

2020/21 RESPECT OVERVIEW	Year 7	Year 8	Year 9 Wk1	Year 9 Wk2 ALL LESSONS = CAREERS	Year 10
16 <sup>th</sup> Sept Period 6	C19 – MHWB Follow Up  Stress Bucket Routines Who to talk to	C19 – MHWB Follow Up  Stress Bucket Routines Who to talk to	C19 – MHWB Follow Up  Stress Bucket Routines Who to talk to	16 <sup>th</sup> Sept CAREERS	C19 – MHWB Follow Up  Stress Bucket Routines Who to talk to
23 <sup>rd</sup> Sept	Puberty – Primary School Catch Up (MO Talk – could be recorded – class teacher follow up)	Drugs and Alcohol – Facts  (See Rise Above ‘Smoking’ and ‘Alcohol’)	Healthy and Unhealthy Friendships (See Childnet ‘Peer Pressure’)	30 <sup>th</sup> Sept CAREERS	Coping with Emotions (see NSPCC ‘Mikey’ Lesson)
6 <sup>th</sup> Oct	Transition to secondary school and personal safety in and outside school (See Rise Above ‘Transition to Secondary School’)	Puberty – Y7 Catch Up (MO Talk – could be recorded – class teacher follow up)	Gang Exploitation (See Medway ‘Gangs – Managing Risks’)	14 <sup>th</sup> Oct CAREERS	Stress – Exam and Online – (See Rise Above ‘Exam Stress’ and ‘Online Stress and FOMO’)
4 <sup>th</sup> Nov	Racism Awareness	Racism Awareness	Racism Awareness	11 <sup>th</sup> Nov CAREERS	Racism Awareness
18 <sup>th</sup> Nov	The development of the political system of democratic government in the United Kingdom	Communities and belonging	Parliamentary Democracy in the UK (Vs Dictatorship)	25 <sup>th</sup> Nov CAREERS	Diverse Communities in the UK
2 <sup>nd</sup> Dec	Metacognitive reflections and target setting (following interim report publication)	Metacognitive reflections and target setting (following interim report publication)	Metacognitive reflections and target setting (following interim report publication)	9 <sup>th</sup> Dec CAREERS	Metacognitive reflections and target setting (following interim report publication)
16 <sup>th</sup> Dec	The operation of Parliament, including voting and elections and the role of different political parties	Challenging Extremism	UK relationship with Europe, UN and rest of the world	6 <sup>th</sup> Jan CAREERS	Contributing to your community
13 <sup>th</sup> Jan	Diversity	Religious Discrimination	Relationship Values (See Medway Y8 ‘Relationship Values’)	20 <sup>th</sup> Jan CAREERS	VESPA
27 <sup>th</sup> Jan	Prejudice	Homophobia, Bi-Phobia, Transphobia (See GEO ‘Anti-Homophobic, biphobic and transphobic bullying project’)	Romantic Relationships (See Medway Y9 ‘Romantic Relationships’ and ‘Relationship Expectations’)	3 <sup>rd</sup> Feb CAREERS	VESPA
10 <sup>th</sup> Feb	Bullying (See Rise Above ‘Bullying and Cyberbullying’)	Sexism and Disability Discrimination (See GEO ‘#I’m with Sam’ and NSPCC ‘Gender Stereotypes’)	Sexual Relationships (NSPCC ‘Making Sense of Relationships’ and ‘Sexualised Behaviour’)	24 <sup>th</sup> Feb CAREERS Prep for careers fair	VESPA
3 <sup>rd</sup> March	Healthy Routines (See Rise Above ‘Sleep’ and PSHE Association KS3 ‘Sleep Factor’)	Emotional Wellbeing – Coping Strategies	Alcohol – Making healthy choices (See Alcohol Education Trust and BBC ‘Just a Few Drinks’)	10 <sup>th</sup> Mar CAREERS	VESPA
17 <sup>th</sup> March	Puberty (see Medway Y7 ‘Puberty’)	Body Image	Drugs – choices and and the law (See ‘Safe4Me’ Drugs)	24 <sup>th</sup> Mar CAREERS	VESPA

31 <sup>st</sup> March	Metacognitive reflections and target setting (following interim report publication)	Metacognitive reflections and target setting (following interim report publication)	Metacognitive reflections and target setting (following interim report publication)	21 <sup>st</sup> Apr CAREERS	Metacognitive reflections and target setting (following interim report publication)
28 <sup>th</sup> Apr	Unwanted contact (see Medway Y7 'Introducing Consent')	Gender identity and sexual orientation	Consent (See Medway Y9 'Capacity to Consent' and NSPCC 'Consent')	5 <sup>th</sup> May CAREERS	Pornography (See NSPCC KS4 'Pornography and Childnet 'Online Pornography')
12 <sup>th</sup> May	Self-Worth/Self-Esteem (See Childnet 'Self-Esteem and Rise Above 'Body Image in a Digital World')	Consent and Sexting	Contraception and STIs (See Medway Y9 'Condom Negotiation' and 'Contraception')	19 <sup>th</sup> May CAREERS	Sharing Sexual Images / Sexting (See NSPCC 'Sharing Sexual Images' and 'Harry's Story – Sexting')
26 <sup>th</sup> May	Romance and Friendships (including online) (See Rise Above 'Forming Positive Relationships' and Childnet 'Healthy Relationships Online')	Introduction to contraception	Unplanned Pregnancy (See Medway Y9 'Unplanned Pregnancy' and Y8 'Parenting')	9 <sup>th</sup> June CAREERS	Healthy and unhealthy relationships (See NSPCC KS4 'Unhealthy Relationships') and abuse (Domestic and Peer)
16 <sup>th</sup> June	Metacognitive reflections and target setting (following interim report publication)	Metacognitive reflections and target setting (following interim report publication)	Metacognitive reflections and target setting (following interim report publication)	23 <sup>rd</sup> June CAREERS	Metacognitive reflections and target setting (following interim report publication)
30 <sup>th</sup> June	Why is the law important?	Human Rights and FGM	Legal System in UK	7 <sup>th</sup> July CAREERS	'Catch Up' Sessions in lieu of NHS Sex Ed Talk / Preparing for Y11
14 <sup>th</sup> July	What happens to young offenders?	Refugees and Asylum Seekers	Anti-Social Behaviour	21 <sup>st</sup> July CAREERS	

CAREERS (including wider world preparation and finance) = Liaise with JD

GREEN = Health and Wellbeing

PINK = Relationship / Sex Education

BLUE = Citizenship

Notes:

- The RESPECT plan is adapted from the PSHE thematic programme of study, interleaved with National Curriculum Citizenship
- It is important students and parents know and understand that RESPECT covers their RSHE and Citizenship statutory entitlements
- Parents may request to withdraw students from the SEX elements of RSHE. It is up to the school to define what elements of the curriculum this entails. This has been highlighted in PURPLE.
- Resources distributed to staff will be predominantly PSHE Association approved/quality marked resources, supplemented by EC Resources, 'Wellacre Made' resources and Association of Citizenship Teachers approved resources.
- Year 11 will follow the VESPA curriculum in RESPECT time, followed by subject specific intervention sessions later in the year.
- Year 10 will have an introduction to the VESPA curriculum in Spring Term
- E-Safety elements of the RSHE curriculum is supplemented by the Computing Scheme of Learning (The Common Sense Curriculum)