PSHE Coverage Overview
Guidance – Secondary

This document has been designed by Cornwall Healthy Schools to provide schools with guidance about structuring their PSHE curriculum, including a possible way to organise the PSHE curriculum and different PSHE topics that could be covered throughout an academic year. It also provides schools with a range of free lesson plans and accompanying useful resources, which could be used to teach the different PSHE topics. However, it is just a guidance document; the school is best placed to make decisions about how to offer children a broad and balanced PSHE curriculum.
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PSHE Coverage Overview Guidance Introduction

This document provides schools with guidance about the different PSHE topics that could be covered throughout an academic year and suggests a possible way to organise the PSHE curriculum. It then goes on to provide schools with a range of free lesson plans and accompanying useful resources, which could be used to teach the different PSHE topics.

This curriculum structure involves the whole school focussing on the same PSHE topic at the same time, which may help to achieve a ‘whole-school approach’ to promoting children’s health and wellbeing. Each half-term, two topics are covered. In the example on pg. 4, certain topics are explored more than once throughout the year. It is important to make it clear that this document has been designed to provide schools with guidance about structuring their PSHE curriculum. The school is best placed to make decisions about how to offer children a broad and balanced PSHE curriculum—there is no right or wrong way! It is suggested that this document is used in conjunction with the PSHE Education Programme of Study (2014) which was created by the PSHE association and provides further guidance about how to structure the PSHE curriculum.

Schools may wish to consider ‘The Public Health England Eight Principles of a Whole School Approach to Emotional Health and Wellbeing’, which can be found below, when they are organising their PSHE curriculum, in order to promote a whole school approach to PSHE.
# Half-Termly PSHE Coverage Overview

<table>
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<tr>
<th>Term</th>
<th>Brief overview</th>
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| **Autumn (1)** | **First half**  
Online safety  
**Second half**  
Emotions, resilience and self-esteem* |
| **Autumn (2)** | **First half**  
Body image and the media**  
**Second half**  
Drug and alcohol education |
| **Spring (1)** | **First half**  
Emotions, resilience and self-esteem*  
**Second half**  
Healthy relationships |
| **Spring (2)** | **First half**  
Sex and relationships education  
**Second half**  
Road safety |
| **Summer (1)** | **First half**  
Emotions, resilience and self-esteem*  
**Second half**  
Body image and the media** |
| **Summer (2)** | **First half**  
Careers and employability  
**Second half**  
Catch-up time/transition focus |

*As emotions, resilience and self-esteem, is a large focus area for many schools, it may be beneficial to focus on these individually throughout the year and revisit the topic a number of times.

**As body image and media, is a large focus area for many schools, it may be beneficial to focus on this topic more closely and revisit the topic throughout the year.

*Please note, some schools choose to teach key spiritual, moral, social and cultural (SMSC) messages during PSHE, to ensure children receive a broad SMSC education. (For information and guidance on SMSC, see pg. 7 and 15).*
Organising and Managing the PSHE Content

Organising the PSHE Content

While the guidance above involves the whole school focusing on the same PSHE topic at the same time, some schools may prefer each year group to focus on a different topic. The order of focus topics and where they appear in the academic year is best decided by the school and the above chart is just to be used as a guide - schools should not feel that they have to cover all of the suggested topics. Additional focus topics may be explored if a need arises, such as lessons on loss and bereavement or terrorism.

Guidance from the PSHE Association suggests that while it is vital PSHE education lessons are pacey, it is equally important to meet the needs of pupils. It may be beneficial to spend longer on a more extensive exploration of an activity or topic that has fired up discussion and imagination, as long as pupils are progressing towards the lesson objectives. When this is the case, it is useful to adopt a flexible approach, by extending topics rather than rushing them (PSHE Education Programme of Study, 2014).

In the primary version of this document, a half-term is spent focussing on healthy lifestyles, which is subdivided into healthy eating and physical activity. There are a lack of lesson plans and resources currently available, which aim to teach young people key messages about ‘healthy lifestyles’ during PSHE time, at a secondary level. It is therefore advisable that secondary teachers think about incorporating healthy lifestyle messages into PSHE lessons, throughout the whole academic year.

While it is anticipated a broad and balanced diet is covered during science and food technology, it is also important this is reinforced during PSHE. In terms of physical activity, young people will be taking part in PE lessons, but it is equally important that the benefits of being active are explored during PSHE. This could involve encouraging making healthy choices, such as taking the stairs rather than the lift! Teachers may incorporate physical activity into PSHE lessons, perhaps by walking around the school and having discussions or having breaks in lessons for short bursts of physical activity!

