

## PSHE Plan for Form Time Learning and Bright Days (Year 7-13)

| Core Theme 1: Health and Wellbeing                                             | Core Theme 2: Relationships                                                                                               | Core Theme 3: Living in the Wider World                                                                                                                                                   | Core Theme 4: Children Shining Brightly |
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| <b>Topic areas:</b><br>Personal identity<br>Healthy lifestyles<br>Keeping safe | <b>Topic areas:</b><br>Healthy Relationships<br>Relationships and sex education<br>Relationship safety Valuing difference | <b>Topic areas:</b><br>Rights and responsibilities<br>Economic wellbeing<br>Employability and enterprise<br>Career progression<br>Other relevant topics related to the wider world (SMSC) | <b>Topic Areas:</b><br>The Arts<br>STEM |

### Year 7 – 11 - Curriculum Map – Long Term Overview

|                           | Autumn 1                                                                                                                      |                                                                                                                                                                                                                                                                                                           | Autumn 2                                                                                                                                                                        |                                                                                                                                                                                                                                                                   |                              | Spring 1                                                                                                |                                                                                                                                                                                                                                                                                                         | Spring 2                                                                                                                      |                              | Summer 1                                                                                                                           | Summer 2                                                                                          |                                                                                                                                                                                                                                                                                               |                              |
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|                           | FTL                                                                                                                           | BD1                                                                                                                                                                                                                                                                                                       | FTL                                                                                                                                                                             | BD2                                                                                                                                                                                                                                                               |                              | Mental Health awareness<br>FTL                                                                          | BD3                                                                                                                                                                                                                                                                                                     | National careers Week<br>FTL                                                                                                  |                              | FTL                                                                                                                                | FTL                                                                                               | BD4                                                                                                                                                                                                                                                                                           |                              |
| Year 7<br>"Know It"       | <b>Transition and safety</b><br>Transition to secondary school and personal safety in and outside school, including first aid | <b>Bright World</b><br>Cultural Diversity & Global Communication<br>African story telling<br>Asian dance<br>Day of the Dead<br>Australian Story telling<br>Origami<br>Festivals<br>Shadow puppets                                                                                                         | <b>Diversity</b><br>Diversity, prejudice, and bullying                                                                                                                          | <b>Bright Bodies</b><br>Staying Safe<br>-1st Aid<br>-Water Safety<br>-Road & Cycle Safety<br>Knife Crime & County Lines<br>-Online Safety<br>-Puberty/FGM                                                                                                         | Rushcliffe Citizenship Award | <b>Health and puberty</b><br>Healthy routines, influences on health, puberty, unwanted contact, and FGM | <b>Bright Sparks</b><br>STEM<br>To link STEM <b>skills and careers</b> to a products lifecycle, from the concept of a product to its sale in a shop.<br><br>Students will design and make packaging for a product considering environmental impacts and how packaging size and logistics are important. | <b>Developing skills and aspirations</b><br>Careers, teamwork and enterprise skills, and raising aspirations                  | Rushcliffe Citizenship Award | <b>Building relationships</b><br>Self-worth, romance and friendships (including online) and relationship boundaries                | <b>Financial decision making</b><br>Saving, borrowing, budgeting and making financial choices     | <b>Bright Lights - The Arts</b><br><b>Musical Theatre</b><br>Students will learn about the style of Musical Theatre and take part in workshops to explore the production of Matilda<br><br>Students will explore careers within Musical Theatre, taking on roles such as director, performer. | Rushcliffe Citizenship Award |
| Year 8<br>"Understand It" | <b>Emotional wellbeing</b><br>Mental health and emotional wellbeing, including body image and coping strategies               | <b>Bright Lights - The Arts</b><br><b>1940's Murder Mystery</b><br>Students will work collaboratively as part of a team to solve a murder mystery.<br><br>Students to develop the ability to justify their decisions by experiencing a wide range of workshops and engaging with murder mystery evidence. | <b>Discrimination</b><br>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia | <b>Bright Sparks</b><br><b>STEM</b><br>Students will learn about the societal benefits of space exploration including some examples of now main stream technologies.<br><br>Students will develop STEM skill and investigate launching rockets and rocket design. |                              | <b>Drugs and alcohol</b><br>Alcohol and drug misuse and pressures relating to drug use                  | <b>Bright Lives</b><br>Sustainability<br>1. Green Jobs<br>2. Resources (Waste)<br>3&4. Speech & presentation<br>5. KAP and Pledge                                                                                                                                                                       | <b>Community and careers</b><br>Equality of opportunity in careers and life choices, and different types and patterns of work |                              | <b>Identity and relationships</b><br>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception | <b>Digital literacy</b><br>Online safety, digital literacy, media reliability, and gambling hooks | <b>Bright Futures</b><br>Careers and <b>employability</b><br><b>Chocolate Box - Entrepreneurship</b><br>1. Case Study<br>2. Ideas and Funding<br>3. Brand Design<br>4. Pitch and Present                                                                                                      |                              |

