



*“Education that prepares for life today, and tomorrow.”* PSHE Association.

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What we teach in the classroom will help our students at Farmor’s foster lifelong aspirations, goals and values.

With this in mind, PSHE education isn’t just another school subject. It’s a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future.

This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change. And giving them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope.

From making informed decisions about alcohol to succeeding in their first job, PSHE education helps our students prepare for all the opportunities, challenges, life decisions and responsibilities they'll face. This in turn achieves a 'virtuous circle', whereby students with better health and wellbeing can achieve better academically and enjoy greater success.



The curriculum for RSE ( Religion and Sex Education) is set out by the government ([www.gov.uk](http://www.gov.uk)). At the beginning of each academic year the content of the curriculum is reviewed in line with the government requirements and adapted.

There are no fixed timings of when the topics need to be taught throughout the year because there are many factors which need to be considered when delivering sensitive topics. We work closely with the Heads of Year and tutors to determine the needs of the students each term which means that sometimes topics may be taught in a different order. For example, COVID-19 made it very difficult to teach some of these more sensitive topics such as 'substance misuse' in Year 8 and therefore it was moved to term 5.

\*\*In these lessons, the students will be taught Sex Education (defined in our policy as 'learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health').

The above information is intended to give parents an overview of the key themes that will be delivered in each year group.

Should you require more detail about the taught content, please contact [kbrathwaite@farmors.gloucs.sch.uk](mailto:kbrathwaite@farmors.gloucs.sch.uk)



# Farmor's School Personal, Social and Health Education



	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 7</b>	Transition to secondary school and personal safety in and outside school	Diversity, prejudice, and bullying	Careers, teamwork and enterprise skills, and raising aspirations	Healthy routines, influences on health, and puberty,	Self-worth, romance and friendships (including online) and relationship boundaries	Saving, borrowing, Budgeting and making financial choices
<b>Year 8</b>	Alcohol and drug misuse and pressures relating to drug use	Equality of opportunity in careers and life choices, and different types and patterns of work	** Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, bi phobia and transphobia	Mental health and emotional wellbeing, including body image and coping strategies	** Gender identity, sexual orientation, consent, 'sexting' and an introduction to contraception	Online safety, digital literacy, media reliability and gambling hooks
<b>Year 9</b>	Healthy and unhealthy friendships, assertiveness substance misuse, and gang exploitation	Learning strengths, career options and goal setting as part of the GCSE options process	Families and parenting, healthy relationships, conflict resolution, and relationship changes	Diet, exercise, lifestyle balance and healthy choices, and first aid	** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography, and FGM	Employability and online presence



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<b>Year 10</b>	Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Preparation for and evaluation of work experience and readiness for work	Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	Communities, belonging and challenging extremism	The influence and impact of drugs, gangs, role models and the media
<b>Year 11</b>	Application processes, and skills for further education, employment and career progression	Self efficacy, stress management, and future opportunities	Revision techniques, mocks and time management	Independence, self-motivation, resilience and staying health		