

Year 13 PSHE Programme: Morning Form Periods

When	Topic Area	Objectives	Other Details (if applicable)
Theme: Relationships			
Autumn Term Session 1	Relationship Values	<ul style="list-style-type: none"> Students can articulate their relationship values and apply them to different relationships. Recognise relationship values that are present in healthy relationships. 	<ul style="list-style-type: none"> Session focuses on students looking at non-negotiable values such as 'safety' and 'respect'.
Autumn Term Session 2	Relationship Values	<ul style="list-style-type: none"> Recognise trust, boundaries of trust and levels of trust within friendships and romantic relationships. 	<ul style="list-style-type: none"> Students use the 'trust card' to discuss what behaviours need to be present to trust someone and looks appropriate levels of trust within different types of relationships
Autumn Term Session 3	Forming and maintaining relationships: Friendships	<ul style="list-style-type: none"> Manage personal safety in new relationships including online activity. Recognise the potential risk factors of starting friendships/relationships online. 	<ul style="list-style-type: none"> Students discuss the differences between 'real life' and 'online relationships'. They also are presented with online safety tips and the risks around geotagging
Autumn Term Session 4	Forming and maintaining relationships: Emotional Intimacy	<ul style="list-style-type: none"> Understand healthy pleasurable relationships and explore different levels of emotional intimacy. Evaluate degrees of emotional intimacy, and understand the difference between love and lust. 	<ul style="list-style-type: none"> Through discussion, students begin to talk about emotional and physical intimacy. Students explore ways in which you can develop emotional intimacy with others.
Autumn Term Session 5	Forming and maintaining relationships: Love	<ul style="list-style-type: none"> Exploration of concepts of love in relationships and friendships. 	<ul style="list-style-type: none"> Discussions based on research from the 'Enduring Love' research. Students look at how to respond to others love as well as articulating their own feelings
Autumn Term Session 6	Forming and maintaining relationships: Arguments	<ul style="list-style-type: none"> Acquire skills to use constructive dialogue to support relationships and negotiate difficulties. Understand arguing and bickering within relationships. 	<ul style="list-style-type: none"> Students consider what communication behaviours are suitable/unsuitable ways to negotiate difficulties within a relationship.
Autumn Term Session 7	Forming and maintaining	<ul style="list-style-type: none"> Understanding and analysing ways to manage the ending of relationships safely and respectfully. This 	<ul style="list-style-type: none"> Session looks at how to end relationships

	relationships: Break Ups	<p>includes online relationships.</p> <ul style="list-style-type: none"> • Awareness around abuse, coercion and control. 	<ul style="list-style-type: none"> • <i>Sessions asks students to consider how they react to relationships ending.</i>
Autumn Term Session 8	Forming and maintaining relationships: Review	<ul style="list-style-type: none"> • Understand the importance and value of discussing emotional intimacy and relationships in year 13. 	<ul style="list-style-type: none"> • <i>Session looks to review key content from previous sessions and asks students to see if any of their relationship values have changed over time.</i>
Autumn Term Session 9	Consent	<ul style="list-style-type: none"> • Understand the moral and legal responsibilities that someone seeking consent has. • Understand the importance of respecting and protecting people's right not to give, or withdraw their consent (in all contexts) • Learn how to recognise, and seek help in cases of sexual abuse, exploitation, assault or rape, and the process of reporting. 	<ul style="list-style-type: none"> • <i>Students learn about what consent is legally</i> • <i>Students watch the 'cup of tea' consent video and discuss its implications.</i>
Autumn Term Session 10	Consent	<ul style="list-style-type: none"> • Understand the moral and legal responsibilities that someone seeking consent has. • Understand the importance of respecting and protecting people's right not to give, or withdraw their consent (in all contexts) • Understand the emotional, physical, social and legal consequences of failing to respect others rights to not give, or withdraw, consent. 	<ul style="list-style-type: none"> • <i>Using Brook resources, students look at a variety of scenarios to discuss whether consent was present.</i> • <i>The legal consequences of not seeking consent are discussed.</i>
Autumn Term Session 11	Consent	<ul style="list-style-type: none"> • Understand the moral and legal responsibilities that someone seeking consent has. • Learn how to recognise, and seek help in cases of sexual abuse, exploitation, assault or rape, and the process of reporting. 	<ul style="list-style-type: none"> • <i>Using Brook resources, students discuss some myths and facts around consent.</i> • <i>Students are given resources of where to go if they need support.</i>
Autumn Term Session 12	Consent	<ul style="list-style-type: none"> • Understand the importance of respecting and protecting people's right not to give, or withdraw their consent (in all contexts including online) 	<ul style="list-style-type: none"> • <i>Using Brook resources, students look at a scenario of a young person being asked to share intimate images online</i> • <i>Students learn the legal aspects of sharing images online.</i>
Autumn Term Session 13	Sexting	<ul style="list-style-type: none"> • Discuss potential harmful consequences of sexting. • Understand the legality of sharing images online. 	<ul style="list-style-type: none"> • <i>Students watch the BBC Three: Facing the consequences video.</i> • <i>Students discuss the issues with sending and sharing sexual images.</i>