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| Year 9<br>"Develop it"            | <u><b>Respectful relationships</b></u><br>Families and parenting, healthy relationships, conflict resolution, and relationship changes     | <u><b>Bright Sparks STEM</b></u><br>Students will design a protective pod for a sky diver. They will consider how the types of materials available to them will influence the design and will link their design choices to safety features in real life eg crumple zones in cars. | <u><b>Peer influence, substance use and gangs</b></u><br>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation | <u><b>Bright Lights - The Arts Self-Expression</b></u><br>Students will get the opportunity to learn how art forms can be used as a tool for self-expression and the benefits to mental health.<br><br>Students will get the opportunity to express themselves and their own viewpoints on a number of issues in society. |  | <u><b>Setting goals/Options</b></u><br>Learning strengths, career options and goal setting as part of the GCSE options process                                                         | <u><b>Bright Futures Careers and employability</b></u><br>1. Post 16 Options<br>2. Options Focus<br>3. Making Good choices<br>4. Choices – Unifrog<br>5. ICT session                                                                              | <u><b>Healthy lifestyle</b></u><br>Diet, exercise, lifestyle balance and healthy choices, and first aid                                                      |  | <u><b>Intimate Relationships</b></u><br>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography | <u><b>Employability skills</b></u><br>Employability and online presence                                   | <u><b>Bright Bodies Wellbeing</b></u><br>1. Physical Health<br>2. Mental Health<br>3. Team Building<br>4. Food and Mood<br>5. Self-esteem and body image                                                      |
| Year 10<br>"Challenge it"         | <u><b>Mental health</b></u><br>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change | <u><b>Bright Bodies Healthy Life styles</b></u><br>1. Healthy Body<br>2. Healthy Active Lives<br>3. Healthy Relationships<br>4. Sexual Health                                                                                                                                     | <u><b>Exploring influence</b></u><br>The influence and impact of drugs, gangs, role models and the media                                           | <u><b>Bright Futures Careers and employability</b></u><br>1. Unifrog<br>2. Labour Market Info<br>3. Future Skills                                                                                                                                                                                                         |  | <u><b>Life Skills</b></u><br>Effective Revision Techniques<br>How to respond to feedback<br>Managing time                                                                              | <u><b>Bright Lights - The Arts Gothic (Jekyll and Hyde)</b></u><br>Students will be introduced to the novel and explore the themes of Jekyll & Hyde, as well as the gothic genre, through a variety of workshops across different creative forms. | <u><b>Healthy relationships</b></u><br>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography |  | <u><b>Living in the wider world</b></u><br>Developing yourself through careers, employability and enterprise education                                    | <u><b>Addressing extremism and radicalisation</b></u><br>Communities, belonging and challenging extremism | <u><b>Bright Lives Law and Order</b></u><br>1. Community police officer on Joint Enterprise<br>2. Making the Law<br>3. Mock Trial<br>4. Lockbox – investigative activities using their knowledge from the day |
| Year 11<br>Embed it – Take it on! | <u><b>Next steps</b></u><br>Application processes, and skills for further education, employment and career progression                     | <u><b>Bright Futures Careers and employability</b></u><br>1. Applications and CV Writing<br>2. Interview Skills<br>3. Unifrog<br>4. Apprenticeships and Training providers & college presentations<br>5. Post 16 Options                                                          | <u><b>Communication and relationships</b></u><br>Managing unhealth relationships and attention                                                     | <u><b>Bright Lives Tolerance and Equality</b></u><br>Moral, Spiritual and Social issues<br>Gender equality<br>LGBTQ+ history<br>Racial equality<br>2-hour session and Q+A with a Holocaust Survivor, focused on extremes of intolerance                                                                                   |  | <u><b>Communication in relationships</b></u><br>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse | <u><b>Bright Bodies Looking to the future</b></u><br>1. Benefits to exercise (Exam linked)<br>2. Anxiety and Exam Stress<br>3. Road and Driving Safety<br>4. Additions<br>5. Sex and Intimacy                                                     | <u><b>Independence</b></u><br>Responsible health choices, and safety in independent contexts                                                                 |  | <u><b>Building for the future</b></u><br>Self-efficacy, stress management, and future opportunities                                                       |                                                                                                           |                                                                                                                                                                                                               |

