



Long-Term Plan

		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 7	Topics to be covered:	Intro: What is CPSHE? Classroom Charter Celebrating Diversity and Equality What is CPSHE? Sagas: Your next chapter Your origin story Your future self	Relationships and Sex Education Consent and boundaries Respectful relationships Peer Pressure and influence	Life Beyond School All about careers Levels of qualifications Your skills and qualities The STAR Method	Rights, Responsibilities and British Values The Purpose of Law Role of Police and Courts Rights under the Law Age of criminal responsibility	Health and Well-being What is alcohol? Smoking and addiction Why is vaping harmful?	Health and Well-being Female Genital Mutilation Cancer Cancer Awareness
	Skills to be developed:	Oracy Literacy Empathy Independence Self-awareness	Empathy Emotional literacy Self-awareness Self-respect Respect for others Active listening Moral reasoning Boundary-setting Resilience Ethical discussion	Career awareness and readiness Understanding progression Transferable skills awareness Listening Asking questions Exploring pathways Accessing supports and signposted resources	Understanding rules and laws Appreciating diversity and equality before the law Analysing case studies/scenarios Recognising personal responsibility and agency Awareness of legal processes	Risk assessment and decision-making Understanding consequences Resisting peer pressure Critical thinking Recognising addictive behaviours Self-management and self-control Communication and assertiveness Help-seeking and accessing support Evaluating health information Personal responsibility	Recognising danger, harm and abuse Identifying trusted avenues of support Confidence in reporting concerns Understanding causes for concern related to health Evaluation Questioning stereotypes Supporting others Listening to others
	Key assessments taking	Self-assessment Confidence checkers (in-line with PSHE Association criteria and DfE guidelines.	Self-assessment Confidence checkers (in-line with PSHE Association criteria and DfE guidelines.	Self-assessment Confidence checkers (in-line with PSHE Association criteria and DfE guidelines.	Self-assessment Confidence checkers (in-line with PSHE	Self-assessment Confidence checkers (in-line with PSHE	Self-assessment Confidence checkers (in-line with PSHE

					Association criteria and DfE guidelines.	Association criteria and DfE guidelines	Association criteria and DfE guidelines
Key vocab	Citizenship Careers Personal Social Economics Education Sagas Story Future Resilience	Consent Relationships Professional Romantic Friendship Family (familial) Peer pressure Influence	Careers Labour Market Information Skills Qualities STAR Method	Law Police Courts British Values Criminal Responsibility	Alcohol Addiction Nicotine Vaping Smoking Dependency Peer pressure Risk Withdrawal Health	FGM Cancer Cancer Awareness Support Services Signposting	
Opportunities for retrieval practice: CPSHE is taught in six strands: Rights, Responsibilities and British Values (RRBV), Life Beyond School (LBS), Relationships and Sex Education (RSE), Health and Well-being (H&W), Staying Safe: Online and Offline (SSOO), and Celebrating Diversity and Equality (CDE). Each strand is revisited and is interleaved through a thematic approach to CPSHE at St Thomas More RC College. Additionally, pupils use bespoke booklets which allow students to revisit content in each lesson during the course of each unit.							

Long-Term Plan

		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 8	Topics to be covered:	Rights, Responsibilities, and British Values Rights and responsibilities United Nations How to lose a country: Case study Genocide Stereotypes, Extremism & Radicalisation (PREVENT)	Health and Well-being Understanding mental health: Anxiety Understanding stigma Mental health in modern Britain (signposting and Equality Act) Mental health in the workplace	Celebrating Diversity and Equality Homophobia in society Challenging discrimination and homophobia The Equality Act (2010)	Relationships and Sex Education Body Image Body image, self-esteem and social media Body image and media	Staying Safe: Online and Offline First Aid CPR How to put these into action	Health and Well-being Puberty revisited Menstruation and Menstrual Health Healthy Lifestyle: Diet, Exercise, sleep, oral health Summer safety: Reservoirs – Risks and Dangers
	Skills to be developed:	Understanding human rights and responsibilities Understanding cause and consequence Identifying early warning signs Understanding how societies move from prejudice and dehumanisation towards persecution Making informed judgements Using sensitive and respectful language Respecting lived experiences Resisting “us vs them” thinking Promoting tolerance and inclusion	Understanding mental health Stress awareness Accessing support Knowing how and when to access help Understanding the impact of stigma Empathy Listening Knowing who trusted adults and services are Understanding safeguarding	Recognising discriminatory language Understanding the impact of homophobia Promoting inclusivity Challenging discrimination safely and appropriately	Analysing media Recognising editing, filters, and unrealistic standards Reflecting on self-talk and confidence Building emotional resilience Knowing when and how to seek support Developing healthy online habits Creating positive peer culture	Basic First Aid Skills CPR awareness and procedure Applying skills safely and appropriately Knowing how and when to contact emergency services Recognising danger and knowing when not to intervene Reflecting on decisions	Self-awareness and body awareness Decision-making and risk assessment Personal hygiene and self-care Healthy lifestyle planning Emotional regulation and resilience Recognising and responding to risks Help-seeking and communication First aid and emergency response Critical thinking around health information Personal responsibility and independence

