancy, miscarriage, adoption and abortion.</li> <li>R: Component 3- Violence and coercive control are criminal behaviours in a relationship.</li> <li>S: Component 4- The unacceptability of sexual violence and sexual harassment.</li> <li>S: Component 5- Sexual exploitation and rape- the law and how these can affect current and future relationships</li> <li>S: Component 6-The impact of drugs and alcohol on choices and consent.</li> </ol>	<p><b>Preparing for exams</b></p> <p><i>Composite: How can I feel prepared for my exams?</i></p> <p><i>Pupils will reflect on their progress so far and consider key revision strategies, time management and wellbeing that they can use in the lead up to their exams.</i></p> <p>Component 1- creating a realistic revision timetable</p> <p>Component 2- how to revise effectively and productively</p> <p>Component 3- Looking after your wellbeing during exams</p> <p>Component 4- International Women’s Day</p> <p>Component 5- Feeling positive about exams</p> <p>Component 6-Revision strategies</p>		