Managing the PSHE Content

Some secondary schools have PSHE days, where a whole day perhaps every term, is spent focussing on promoting children’s health and wellbeing. Other schools may make the choice to deliver regular PSHE lessons, as they feel children and young people need to be provided with a broad, comprehensive PSHE curriculum, in order to achieve their full potential in the rest of the curriculum. This guide works best if schools are dedicating a lesson a week or every fortnight to teach key PSHE messages.

Some schools have a coordinator in place who decides what each year group will focus on – for example when covering road safety, Year Seven may focus on distractions and Year Eight could focus on causes of accidents and so on. If the school does have a coordinator in place, they may make decisions about the learning outcomes for each year group, based on the resources that are available and the year group that they are aimed at. Each teacher could then use the lesson plan(s)
available (outlined in the next part of this guidance document: See pg.8-14) and perhaps find additional resources, based on the needs of the class.

While it may be useful to have set lessons taught in each year group, some schools may decide that this is also restricting, as teachers are best placed to decide the needs of the children within their class, which are of course ever-changing! However, if the decision is made to not teach set lessons, it is recommended that teachers look at and use, where appropriate, the resources that have been created for the year group they are teaching, in order to ensure that they do not miss key learning outcomes.

Some schools may decide to provide children with PSHE folders, which are subdivided into areas, based on the schools PSHE programme of study, such as: emotions, resilience and self-esteem; body image and media; sex and relationships education, careers and employability, as well as: online safety, road safety and healthy relationships. These folders could contain PSHE work that is completed as a whole class, in groups or individually, based on the children’s needs.

These folders could accompany the children as they progress throughout the school. If the children had different teachers for PSHE, this would enable the class teacher to look at the work the children have done in previous years. Based on this, teachers may choose to avoid certain lessons or make the decision to repeat sessions already covered, to see if children’s understanding and skills have progressed, or whether the topic needs to be explored further. Only the work the children have completed on paper will be in their folders and children will have taken part in verbal discussions as well and this is to be considered.

Hopefully schools, using a PSHE folder or book that moves with the child throughout the school, will use this resource to generate discussions and celebrate how much the children have grown, personally, socially and emotionally, as well as physically.

**Self-Esteem Questionnaires**

Some schools may decide they would like children to answer age-appropriate, self-esteem questionnaires annually, or even more frequently. Your School Support Worker can provide you with some examples. This would help to gauge how children are feeling about themselves and used in conjunction with teacher observations, help to identify any children who are of a concern. These could possibly be stored in children’s PSHE folders.

If children completed these assessments every term, it would be useful to see if children’s self-esteem was improving or tailor lessons around areas children need support with. Children who are of a concern, could receive more targeted support, possibly by attending nurture clubs or having time to work independently with support staff. Again, it is up to the school to decide how they would like to implement the PSHE curriculum.

**Spiritual, Moral, Social and Cultural (SMSC) Links**

All schools in England must show how well their pupils develop in SMSC. SMSC is essential for children and young people’s individual development, as well as the development of society as a whole. Ofsted highlights the importance of SMSC, stipulating that it is central to the development
and growth of ‘pupils as people’ and it is also at the heart of what teachers say education is all about (British Red Cross, 2014).

Key SMSC learning outcomes, according to ‘Doing SMSC’ (2015), are as follows:

- **Spiritual** - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity, as well as reflecting.

- **Moral** - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues, in addition to offer reasoned views.

- **Social** - Use a range of social skills; participate in the local community; appreciate viewpoints; participate, volunteer and cooperate; resolve conflict and engage with ‘British values’ (rules of laws, democracy, liberty, respect and tolerance).

- **Cultural** - Appreciate cultural influences; appreciate the role of Britain’s parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Some schools choose to teach children key SMSC messages, during PSHE and Religious Education (RE) studies, which proves to be an effective way of developing children and young people’s SMSC knowledge and understanding. For example, when covering drug and alcohol education, teachers may encourage pupils to look at the viewpoints of different religions and cultures; the impact of drugs and alcohol on society; laws surrounding drugs and alcohol and also consequences of alcohol and drug use.

At the end of this resource, there are a number of resources that provide guidance and activity ideas to reinforce key SMSC messages, which could be incorporated into PSHE and RE lessons (See pg.15).
Key Resources and Lesson Plans

Below is a list of some key resources, which can support the delivery of focus topics. They mainly consist of lesson plans for teachers to use. This is not a definitive list and schools may already be using resources they are familiar with, which they would like to continue using. Please note that two of the focus topics (careers and employability and road safety), only signpost to one resource. However, you may have resources that you are currently using that you could use alongside the individual resource, or you may gain ideas and inspiration from the resource and search for other teaching aids if necessary.

