



Sunninghill
PREP SCHOOL DORCHESTER

Personal, Social, Health, Economic (PSHE)

and

Relationship and Sex Education

Scheme of Work

Year 7 and 8 (Key Stage 3)

2021-2022

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3D DIMENSIONS PSHE

Year 7 PSHE Coverage Matrix

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| Transition Unit | | <ul style="list-style-type: none"> • To develop confidence to deal positively with new places, people and situations • To learn to cope with change |
| | | <ul style="list-style-type: none"> • To identify successful behaviours for learning • To consider strategies to support learning |

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| Core 1 Unit 1 My Identity | Personal Strengths | <ul style="list-style-type: none"> • To decide upon and construct a set of ground rules • To understand and recognise personal strengths in others • To know and understand how self-confidence and self-esteem can be affected |
| | Self-Confidence and Self-Esteem | <ul style="list-style-type: none"> • To recognise their own personal strengths • To understand how knowing their own personal strengths can affect their self-confidence and self-esteem |
| | Personal Qualities | <ul style="list-style-type: none"> • To know and understand the meaning of personal qualities, attitudes, skills and achievements |
| | Personal Skills | <ul style="list-style-type: none"> • To know and understand the meaning of personal skills |
| | Personal Achievements | <ul style="list-style-type: none"> • To know and understand the meaning of personal achievements and how they are evaluated by others |

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| Core 1 Unit 2 Evaluating Self and Others | Self-Reflection | <ul style="list-style-type: none"> • To understand how personal qualities, attitudes, skills, and achievements are evaluated by others and how it can affect confidence and self-esteem |
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| | Accepting Feedback | <ul style="list-style-type: none"> To be able to accept helpful feedback or reject unhelpful criticism |
| | Influences on Self-Esteem | <ul style="list-style-type: none"> To understand that self-esteem can change with personal circumstances |

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| Core 2 Unit 1 Communication | Active Listening | <ul style="list-style-type: none"> To develop the communication skills involved in active listening |
| | Persuasion | <ul style="list-style-type: none"> To use the communication skill of persuasion, alongside active listening |
| | Negotiation | <ul style="list-style-type: none"> To develop negotiating skills |
| | Motivational Speaking 1 | <ul style="list-style-type: none"> To be able to offer and receive constructive feedback To understand the meaning of the word 'motivation' |
| | Motivational Speaking 2 | <ul style="list-style-type: none"> To be able to offer and receive constructive feedback To develop confidence |

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| Core 2 Unit 2 Connections | Different Relationships | <ul style="list-style-type: none"> To Understand that different kinds of relationships lead to different kinds of feelings and emotions |
| | Healthy and Unhealthy Relationships | <ul style="list-style-type: none"> To recognise the features of positive, stable relationships To recognise the features of unhealthy relationships |
| | Media Portrayal of Relationships | <ul style="list-style-type: none"> To know that the media portrayal of relationships may not reflect real life |

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| | Trustworthiness | <ul style="list-style-type: none"> To understand how to determine whether other children, adults or sources of information are trustworthy |
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| Core 2 Unit 3 Abusive Relationships | Bullying | <ul style="list-style-type: none"> To recognise bullying and abuse in all its forms, including physical and verbal To know how bullying can impact on other people's lives |
| | Online Bullying | <ul style="list-style-type: none"> To recognise and respond appropriately to online bullying |

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| Core 2 Unit 4 Sex, Gender and Sexual Orientation | Dignity for All | <ul style="list-style-type: none"> To know the difference between sex, gender identity and sexual orientation To know the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology |
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| Core 3 Unit 1 Core Values | Beliefs about Values | <ul style="list-style-type: none"> To recognise, clarify and, if necessary, challenge own core values To understand how their own values influence their choices |
| | British Values | <ul style="list-style-type: none"> To understand what British values are To recognise your own personal values |

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| Core 3 Unit 2 Personal Finance | Budgeting | <ul style="list-style-type: none"> To know what a budget is To know how to manage a budget To understand the purpose of banks |
| | Gambling | <ul style="list-style-type: none"> To understand why people might choose to gamble To understand that gambling can become an |

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| | | addictive behaviour |
| | Consequences of Gambling | <ul style="list-style-type: none"> • To understand different forms of gambling and their consequences • To be aware of how the gambling industry encourages people to gamble and who the winners and losers are |

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| Core 3 Unit 3 First Aid and Life-Saving Skills | Emergency Contacts | <ul style="list-style-type: none"> • To gain some knowledge of basic first aid and life-saving skills |
| | Basic First Aid | <ul style="list-style-type: none"> • To gain some knowledge of basic first aid and life-saving skills |