Autumn Term Session 14	Bullying and Abuse	<ul style="list-style-type: none"> • Understand what abuse within a relationship is and begin to link this to behaviours that might be seen within a relationship. • Recognise negative influences, manipulation and persuasion. 	<ul style="list-style-type: none"> • <i>Students watch the 'disrespect no body' official video</i> • <i>Students discuss what kind of behaviours constitute abuse using true or false cards.</i>
Autumn Term Session 15	Bullying and Abuse	<ul style="list-style-type: none"> • Awareness of the 4 types of abusive behaviour within relationships; emotional, physical, sexual, threats and intimidation. • Signposting to support services 	<ul style="list-style-type: none"> • <i>Students look at specific behaviours within relationships and where these behaviours become abusive. Students discuss warning signs of abuse and how to identify problems in their own relationship or their friends'.</i>
Autumn Term Session 16	Identifying Abuse	<ul style="list-style-type: none"> • Great depth understanding of abusive behaviours within relationships. • Awareness of why some people may become controlling in a relationship. • Recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships. 	<ul style="list-style-type: none"> • <i>Session builds directly on from session 14. Students look further into abuse behaviour and discuss 'red flags' that indicate abuse.</i>
Autumn Term Session 17	Abuse and Discrimination	<ul style="list-style-type: none"> • Understand how protective factors such as gender, sexuality, ethnicity, disability, age and religion could affect abuse within a relationship. • Ways to celebrate cultural diversity and promote inclusion and safely challenge prejudices and discrimination. 	<ul style="list-style-type: none"> • <i>Students discover how the law can impact people's relationships (and how this has changed throughout history).</i> • <i>Students are asked to reflect on their own prejudices and stereotypes.</i>
Autumn Term Session 18	Stalking	<ul style="list-style-type: none"> • Reflect on students' own preconceived ideas of inappropriate behaviour that could lead to stalking. • Understanding of the legal consequences of stalking. • To understand the rights in relation to harassment and stalking and how to respond. 	<ul style="list-style-type: none"> • <i>Using Alice Ruggles resources, students look at timelines of stalking.</i> • <i>Students look at the changes to the law around stalking.</i>
Autumn Term Session 19	Stalking	<ul style="list-style-type: none"> • Understanding of the legal consequences of stalking. • Awareness of where stalking victims can go to get help. 	<ul style="list-style-type: none"> • <i>Building from the scenarios discussed in the last session, students look at how you could help a friend who is being stalked.</i> • <i>Students look at where to get support with regards to stalking.</i> •

Theme: Media Literacy & Digital Resilience

When	Topic Area	Objectives	Other Details (if applicable)
Autumn Term Session 20	Media Literacy	<ul style="list-style-type: none"> Set and maintain clear boundaries around personal privacy and manage online safety in all its forms. Including seeking help when appropriate. 	<ul style="list-style-type: none"> Students look at what personal information is available about them on the internet. Students start to understand how information on them is sourced.
Autumn Term Session 20	Online check-up	<ul style="list-style-type: none"> Set and maintain clear boundaries around personal privacy and manage online safety in all its forms. Including seeking help when appropriate. 	<ul style="list-style-type: none"> Students complete an 'online inspection' to see what personal details they can find about themselves online.
Autumn Term Session 21	Social Media and Data	<ul style="list-style-type: none"> Set and maintain clear boundaries around personal privacy and manage online safety in all its forms. Including seeking help when appropriate. Affectively challenge online content that adversely affects their personal or professional reputation 	<ul style="list-style-type: none"> Students discover what information social media companies keep and sell on them. Students look at how these companies use this information
Autumn Term Session 22	TikTok	<ul style="list-style-type: none"> Be a critical consumer of online information and recognise bias, propaganda and manipulation 	<ul style="list-style-type: none"> Through interactive clips, students look at how TikTok specifically uses their browsing data to change their customer experience. Students discuss how this can impact mental health
Autumn Term Session 23	Fake News	<ul style="list-style-type: none"> Understand how social media can expand, limit and distort perspectives and recognise how content students create and share may contribute to or challenge this. Be a critical consumer of online information and recognise bias, propaganda and manipulation 	<ul style="list-style-type: none"> Disinformation is looked at from the perspectives of, source, motivation and impact. Students learn how to spot fake news.
Autumn Term Session 24	Misinformation	<ul style="list-style-type: none"> Understand how social media can expand, limit and distort perspectives and recognise how content students create and share may contribute to or challenge this. Be a critical consumer of online information and recognise bias, propaganda and manipulation 	<ul style="list-style-type: none"> Building on session 22, students look at the difference between disinformation and misinformation. Students look at how to fact check information online and when to be sceptical of information.
Autumn Term Session 25	Online Adverts	<ul style="list-style-type: none"> Be a critical consumer of online information and recognise bias, propaganda and manipulation 	<ul style="list-style-type: none"> Students look at historical examples of how 'influencers' have been used