Some of the focus areas have a number of resources to support the delivery. Schools may choose to use a combination of one or more of the resources when exploring a focus topic and this can be advantageous as children may gain a wider understanding. The resources listed below are all available at the time this guide was created – if you have any problems obtaining them, you may wish to speak with your Healthy Schools Delivery Advisor. Underneath each resource, there is a brief outline of how you can access it and a hyperlink you can follow to obtain the resource.

- **Emotions, resilience and self-esteem**

  **PSHE Association Teaching about Mental Health and Emotional Wellbeing**
  It is suggested that before teaching the sessions, which are for Key Stage Three and Four, the PSHE Association’s guidance document ‘Preparing to teach about mental health and emotional wellbeing’ is read. There are eight lessons in total, as well as two workshop activities, on healthy coping strategies and mindfulness. The lesson plans are designed to be used flexibly, with a wide range of activities offered. Therefore many will select the lessons most relevant for their pupils and adapt them. The plans are based on one-hour lessons, however this is the minimum time required to deliver the activities, and teachers may choose to dedicate two or more hours to each lesson.
  *How to access it:* [Online on the PSHE association website](#).

  **ReSET (resilience and self-esteem toolkit)**
  Our ReSET for Secondary Schools book was created by a member of the Healthy Schools team and includes activities and discussions around emotions, resilience and self-esteem. There is a programme for primary aged pupils, which may also be suitable for some students in the secondary setting. If you would like training or more information about this resource, please contact your Healthy Schools Delivery Advisor.
  *How to access it:* Healthy Schools – speak to your Healthy Schools Delivery Advisor

  **DEAL (Developing Emotional Awareness and Listening)**
  DEAL is a free teaching resource that has been developed by Samaritans. Activities are designed to be inclusive of all abilities and learning styles. The resources are aimed at students aged 14 and over, but some teachers may feel the resource is appropriate for younger pupils, depending on students' previous learning, their level of maturity and understanding, as well as their needs. The DEAL resources are a set of lesson plans and activities that are divided into: emotional health, coping strategies, dealing with feeling and connecting with others (communication skills). There
are a number of core lesson plans focused on the before mentioned areas and then twenty minute follow up sessions (which could perhaps be delivered in tutor time). There are sessions on exam stress and coping strategies.

*How to access it:* [Online on the DEAL website.](#)

**Resilient Classroom – A Pack for Tutor Groups**

This Resilient Classroom resource pack provides activities tutors can use in tutor time sessions to promote and encourage students to feel more resilient. The activities are based on the Resilience Framework, developed by Professor Angie Hart (et al) to help children cope with day-to-day situations, where they need to develop more resilience. By encouraging tutor group students to try out these activities, it may enable students to be able to better cope with the challenging aspects of school and day-to-day life. The activities are broken down into five key areas: basics, belonging, learning, coping and core self and can be used as teachers consider it appropriate.

*How to access it:* [Online via this link.](#)

**My Sense of Self**

This resource was created by the Princess Diana Award, in conjunction with ASOS. It intends to generate discussions and reinforce key messages about body image. The resource provides everything that is needed to run a one to two hour long, body confidence lesson in an interactive ‘workshop’ style. It is aimed at students aged 11-16 and is intended to be taught to both boys and girls in a mixed setting. This resource is designed to be adaptable and teachers and staff can tailor the lesson to the setting, time frame and age group as necessary. There are lots of activity ideas, which can be used by different teachers, as they consider it appropriate.

*How to access it:* [Online, via the PSHE Association website.](#)

**Dove Confident Me**

These lessons, explore body image and how our personal identity and self-esteem are influenced by the media. These Key Stage 3 teaching resources, from the Dove Self-Esteem Project, have been created especially for 11-14 year old boys and girls, and are designed to enable teachers to run their own in-class workshops to help pupils to understand more about self-esteem and body confidence. The five session version of the resource contains material to cover over five 45-60 minute lessons; however, the lesson plans are designed to be used flexibly, with a wide range of activities offered. The lessons cover a wide array of areas, including: challenging unrealistic, sociocultural ideals of appearance and reducing appearance comparisons.

*How to access it:* [Online on the Dove website.](#)

**Media Smart Resources**

These lessons will help explain to pupils about how adverts portray appearance, helping them assess the impact the media has on how people feel about themselves. The resource is designed to help 11-16 year olds discuss issues related to body image and build their emotional resilience to appearance related media-pressure. The resource includes an online film (made up of several chapters) and teaching ideas. More information is available on the Media Smart website.