Year 8 PSHE Coverage Matrix

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| Core 1 Unit 1 Managing Change | Mental and Emotional Health | <ul style="list-style-type: none"> • To recognise the characteristics of mental and emotional health • To know some strategies for managing mental and emotional health |
| | Growing and Changing | <ul style="list-style-type: none"> • To understand that the rate at which we grow differs from person to person • To show awareness and understanding of the changes that are taking place |
| | Adolescence | <ul style="list-style-type: none"> • To recognise the physical and emotional changes of adolescence |
| | Life Changes | <ul style="list-style-type: none"> • To understand why and how our bodies change during puberty and adolescence |

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| Core 1 Unit 2 Food and Health | Food Types | <ul style="list-style-type: none"> • To recognise different types of food and their classification • To reflect on what we eat |
| | A Balanced Diet | <ul style="list-style-type: none"> • To know what a balanced diet is • To understand the benefits of a balanced diet |
| | Eating Disorders | <ul style="list-style-type: none"> • To understand the risks associated with diet including obesity and dieting • To recognise when they or others need help • To know some sources of help and how to access them |
| | Eating Choices | <ul style="list-style-type: none"> • To recognise what influences their decisions about eating a balanced diet |
| | Dental Health | <ul style="list-style-type: none"> • To understand the importance of dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist |

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| Core 2 Unit 1 Language and Behaviour | Discrimination | <ul style="list-style-type: none"> • To know what sexist, homophobic, transphobic and disablist language and behaviour is • To understand that sexist, homophobic, transphobic and disablist language and behaviour is unacceptable |
| | Challenging Bullying | <ul style="list-style-type: none"> • To understand the need to challenge sexist, homophobic, transphobic and disablist language and behaviour • To know some ways to challenge sexist, homophobic, transphobic and disablist language and behaviour |
| | Peer Pressure | <ul style="list-style-type: none"> • To recognise peer pressure • To develop strategies to manage peer pressure |
| | Peer Approval | <ul style="list-style-type: none"> • To be aware of and understand the feelings and pressure that the need for peer approval can generate |

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| Core 2 Unit 2 Complex Forms of Bullying | Prejudicial Bullying | <ul style="list-style-type: none"> • To recognise more complex forms of bullying including prejudicial bullying |
| | Online Bullying | <ul style="list-style-type: none"> • To know about online bullying • To know how they can protect themselves |

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| Core 2 Unit 3 Connections | Marriage and Committed Relationships 1 | <ul style="list-style-type: none"> • To know about the importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children |
| | Marriage and Committed Relationships 2 | <ul style="list-style-type: none"> • To understand that marriage is a commitment, entered into freely, never forced through threat or coercion • To know how to safely access sources of support for themselves or their peers should they feel vulnerable |

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| | <p>When Relationships End 1</p> | <ul style="list-style-type: none"> • To know how to deal with the effects of change, as a result of parental separation and divorce • To be aware of harmful behaviours that can result from negative life changes, such as family splits • To know how to safely access sources of support for themselves or their peers should they feel vulnerable |
| | <p>When Relationships End 2</p> | <ul style="list-style-type: none"> • To introduce pupils to the subject of death • To know how to deal with the effects of change, as a result of bereavement • To know how to safely access sources of support for themselves or their peers should they feel vulnerable |

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| Core 3 Unit 1 Diversity | Similarities and Differences | <ul style="list-style-type: none"> • To become aware of the similarities, differences and diversity among people of different ethnicity, culture, ability, disability, sex, gender identity, age and sexual orientation |
| | Stereotyping | <ul style="list-style-type: none"> • To understand the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities |
| | Responding to Prejudice | <ul style="list-style-type: none"> • To know how to respond appropriately to prejudice and discrimination |
| | Dealing With Discrimination | <ul style="list-style-type: none"> • To know how to seek support for victims of stereotyping, prejudice, bullying or discrimination |

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| Core 3 Unit 2 E-Safety | E-Safety 1 | <ul style="list-style-type: none"> • To understand what the law says about E-safety • To be able to describe what is safe practice on the internet • To know where to get support |
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| | E-Safety 2 | <ul style="list-style-type: none"> • To be able to recognise and describe potential dangers of the internet |
| | Online Risks | <ul style="list-style-type: none"> • To recognise the risks associated with internet use • To understand how online activities can expose you and others to risks |
| | Privacy Settings | <ul style="list-style-type: none"> • To know how to set privacy settings |

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| Core 3 Unit 3 Radicalisation | Features of Extremism | <ul style="list-style-type: none"> • To recognise the features of extremism • To identify why and how people are recruited into extremist activities |
| | Vulnerability | <ul style="list-style-type: none"> • To identify why and how people are recruited into extremist activities • To know why some people are vulnerable to radicalisation |

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| Core 3 Unit 4 Democracy | Who's in Charge? | <ul style="list-style-type: none"> • To understand what nationality means • To recognise what it means to be 'British' |
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