			<p><i>in advertising (smoking in the early 1900s).</i></p> <ul style="list-style-type: none"> • <i>Students discuss different types of advertising through social media and build an awareness of scepticism around product endorsements.</i>
Autumn Term Session 26	Filters and Photoshop	<ul style="list-style-type: none"> • Be a critical consumer of online information and recognise bias, propaganda and manipulation 	<ul style="list-style-type: none"> • <i>Students watch the 'dove' body image video and then look at changing beauty 'ideals' throughout the 20th and 21st century</i> • <i>Students look at the difference filters make on celebrity photos and look at female and male body image.</i>
Autumn Term Session 27	Filters and Photoshop	<ul style="list-style-type: none"> • Be a critical consumer of online information and recognise bias, propaganda and manipulation 	<ul style="list-style-type: none"> • <i>Students look at body positivity and research positive role models online.</i> • <i>Students assess the impact on digitally altered images on mental health.</i>
Spring Term Session 28	Lip Fillers and Non-surgical cosmetic surgery	<ul style="list-style-type: none"> • Understand the dangers of non-surgical cosmetic surgery. • Build awareness of the negative effects of lip fillers and how social media impacts people's perception of cosmetic surgery. 	<ul style="list-style-type: none"> • <i>Discuss the impact of lip filler and other fillers on young people's faces</i> • <i>Watch 'Face the consequences' video on the dangers of lip fillers.</i>
Spring Term Session 29	Catfishing	<ul style="list-style-type: none"> • Understanding of what catfishing is and the potential risks of catfishing • Awareness of warning signs that someone is being catfished. 	<ul style="list-style-type: none"> • <i>Students discuss the dangers of catfishing and the negative outcomes for individuals.</i> • <i>Watch 'Face the consequences' video on the harmful effects of catfishing on mental health.</i>
Spring Term Session 30	Online Privacy	<ul style="list-style-type: none"> • Set and maintain clear boundaries around personal privacy and manage online safety in all its forms. Including seeking help when appropriate 	<ul style="list-style-type: none"> • <i>Personal online privacy is discussed and students make decisions about how much privacy they can have online.</i> • <i>Discussion around how realistic it is to have information you don't want deleted from online sources.</i>
Spring Term Session 31	LinkedIn	<ul style="list-style-type: none"> • Build a positive and professional online presence 	<ul style="list-style-type: none"> • <i>What individuals post and what is posted about them builds an online profile. Groups discuss how this can</i>

			<i>impact them professionally.</i>
Spring Term Session 32	Professional Online Presence	<ul style="list-style-type: none"> • Set and maintain clear boundaries around personal privacy and manage online safety in all its forms. Including seeking help when appropriate. • Affectively challenge online content that adversely affects their personal or professional reputation • Build a positive and professional online presence 	<ul style="list-style-type: none"> • <i>Students look at what online content future employers can see.</i> • <i>Discuss how some professions can limit employees' social media presence.</i>

Theme: Citizenship

When	Topic Area	Objectives	Other Details (if applicable)
Spring Term Session 33	Voting in the UK	<ul style="list-style-type: none"> • Brief understanding voting in the UK and what a general election is. 	<ul style="list-style-type: none"> • <i>Students complete a 'prior' knowledge quiz.</i> • <i>Look at the results of the last general election</i>
Spring Term Session 34	Young People and Voting	<ul style="list-style-type: none"> • Understand some of the reasons why people don't vote and look at the legitimacy of these reasons. 	<ul style="list-style-type: none"> • <i>Students discuss why people choose to vote and not vote</i> • <i>Ted talk about young people's participation in voting</i>
Spring Term Session 35	Young People and Voting	<ul style="list-style-type: none"> • Understand some of the reasons why people don't vote and look at the legitimacy of these reasons. 	<ul style="list-style-type: none"> • <i>Students discuss topics from the previous session further.</i> • <i>Students look at what key political issues are important to them</i>
Spring Term Session 36	UK Voting System	<ul style="list-style-type: none"> • Build an understanding of how local and national government works. • Recognise and define key vocabulary in relation to politics and voting 	<ul style="list-style-type: none"> • <i>Students take part in quizzes to understand local government and their governance.</i>
Spring Term Session 37	Political Parties Explained	<ul style="list-style-type: none"> • Students understand the difference between right and left wing politics and parties • Students discover key ideals from major political parties. 	<ul style="list-style-type: none"> • <i>Recap of terminology and political systems.</i> • <i>Students start to look at the major political parties and what right/left wing means.</i>
Spring Term Session 38	Political Parties Explained	<ul style="list-style-type: none"> • Students discover key ideals from major political parties. 	<ul style="list-style-type: none"> • <i>Students learn about the history and major beliefs of the labour and conservative government.</i>
Spring Term	Political Parties	<ul style="list-style-type: none"> • Students discover key ideals from major political 	<ul style="list-style-type: none"> • <i>Students learn about the history and</i>