*How to access it:* [Online on the Media Smart website.](#)
• Drug and Alcohol Education

Christopher Winter Project (CWP) Drugs and Alcohol Education

Educational experts have used their classroom-based experience, to design "Teaching Drug and Alcohol Education with Confidence". There are lesson plans for Year Seven to Year Eleven, which aim to teach children about drugs and alcohol in an age-appropriate way. For example, in Year Seven children look at illegal and legal drugs and Year Ten explore the consequences of drug use. The programme can be purchased directly from the CWP website, including schemes of work, lessons plans and exciting materials.

How to access it: Healthy Schools can provide you with a copy of this resource for 50% subsidy of the total cost of £125 (£62.50) *as at January 2019 or direct from the Christopher Winter Project www.cwpresources.co.uk

Talk About Alcohol

This resource contains lessons that are suitable for 11-18 year olds. Pupils are encouraged to exchange their ideas, thoughts and feelings throughout the sessions, which are generated from the workbook. The workbook consists of activity ideas and advice for teachers to support discussion based work and group work. It also contains true or false myth busters and links to games, quizzes and activities. Each chapter covers a key topic and the resource is designed in such a way that teachers and staff can pick and mix different ideas and each activity is stand alone.

How to access it: Online on the Alcohol Education Trust website.

• Online Safety

Thinkuknow Toolkit

The Thinkuknow toolkit is designed to be used alongside the online resources and aims to provide children and young people, over the age of eleven, with an engaging learning experience. The resource intends to support young people to develop confident, healthy relationships to the internet, identify any negative behaviour they may encounter and respond with resilience, as well as know where to go to get information and help, if they are concerned or feel threatened. The toolkit includes fifteen varied activities and young people need access to the internet to complete the activities effectively (via a tablet or computer).

How to access it: Online on the Thinkuknow website.

Know it All

Know it All Secondary Toolkits contain a wide range of e-safety resources for secondary school pupils. They have been produced by Childnet International to help secondary school teachers and school staff understand and address a range of e-safety issues within schools. Both the Secondary Toolkit and the Upper Secondary Toolkit comprise of fully supported lesson plans and a range of accompanying resources, which can be accessed easily online.

How to access it: Online on the Know it all website.
Crossing the Line

The ‘Crossing the Line’ PSHE education toolkit encourages young people to reflect on their online behaviour, whilst also equipping them with the knowledge of how to respond to online safety issues, report any concerns and make positive choices. ‘Crossing the Line’ has been created by internet safety charity Childnet as part of their role as the UK Safer Internet Centre. This toolkit, which contains a series of films and accompanying lesson plans, will help teachers cover four key areas: cyber bullying, sexting, peer pressure and self-esteem. Although aimed at key stage 3 pupils, the teaching materials can easily be tailored to meet the needs of key stage 4.

How to access it: Online, via the Childnet website.

- Sex and Relationships Education

Christopher Winter Project (CWP) Sex and Relationships Education

Educational experts have used their classroom-based experience, to design “Teaching Sex and Relationships Education with Confidence”. There are lesson plans for Year Seven to Year Eleven, which aim to teach children about sex and relationships education in an age-appropriate way. For example, in Year Seven children look at puberty and Year Eleven look at safe sex. The programme can be purchased directly from the CWP website and includes schemes of work, lessons plans and exciting materials.

How to access it: Healthy Schools can provide you with a copy of this resource for 50% subsidy of the total cost of £125 (£62.50) *as at January 2019 or direct from the Christopher Winter Project www.cwpresources.co.uk

How to deliver Sex and Relationships Education (Brook Online)

Brook has produced an e-learning module, which is intended to enhance teacher’s confidence in teaching sex and relationships education. They acknowledge that this is not always easy and provides teachers with practical advice to support them. It covers a wide array of areas, from parental consent, to evaluation. Lesson ideas are included in the online module to be completed by teachers. It may also be useful to consider contacting Brook and finding out about other ways they can support the practical delivery of sex and relationships education within your school.

How to access it: Available online, on the Brook website.

- Healthy Relationships

Exploited

Exploited is a resource pack which aims to help prevent child sexual exploitation, by educating young people about how to stay safe. It was produced by the Child Exploitation & Online Protection Centre (CEOP) with input from a range of national partners including the NSPCC, Brook, the Sex Education Forum and Barnardos. The learning is based around an 18 minute film which helps young people avoid sexual exploitation. It educates young people to identify features of an exploitative friendship or relationship, in contrast with the development of a healthy relationship, and gives them clear information about how to report abuse and access support. There are six sessions in total, which can be delivered flexibly.