Key assessments taking place:	Self-assessment Confidence checkers (in-line with PSHE Association criteria and DfE guidelines.	Self-assessment Confidence checkers (in-line with PSHE Association criteria and DfE guidelines	Self-assessment Confidence checkers (in-line with PSHE Association criteria and DfE guidelines	Self-assessment Confidence checkers (in-line with PSHE Association criteria and DfE guidelines	Self-assessment Confidence checkers (in-line with PSHE Association criteria and DfE guidelines	Self-assessment Confidence checkers (in-line with PSHE Association criteria and DfE guidelines
Key vocab	Rights Responsibilities United Nations Genocide Stereotypes Extremism	Mental health Stigma Anxiety Workplace	Assertive Homophobia Discrimination The Equality Act (2010)	Body Body Image Body Positivity Well-being Media	First Aid CPR Defibrillator ABC Recovery	Puberty Hormones Menstruation Exercise Allergies Anaphylaxis Nutrition Hygiene Reservoir
Opportunities for retrieval practice: CPSHE is taught in six strands: Rights, Responsibilities and British Values (RRBV), Life Beyond School (LBS), Relationships and Sex Education (RSE), Health and Well-being (H&W), Staying Safe: Online and Offline (SSOO), and Celebrating Diversity and Equality (CDE). Each strand is revisited and is interleaved through a thematic approach to CPSHE at St Thomas More RC College. Additionally, pupils use bespoke booklets which allow students to revisit content in each lesson during the course of each unit.						

Long-Term Plan

		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 9	Topics to be covered:	Rights, Responsibilities, and British Values British Values Democracy Rule of Law Individual Liberty Mutual Respect Tolerance Relationships and Sex Education Understanding the female reproductive system Period Poverty PCOS Endometriosis	Staying Safe: Online and Offline Knife Crime Law and Knife Crime County Lines Knife Wars: What can reduce it? [Panel discussion] Britain's Teenage Drug Runners Health and well-being Drugs education Classifications of drugs Illegal drugs Cannabis	Relationships and Sex Education Why relationships matter What makes relationships work? Families – different types Understanding marriage Staying Safe: Online and Offline (Tameside SRE) Online relationships, harmful online behaviours and image sharing The Law & Young People Reporting Concerns Where to access support Health services in Tameside (Locala)	Rights, Responsibilities and British Values What is misogyny? Where does misogyny come from? Toxic online behaviours Influencers and online communities The impact of misogyny How do we challenge it?	Staying Safe: Online and Offline The economy Saving and investing money Gambling and addiction Life Beyond School Poverty Personal finance and Payday Loans Avoiding Debt Income Tax and National Insurance	Health and Well-being The importance of community Where to access accurate health advice Healthy eating on a budget Rights, Responsibilities and British Values Homelessness Tackling Homelessness Living Independently
	Skills to be developed:	Understanding democracy Understanding the rule of law Recognising individual liberty Promoting mutual respect Understanding tolerance Applying British Values Debating complex moral and civic issues Exploring justice Reflecting on personal beliefs Understanding accountability	Recognising dangerous situations Awareness of legal consequences Understanding law Knowing rights relating to stop and search Considering short vs long term consequences Understanding impacts of choices Accessing support and reporting criminal behaviour to Crimestoppers	The importance of social connections Impact on mental well-being Where to access support How to access support Communication Understanding boundaries Identifying committed relationships, parenting and responsibilities Legal status of marriage Why people choose it Faith Based Violence	Recognising forms of discrimination and misogyny Understanding Analysis Empathy Recognising harmful content Case study analysis Considering ethical and moral responsibility Supporting peers Not being a by-stander Accessing support	Understanding how the economy works Recognising the importance of saving Analysis Evaluation Making informed decisions Accessing support Financial vocabulary Understanding poverty and its impact on individuals, families and society Understanding budgeting	Developing skills to ask informed questions Recognising the role of the individual Developing empathy Understanding principles of healthy eating Making informed decisions Where to access support and how to Applying knowledge Empathy