Session 39	Explained	parties.	<i>major beliefs of the liberal democrats and The green Party.</i>
Spring Term Session 40	Political Parties: The Far Right	<ul style="list-style-type: none"> • Students discover key ideals from major political parties. • Students think about the dangers of far right politics. 	<ul style="list-style-type: none"> • <i>Students watch information about right wing politics and the rise of these ideologies in Britain.</i> • <i>Students discuss why there is an increase in far right ideology in the UK.</i>
Spring Term Session 41	Government Structure	<ul style="list-style-type: none"> • Students understand what ministers do and how the government is structured 	<ul style="list-style-type: none"> • <i>Students look at how the cabinet structure and how this impacts their lives.</i> • <i>Students look at politicians' voting records.</i>
Spring Term Session 42	Government Powers	<ul style="list-style-type: none"> • Begin to understand the powers of government and what limitations they have. 	
Spring Term Session 43	Government, The Monarchy and Sovereignty	<ul style="list-style-type: none"> • Understand the relationships between the government and the monarchy. 	<ul style="list-style-type: none"> • <i>Students discuss the role of the monarchy in government and pros and cons of having a royal family.</i>
Spring Term Session 44	Government Campaigning	<ul style="list-style-type: none"> • Discover how governments campaign, propaganda and how to fact check. • Read manifesto's and election 'political promises'. 	<ul style="list-style-type: none"> • <i>Through examples, students look at ways in which political parties campaign for votes.</i>
Spring Term Session 45	Discussing Politics with others	<ul style="list-style-type: none"> • Students will develop prosocial ways to discuss politics with others. • Learn about helpful and unhelpful ways to have difficult conversations with family/friends where political beliefs change. 	
Spring Term Session 46	Registering to Vote	<ul style="list-style-type: none"> • Know the process and importance of registering to vote. • Build awareness of the reasons why citizens should vote. 	<ul style="list-style-type: none"> • <i>Students will become aware of how to register to vote.</i> • <i>Understand the 'open roll' and how to remove your details.</i> • <i>Eligible students will have the opportunity to register to vote.</i>
Spring Term Session 47	Local Elections	<ul style="list-style-type: none"> • Understand how local elections work and procedures to elect local councillors • Understand the powers local government have 	<ul style="list-style-type: none"> • <i>Students look into their local MP and how/when to contact them.</i>

Spring Term Session 48	Mock Election Week	<ul style="list-style-type: none"> Students take part in a mock election 	<ul style="list-style-type: none"> <i>Students look at campaign materials from local MPs and vote in a mock election.</i>
Spring Term Session 49	Mock Election Results	<ul style="list-style-type: none"> Students take part in a mock election 	<ul style="list-style-type: none"> <i>Students analyse results and look at how that would affect outcomes of a general election.</i>
Spring Term Session 50	Citizenship: Volunteering	<ul style="list-style-type: none"> Recognise the importance of volunteering and supporting their communities. Know where to look for volunteering opportunities. 	
Spring Term Session 51	Citizenship: Activism	<ul style="list-style-type: none"> Understand how they can use their voice to make positive change in the world. Understand safe and legal ways to become effective activists. 	
Spring Term Session 52	Citizenship: Exploring Donation	<ul style="list-style-type: none"> Build understanding of how blood, stem cell and organ donation works. Awareness of donation rates among different ethnic groups. 	<ul style="list-style-type: none"> <i>Using Anthony Nolan resources and NHS donation resources, students look at what blood, stem cell and organ donation is.</i> <i>Students watch a video showing the journey of donation.</i>
Spring Term Session 53	Citizenship: Exploring Donation	<ul style="list-style-type: none"> Detailed information shared with students about each type of donation and donation processes. 	<ul style="list-style-type: none"> <i>Students complete independent research on donations and share with the group.</i>
Spring Term Session 54	Citizenship: The Footprint You Leave Behind	<ul style="list-style-type: none"> Students reflect on their time at Ormiston Forge Academy and think about the footprint they have left behind. All students look at goal setting and visioning for their future and to think about what 'footprint' they want to leave behind. 	