

## **PSHE taught in tutor time as part of Life Skills**

At AHS much of the PSHE curriculum is taught during tutor time in weekly **life skills** lessons. Because we have vertical tutoring, the content is appropriate for all year groups, and is taught over a 5 year programme.

Key themes of '**health and wellbeing**', '**relationships**' and '**living in the wider world**' are taught as part of a spiral curriculum; prior learning is revisited each year and new learning is introduced alongside existing knowledge.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1	<p><b><u>Health and wellbeing</u></b>  <b>Transition and safety</b>  Expressing and managing emotions, establishing and managing friendships, personal safety strategies</p>	<p><b><u>Relationships</u></b>  <b>Building relationships</b>  Developing self-worth, positive friendships, how to recognise unhealthy relationships, challenging media stereotypes, relationship expectations, <b>consent</b></p>	<p><b><u>Relationships</u></b> <b>Sexism and sexual harassment</b>  Consent. Recognising sexism and genderbased discrimination, sexual harassment and sexual assault, peer influence as a tool for tackling sexual harassment, sexual harassment and assault and the law.  <b>Schoolwide sexual harassment survey</b></p>	<p><b><u>Living in the wider world</u></b>  Careers: choices and options. <b>Year-group specific booklets</b></p>	<p><b><u>Living in the wider world</u></b>  <b>Personal Finance</b>  Safe financial choices, saving, spending and budgeting, UK taxation.  <b>Role play:</b> career/salary/monthly income and outgoings</p>	
YEAR 2	<p><b><u>Health and wellbeing</u></b>  <b>Healthy Body, Healthy Mind</b>  Healthy routines, diet, the importance of exercise, the importance of sleep, mental health and what it means.</p>	<p><b><u>Relationships</u></b>  <b>Embracing diversity and tackling prejudice</b>  Recognising discrimination, how to challenge racism and religious discrimination</p>	<p><b><u>Relationships</u></b>  <b>Identity and Relationships</b>  Characteristics of healthy relationships, Consent: avoiding assumptions, Gender identity and sexual orientation, recognising and challenging homophobia, biphobia and transphobia.  <b>Sexual harassment: support and ALF reporting form.</b></p>	<p><b><u>Health and wellbeing</u></b>  <b>Emotional wellbeing</b>  Attitudes to mental health  Promoting emotional wellbeing  Digital resilience  Unhealthy coping strategies  Healthy coping strategies</p>	<p><b><u>Living in the wider world</u></b>  <b>Digital Literacy</b> Online safety, digital literacy, media reliability, online gambling, how data is collected and shared</p>	<p><b><u>Living in the wider world</u></b>  <b>Community and careers</b>  Equality of opportunity in careers and life choices, types and patterns of work, including volunteering.</p>

YEAR 3	<u>Health and wellbeing</u> <b>Peer influence</b> Healthy and unhealthy friendships, managing influence, 'group think', assertive communication	<u>Relationships</u> <b>Respectful relationships</b> Families and parenting, Healthy relationships, Conflict resolution, communication in relationships, abusive behaviours (incl. FGM). <b>Consent. Sexual harassment: support and ALF reporting form.</b>	<u>Living in the wider world</u> <b>Setting goals</b> Strengths and transferable skills, study skills, career options, setting goals, GCSE and post 16 options	<u>Health and wellbeing</u> <b>Healthy lifestyles</b> The relationship between physical and mental health, healthy choices, body image and managing influences, taking responsibility for personal health e.g. breast and testicular checks, menstrual health awareness.	<u>Living in the wider world</u> <b>Employability skills</b> Employability and online presence, acting on feedback, habits and strategies for success	<u>Living in the wider world</u> <b>Humanity and equality</b> Equality act, the UN declaration of human rights, human rights and international law
YEAR 4	<u>Health and wellbeing</u> <b>Mental health and emotional wellbeing</b> Managing challenges of transitions, reframe negative thinking, strategies to promote mental health and wellbeing, signs of emotional or mental illhealth, stigma	<u>Health and Wellbeing</u> <b>First aid skills</b> How to respond in an emergency situation. Basic first aid.	<u>Living in the wider world</u> <b>Financial decision making</b> Budgeting and saving, debt, credit and saving, data gathering and targeted advertising	<u>Health and wellbeing</u> <b>Exploring influence</b> Evaluating influence, Positive and negative role models, the media, effects of drugs and alcohol on decision making, keeping safe, exit strategies, seeking support.	<u>Relationships</u> <b>Addressing extremism and radicalisation</b> The Equality Act, diversity, social media influence, challenging discrimination, responding to extremism and radicalisation.	<u>Health and wellbeing A healthy Online lifestyle</u> sharing content online, propaganda, how to identify harmful behaviours online, body image, over-reliance on online relationships
YEAR 5	<u>Health and wellbeing</u> The anti-depressant lifestyle, stress management	<u>Relationships</u> <b>Communication</b> Personal values Assertive communication Consent Strategies for tackling unwanted attention <b>Sexual harassment: support and online reporting form.</b>		<u>Tailored Curriculum:</u> <ul style="list-style-type: none"> <li>• Changes/adjustments/additions to statutory Health and RSE content can be accommodated</li> <li>• Non-statutory but desirable PSHE and RSE content can be added</li> <li>• Use feedback from staff, students and ALF community to re-visit areas of the PSHE curriculum according to the needs of our students.</li> </ul>		