### Y12 – RSHE Plan for FTL and Bright Days

| <u>Core Theme 1: Health and Wellbeing</u>                                                                                                | <u>Core Theme 2: Lifelong learning &amp; Careers</u>                                                                | <u>Core Theme 3: Living in the Wider World</u>                                                                                                                          | <u>Core Theme 4: Shining brightly</u>                                                                                                                            |
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| <b>Topic areas:</b><br>Healthy & Safe Relationships<br>Healthy lifestyles & choices<br>Mental Health<br>On line Behaviour<br>Road safety | <b>Topic areas:</b><br>Employability skills<br>Growth Mindset<br>Post 18 options<br>Study skills<br>Work Experience | <b>Topic areas:</b><br>Democracy & The rule of law<br>Global citizenship<br>Religious Expression<br>Rights and responsibilities<br>Valuing differences & mutual respect | <b>Topic Areas:</b><br>General knowledge & Current affairs (including the Arts & STEM)<br>Leadership<br>Volunteering & community work<br>Celebrating our success |

| Autumn 1                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                      | Autumn 2                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                   | Spring 1                                                                                                                                                                                      |                                                                                                                                          | Spring 2                                                                                                                                                                                                               | Summer 1                                                                                                                                                                                          | Summer 2                                                                                                                                                                |                                                                                                                                                                                                                                                                               |                                                             |
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| FTL                                                                                                                                                                                                                                                               | BD                                                                                                                                                                                                                                   | FTL                                                                                                                                                                                                                                                                                      | BD                                                                                                                                                                                                                | FTL                                                                                                                                                                                           | BD                                                                                                                                       | FTL                                                                                                                                                                                                                    | FTL                                                                                                                                                                                               | FTL                                                                                                                                                                     | BD                                                                                                                                                                                                                                                                            | Awards Evening                                              |
| <p><b><u>Study Skills</u></b></p> <p>Transition to sixth form<br/>Structured sessions to aid with the move from KS4 to KS5.</p> <p><b><u>Enrichment:</u></b> Range of student-selected year-long courses</p>                                                      | <p><b><u>Study Skills</u></b><br/>Functional IT skills + UNIFROG set up<br/>Team Building</p> <p><b><u>Growth Mindset</u></b><br/>Introduction to VESPA/Sixth form mindset.</p> <p><b><u>Work Experience</u></b><br/>week launch</p> | <p><b><u>Employability Skills &amp; Post 18 options</u></b><br/>Learning strengths, career options and goal setting to aid in looking into post-18 options.</p> <p>Individual Student Profile</p> <p><b><u>Study skills</u></b><br/>Reflections on AP1 &amp; Behaviours for learning</p> | <p><b><u>Healthy Lifestyles &amp; choices</u></b></p> <p>Healthy eating</p> <p>Exercise and body image</p> <p><b><u>Mental Health</u></b></p> <p>Dealing with stress</p> <p>Festive interform fun competition</p> | <p><b><u>Healthy &amp; Safe Relationships</u></b></p> <p>Sexual Harassment &amp; Sexual Violence</p> <p>Boundaries, controlling behaviour and consent</p> <p>Drug &amp; alcohol awareness</p> | <p><b><u>Post 18 Options</u></b><br/>Choice of 6 universities to visit to gain an understanding of what HE / university life entails</p> | <p><b><u>Mental Health</u></b><br/>How to look after your mental health.</p> <p>Obstacles students might face and how to deal with them.</p> <p>Mental preparation &amp; resilience coaching for end of year exams</p> | <p><b><u>Study Skills</u></b></p> <p>Revision strategies -leading up to end of Year exams.</p> <p><b><u>Growth Mindset</u></b><br/>VESPA - effort systems practice</p>                            | <p><b><u>Road safety</u></b></p> <p>Safety behind the wheel – sessions on car safety with outside provider ('Braking Point')</p> <p><b><u>On line Behaviour</u></b></p> | <p><b><u>Post 18 Options</u></b></p> <p>HE talk from Nottingham University</p> <p>Launch UCAS applications process</p> <p>GAP Year</p> <p>Higher Apprenticeships</p> <p>Visiting alumni – lead Q&amp;A sessions</p> <p>(+ Parent Information evening for Post-18 Options)</p> | CELEBRATION EVENING - RUSHCLIFFE SIXTH FORM COMMUNITY AWARD |