		Understanding the female reproductive system Awareness of menstrual health issues Understanding how reproductive health affects overall well-being Recognising when to seek help Understanding that if the issues do not directly affect the individual it is important to be aware as in a person's life they are likely to have people who it does affect	Self-awareness Identifying danger Self-assessment Reading Thinking Writing Accessing appropriate services (including Talk To Frank) Recognising the effects of drugs on physical and mental health Understanding the law Accessing support Awareness and understanding	How online behaviours can be harmful Understanding boundaries Revisiting consent How to report a concern Where to report concerns to Grooming Sexual exploitation Sexual violence Purpose of contraception Identifying support services and how to access (Locala) Where to obtain reliable advice Understanding STIs, symptoms, transmission, testing	Building a more positive community	Understanding financial products Evaluating financial behaviours Making informed decisions Applying learning	Understanding the causes and impacts of homelessness Language around the issue (i.e. a homeless person vs a person who is homeless) Exploring services Awareness Empathy Reading Writing Literacy
	Key assessments taking place:	Self-assessment Confidence checkers (in-line with PSHE Association criteria and DfE guidelines.	Self-assessment Confidence checkers (in-line with PSHE Association criteria and DfE guidelines	Self-assessment Confidence checkers (in-line with PSHE Association criteria and DfE guidelines	Self-assessment Confidence checkers (in-line with PSHE Association criteria and DfE guidelines	Self-assessment Confidence checkers (in-line with PSHE Association criteria and DfE guidelines	Self-assessment Confidence checkers (in-line with PSHE Association criteria and DfE guidelines
	Key vocab	British Values Democracy Rule of Law Individual Liberty Mutual Respect Tolerance Periods Period Poverty PCOS Endometriosis	Knife Crime County Lines Disillusionment/ disenchantment Stop-and-search Trap House Addiction Class A, B, and C Legality Possession Supply	Families Marriage Single-parent Support Abusive behaviour Coercive control Boundaries Locala Support services STIs Sexting Nudes & Semi-nudes Law Criminal	Misogyny Toxic Online Behaviours Radicalisation Coercion Manosphere Objectification Hate Discrimination Sexism	Economy Saving Investing Gambling Addiction Poverty Debt Payday Loans Tax National Insurance	Healthy Eating Budget Advice Homeless Homelessness Support Society

				Possession Distributing			
Opportunities for retrieval practice: CPSHE is taught in six strands: Rights, Responsibilities and British Values (RRBV), Life Beyond School (LBS), Relationships and Sex Education (RSE), Health and Well-being (H&W), Staying Safe: Online and Offline (SSOO), and Celebrating Diversity and Equality (CDE). Each strand is revisited and is interleaved through a thematic approach to CPSHE at St Thomas More RC College. Additionally, pupils use bespoke booklets which allow students to revisit content in each lesson during the course of each unit.							

Long-Term Plan

		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 10	Topics to be covered:	Life Beyond School Writing my CV Writing my personal statement Performing well at interview	Life Beyond School Thinking about your future What are you like?: Labour Market Information Qualifications and your future Step into the future	Relationships and Sex Education Intimate relationships and consent Health and choices Seeking appropriate support and advice Relationships and the Law Coercion			
	Skills to be developed:	Collaboration Research Listening Oracy Questioning	Accessing information Reflection Target-setting Self-assessment	Accessing appropriate information when not signposted Empathy Interpersonal			
	Key assessments taking	Self-assessment Confidence checkers (in-line with PSHE Association criteria and DfE guidelines)	Self-assessment Confidence checkers (in-line with PSHE Association criteria and DfE guidelines)	Self-assessment Confidence checkers (in-line with PSHE Association criteria and DfE guidelines)			
	Key vocab	Curriculum vitae Personal statement Interview Etiquette Job search Application	Labour Market Information Qualifications Aspirations Careers	Consent Coercive control Sexual violence Signposted support			
	Opportunities for retrieval practice: CPSHE is taught in six strands: Rights, Responsibilities and British Values (RRBV), Life Beyond School (LBS), Relationships and Sex Education (RSE), Health and Well-being (H&W), Staying Safe: Online and Offline (SSOO), and Celebrating Diversity and Equality (CDE). Each strand is revisited and is interleaved through a thematic approach to CPSHE at St Thomas More RC College. Additionally, pupils use bespoke booklets which allow students to revisit content in each lesson during the course of each unit.						

Long-Term Plan

		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 11	Topics to be covered:	Health and Well-being Social media and loneliness Trigger Warnings Social media and resilience Stress and exam performance Staying safe: Online and Offline	Life Beyond School In partnership with Greater Manchester Higher, three 1-hour workshops are delivered to Year 11 on site and in CPSHE lessons which focus on revision strategies, managing time and stress, accessing support, exploring suitable techniques and creating a revision timetable ahead of the summer examination series.				
	Skills to be developed:	Recognising the emotional impact of social media on loneliness Understanding stress and its effects on mental and physical health Developing resilience Accessing support Accessing signposted support Understanding the role of trigger warnings	Planning and prioritisation Resilience Adapting revision methods Evaluating effectiveness Application Accessing wider support Collaboration Recognising that strategies may vary in utility from peer-to-peer.		Note: Year 11 is split in half: where one half has CPSHE for a term, before switching with the half that had Computing, where they will then undertake term1a and term1b curriculum learning in the slot of ‘Term 2a and Term 2b’.		
	Key assessments taking place	Self-assessment Confidence checkers (in-line with PSHE Association criteria and DfE guidelines)	Self-assessment Confidence checkers (in-line with PSHE Association criteria and DfE guidelines)				
	Key vocab	Resilience Trigger Warnings Loneliness Signposted support	Stress vs eustress Revision Timetable Strategies				
	Opportunities for retrieval practice: CPSHE is taught in six strands: Rights, Responsibilities and British Values (RRBV), Life Beyond School (LBS), Relationships and Sex Education (RSE), Health and Well-being (H&W), Staying Safe: Online and Offline (SSOO), and Celebrating Diversity and Equality (CDE). Each strand is revisited and is interleaved through a thematic approach to CPSHE at St Thomas More RC College. Additionally, pupils use bespoke booklets which allow students to revisit content in each lesson during the course of each unit.						