How to access it: Available online, on the PSHE association website.
Expect Respect

The Expect Respect Educational Toolkit is produced by Women’s Aid and is based on the themes that have been found to be effective in tackling domestic abuse. Although the resource consists of one lesson plan for each year group, they are designed to be used flexibly, with a wide range of activities offered that could perhaps be delivered over a longer series of lessons. The messages are delivered in an age appropriate way, with Year Seven looking at unwritten rules and managing conflict and Year Eleven looking at domestic abuse in more detail.

How to access it: [Online on the Women’s Aid website](https://www.womensaid.org.uk).

Disrespect Nobody

The Disrespect Nobody campaign, builds on the Government’s previous ‘This is Abuse’ campaign, and is aimed at preventing abusive behaviours within relationships. The teaching resource helps young people to understand what a healthy relationship is, to re-think their views of controlling behaviour, violence, abuse and consent and directs them to places to go for help and advice. It aims to help young people to develop key skills and attributes such as: empathy, respect, communication and negotiation so that they can enjoy healthy relationships both as they grow up and in adulthood. While the resource was initially created with the intention of it being used over three PSHE lessons, it can be used flexibly and provides teachers with lots of ideas that could be taught over more sessions.

How to access it: [Online, via the PSHE Association website](https://psheassociation.org.uk).

Runaway Children

This set of free downloadable resources, by the Railway Children, provide opportunities to explore important issues associated with why children and young people run away. The lessons are designed to help pupils understand the risks of running away and identify safer alternatives and people who may be able to help them. In addition, the resource provides scope to explore issues which relate to emotional wellbeing and mental health, such as: friendships and bullying, family life, homelessness, child exploitation and domestic violence. There are a number of different activity ideas and set lesson plans, which can be used flexibly, based on the needs of the young people.

How to access it: [Online on the Railway Children website](https://www.railwaychildren.org.uk).

- Careers and employability

Barclays LifeSkills

LifeSkills, created by Barclays, is a free curriculum-linked programme, developed with teachers to help improve the skills and employability of young people in the UK. Teachers are able to choose the free resources and lessons that work best for them and it is anticipated that the sessions will help to equip young people with employability skills. There are over fifty lesson plans to download, which cover a wide array of areas, including practical advice and techniques to develop confidence. There are plans for lower and upper secondary age.

How to access it: [Available online, on the Barclays LifeSkills website](https://www.barclayslifeskills.co.uk).
• Road safety

THINK! Resources
There are 25 lesson packs that help teach a range of road safety topics to children and teenagers of all ages. The lesson packs are colour coded by key stage and age range, from early years to key stage 4. There are 6 lessons for lower secondary and four for upper secondary. Each lesson pack contains a lesson plan, links to road safety teaching resources, and activities; everything you need to plan and deliver effective road safety education. These resources are not limited to classroom use and may be used by anyone with responsibility for educating. For more information, visit the THINK! online resource centre.

How to access it: Online on the THINK! website.

Spiritual, Moral, Social and Cultural (SMSC) Resources and Guidance

As mentioned earlier in this document, all schools in England must show how well their pupils develop in SMSC (for a definition of SMSC, see pg. 7). One possible way of teaching SMSC objectives, is incorporating key messages into PSHE and RE sessions. Below, are some resources that provide guidance about reinforcing SMSC messages. Some schools may find it useful to use the practical resources, or adapt lessons based on guidance documents, to ensure children are taught key SMSC messages effectively.

This information is taken from the SMSC resources section, of the Doing SMSC website (2015) (http://www.doingsmsc.org.uk/resources/)

Please click on the hyperlink to access the resources. It is important to mention that these resources are not accredited by the PSHE Association, or the Healthy Schools team and it is up to schools to make a decision regarding whether they are suitable, based on the needs of the children within the school.

Talking about values in the classroom introduces teachers to a method of working that develops students’ skills of thinking and talking about moral issues. This teaching unit from citizenship education pioneer, Don Rowe, uses stories as a stimulus to generate discussions about moral issues.

Controversial issues: Guidance for schools takes teachers through some of the issues they will face at times of public conflict and controversy and advises them on how to respond. This is vital, as in an age of mass media and electronic communication, children and young people are regularly exposed to the conflicts and controversies of adult life.

Dealing with the BNP and other radical groups sets out key issues and arguments to help schools develop a clear policy on dealing with extreme views, which can be implemented confidently and enable teachers to explore controversial issues and British values. The resource includes help with developing a clear school policy.

This is not a definitive list of resources and you may already be using resources in school that you are familiar with to teach key SMSC messages. It is advised schools have a look online for additional resources to use.