| <p><b><u>Rights and Responsibilities</u></b></p> <p>Sixth Form learner agreement</p> <p>The Rushcliffe Way and our Core Values</p>                                                                                                                                |                                                                                                                                                                                                                                      | <p><b><u>Global Citizenship</u></b><br/>Anthony Nolan (moved to HT3 for 2023)<br/><b><u>Rights and responsibilities</u></b><br/>Rights and Responsibility in the workplace<br/><b><u>Volunteering &amp; Community work</u></b></p>                                                       | <p><b><u>Work Experience Preparation</u></b><br/>Guidance given through FTL, Careers Events and Assemblies</p>                                                                                                    |                                                                                                                                                                                               |                                                                                                                                          | <p><b><u>Growth Mindset</u></b></p> <p>VESPA - attitude</p> <p><b><u>Post 18 Options</u></b></p> <p>Apprenticeships Building knowledge from Apprenticeships week.</p>                                                  | <p><b><u>Valuing differences &amp; mutual respect</u></b><br/>Stereo Typing, Prejudice and Self-esteem</p> <p><b><u>Religious Expression</u></b><br/>Understanding of the six world religions</p> | <p><b><u>Democracy &amp; The rule of Law</u></b></p> <p>Bite the Ballot – understanding voting</p> <p>Student President applications and voting process</p>             | <p><b><u>Post 18 Options</u></b></p> <p>Unifrog</p> <p><b><u>Growth Mindset</u></b><br/>VESPA - Vision</p>                                                                                                                                                                    |                                                             |
| <p><b><u>General knowledge &amp; Current Affairs</u></b><br/>Interform Quiz - launched (Mondays)<br/><b><u>Leadership</u></b><br/>Form reps elected<br/><b><u>Volunteering &amp; Community work</u></b><br/>Leadership programme &amp; Community Award launch</p> |                                                                                                                                                                                                                                      | <p><b><u>Celebration assembly - end of Term 1</u></b></p>                                                                                                                                                                                                                                |                                                                                                                                                                                                                   |                                                                                                                                                                                               |                                                                                                                                          | <p><b><u>Celebration assembly - end of Term 2</u></b></p>                                                                                                                                                              |                                                                                                                                                                                                   |                                                                                                                                                                         |                                                                                                                                                                                                                                                                               |                                                             |
| Leadership Programme                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                   |                                                                                                                                                                                               |                                                                                                                                          |                                                                                                                                                                                                                        |                                                                                                                                                                                                   |                                                                                                                                                                         |                                                                                                                                                                                                                                                                               |                                                             |

### Y13– RSHE Plan for FTL and Bright Days

| Core Theme 1: Health and Wellbeing                                                                                                       | Core Theme 2: Lifelong learning & Careers                                                                           | Core Theme 3: Living in the Wider World                                                                                                                                 | Core Theme 4: Shining brightly                                                                                                                                   |
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| <b>Topic areas:</b><br>Healthy & Safe Relationships<br>Healthy lifestyles & choices<br>Mental Health<br>On line Behaviour<br>Road safety | <b>Topic areas:</b><br>Employability skills<br>Growth Mindset<br>Post 18 options<br>Study skills<br>Work Experience | <b>Topic areas:</b><br>Democracy & The rule of law<br>Global citizenship<br>Religious Expression<br>Rights and responsibilities<br>Valuing differences & mutual respect | <b>Topic Areas:</b><br>General knowledge & Current affairs (including the Arts & STEM)<br>Leadership<br>Volunteering & community work<br>Celebrating our success |

| Autumn 1                                                                                                                                                                                                                                |                                                                                                                                                                                                                                          | Autumn 2                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                          | Spring 1                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                            | Spring 2                                                                                                                                                                                                                                      | Summer 1                                                                                                                              | Summer 2                               |
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| FTL                                                                                                                                                                                                                                     | BD                                                                                                                                                                                                                                       | FTL                                                                                                                                                                                                                                             | BD                                                                                                                                                                                                                                                       | FTL                                                                                                                                                                                                                                       | BD                                                                                                                                                                                                                                                         | FTL                                                                                                                                                                                                                                           | FTL                                                                                                                                   |                                        |
| <p><b><u>Healthy Lifestyles &amp; choices</u></b></p> <p>Y12 to Y13 Transition – potential challenges: part time work/ alcohol/drugs</p> <p>Overcoming the Y13 dip - motivation in stressful situations.</p>                            | <p><b><u>Post 18 Options</u></b></p> <p>NTU Presentation – Personal Statements</p> <p>UCAS applications and / or other post 18 pathways</p> <p>Interview prep &amp; practise</p> <p><b><u>Growth Mindset</u></b><br/>VESPA - Systems</p> | <p><b><u>Growth Mindset</u></b><br/>Vision, effort<br/>Systems, attitude</p> <p><b><u>Study skills</u></b></p> <p>Time management, and organisation skills (NetSixthForm resources)</p> <p>Reflections on AP1 &amp; Behaviours for learning</p> | <p><b><u>Study Skills</u></b></p> <p>Revision Strategies</p> <p>Time management &amp; organisation skills</p> <p><b><u>Post 18 options</u></b></p> <p>Completing UCAS applications</p> <p>Degree apprenticeships</p> <p>NTU - Thriving at University</p> | <p><b><u>Study Skills</u></b></p> <p>Revision strategies and procrastination</p> <p>Reflections on AP2 &amp; Behaviours for learning</p> <p><b><u>Growth Mindset</u></b><br/>VESPA - Systems Practice</p>                                 | <p><b><u>Study skills</u></b></p> <p>Preparation for mocks<br/>Subject master classes</p> <p><b><u>Growth Mindset</u></b><br/>VESPA - systems, practice attitude</p> <p><b><u>Post 18 options</u></b><br/>Taking a gap year</p> <p>Apprenticeship week</p> | <p><b><u>Study Skills</u></b></p> <p>Reflections on AP3 &amp; Behaviours for learning</p> <p><b><u>Growth Mindset</u></b><br/>VESPA - Attitude</p> <p><b><u>Post 18 Options</u></b><br/>Targeted Mentoring</p> <p>Finalising UCAS choices</p> | Individualised targeted mentor program                                                                                                | Ongoing targeted mentoring and support |
| <p><b><u>Post 18 Options</u></b><br/>Careers<br/>UCAS</p> <p><b><u>Growth Mindset</u></b><br/>VESPA - vision, effort</p>                                                                                                                |                                                                                                                                                                                                                                          | <p><b><u>Mental Health</u></b></p> <p>Focus on wellbeing (NetSixthForm resources)</p>                                                                                                                                                           | <p><b><u>Economic Wellbeing</u></b><br/>Budgeting and Personal Finance</p> <p>Choosing Student accommodation</p>                                                                                                                                         | <p><b><u>Healthy Lifestyles &amp; Choices</u></b></p> <p>Drugs and illegal substances</p>                                                                                                                                                 | <p><b><u>Valuing differences &amp; mutual respect</u></b></p> <p>Exploring racism and discrimination</p>                                                                                                                                                   | Celebration / Leavers' assembly                                                                                                                                                                                                               |                                                                                                                                       |                                        |
| <p><b><u>Leadership</u></b><br/>Student leadership team to create committees: transition, charity &amp; social</p> <p>General knowledge &amp; Current affairs (including the Arts &amp; STEM) (Mondays)<br/>Quiz / Debate (Fridays)</p> |                                                                                                                                                                                                                                          | <p><b><u>Celebration assembly - end of Term 1</u></b></p>                                                                                                                                                                                       | <p><b><u>Healthy Lifestyles &amp; Choices</u></b><br/><b><u>Mental Health</u></b></p> <p>Stress busting</p>                                                                                                                                              | <p><b><u>Healthy &amp; Safe Relationships</u></b><br/>Consent, boundaries, the law, controlling behaviour, abusive relationships</p> <p><b><u>Rule of Law</u></b><br/>Revisiting how to behave in the context of greater independence</p> | <p><b><u>Economic wellbeing</u></b></p> <p>Session by NTU - student finance.</p>                                                                                                                                                                           |                                                                                                                                                                                                                                               | <p><b><u>Healthy Lifestyles &amp; Choices</u></b><br/><b><u>Mental Health</u></b></p> <p>Drugs education<br/>Gambling – the risks</p> |                                        |
| Leadership Programme                                                                                                                                                                                                                    |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                               |                                                                                                                                       |                                        |