



## PSHE Curriculum Overview Plan



### Whole school curriculum intent

Develop a broad and balanced curriculum that enables students to learn, recall and apply knowledge and skills across different contexts, supported by a robust and consistent approach to assessment. This will lead to successful and resilient lifelong learners who can cope in a range of changing contexts.

### Key stage 3/4 subject curriculum intent

PSHE at TQEA will provide every child with the skills they need to succeed in life, they will be compassionate individuals that understand the importance of diversity and their community. They will strive to be the best they can be and be prepared to step up to the challenge of being successful in a competitive world wide arena.

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic	The TQEA and beyond - respect in school, behaviours for success, self awareness	Developing empathy, compassion and communication	Developing agency, strategies to manage influence and decision making:	Developing self-confidence and self-worth:	Developing assertive communication, risk management and support-seeking skills	Developing agency and decision making skills:
	Core knowledge from this topic	<ul style="list-style-type: none"> <li>Students will learn about self awareness through exploring their personal identity and identifying core values</li> <li>Students will learn how identity and values can support goal setting for the future</li> <li>Students will learn the skills they need to support learning e.g. teamwork and organisation</li> <li>Students will learn about school rules and people who can help with transition</li> <li>students will learn how to demonstrate respect in the school and surrounding community</li> </ul>	<ul style="list-style-type: none"> <li>Skills to make and maintain new friendships</li> <li>how to empathise with, and show compassion for peers to recognise loneliness and isolation, and strategies to include others</li> <li>to communicate safely online</li> <li>to recognise bullying in all its forms strategies for challenging bullying, including online</li> <li>how and where to communicate concerns about friendships and bullying, including online</li> </ul>	<ul style="list-style-type: none"> <li>How to recognise, express and manage emotions to promote daily wellbeing.</li> <li>About influences on diet and exercise choices.</li> <li>How to make healthy and informed decisions about maintaining hygiene and dental health.</li> <li>About the importance of sleep and maintaining healthy sleep habits.</li> </ul>	<ul style="list-style-type: none"> <li>Ways to develop self-confidence and feelings of self-worth</li> <li>About the impact of puberty on emotional wellbeing and self- concept, and ways to manage this</li> <li>About the physical changes that occur during puberty, including periods and wet dreams</li> <li>About menstrual wellbeing and strategies to manage it</li> <li>How to manage influences on body satisfaction e.g. online media</li> </ul>	<ul style="list-style-type: none"> <li>About rights, responsibilities and how to respect and advocate for them, including online</li> <li>How to assertively communicate and negotiate boundaries with friends and in other relationships, including online</li> <li>About the importance of consent</li> <li>About the relationship between personal boundaries and human rights</li> <li>How to seek help for themselves or others, in relation to unwanted contact</li> <li>How to safely access help for themselves or others if concerned about FGM or forced marriage</li> </ul>	<ul style="list-style-type: none"> <li>How to manage peer influence in relation to substances, including energy drinks, nicotine and alcohol.</li> <li>Skills and strategies to make responsible decisions and manage situations in relation to drugs, alcohol and tobacco.</li> <li>About personal safety in increasingly independent contexts e.g. travel safety.</li> <li>How to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuries.</li> <li>To assess when to contact emergency services.</li> </ul>
Links to the national curriculum	<p><b>Core Theme 1: Health and Wellbeing</b>            H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing            H4. simple strategies to help build resilience to negative opinions, judgements and comments</p> <p><b>Core Theme 2: Relationships</b></p>	<p><b>Core Theme 1: Health and Wellbeing</b>            H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)            H4. simple strategies to help build resilience to negative opinions, judgements and comments            H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p>	<p><b>Core Theme 1: Health and Wellbeing</b>            H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary.            H7. the characteristics of mental and emotional health and strategies for managing these            H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities.            H14. the benefits of physical activity and exercise for physical and mental health and wellbeing</p>	<p><b>Core Theme 1: Health and Wellbeing</b>            H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing.            H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)            H3. the impact that media and social media can have on how people think about themselves and express themselves, including</p>	<p><b>Core Theme 1: Health and Wellbeing</b>            H21. how to access health services when appropriate            H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM</p> <p><b>Core Theme 2: Relationships</b></p>	<p><b>Core Theme 1: Health and Wellbeing</b>            H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics            H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use            H19. the consequences of substance use and misuse for the mental and physical</p>	



## PSHE Curriculum Overview Plan

		<p>R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>R15. to further develop and rehearse the skills of team working</p> <p>R16. to further develop the skills of active listening, clear communication, negotiation and compromise</p> <p><b>Core Theme 3: Living in the Wider World</b></p> <p>L2. to review their strengths, interests, skills, qualities and values and how to develop them</p> <p>L3. to set realistic yet ambitious targets and goals</p> <p>L6. the importance and benefits of being a lifelong learner</p> <p>L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life</p> <p>L12. about different work roles and career pathways, including clarifying their own early aspirations</p>	<p><b>Core Theme 2: Relationships</b></p> <p>R2. indicators of positive, healthy relationships and unhealthy relationships, including online.</p> <p>R9. to clarify and develop personal values in friendships, love and sexual relationships.</p> <p>R10. the importance of trust in relationships and the behaviours that can undermine or build trust.</p> <p>R13. how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online).</p> <p>R16. to further develop the skills of active listening, clear communication, negotiation and compromise.</p> <p>R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</p> <p><b>Core Theme 3: Living in the Wider World</b></p> <p>L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them.</p> <p>L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</p>	<p>H15. the importance of sleep and strategies to maintain good quality sleep</p> <p>H16. to recognise and manage what influences their choices about physical activity</p> <p>H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</p> <p>H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices</p> <p>H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.</p> <p>H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection</p> <p>H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p> <p><b>Core Theme 2: Relationships</b></p> <p>R42. to recognise peer influence and to develop strategies for managing it, including online</p>	<p>regarding body image, physical and mental health.</p> <p>H4. simple strategies to help build resilience to negative opinions, judgements and comments.</p> <p>H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing.</p> <p>H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing.</p> <p>H21. how to access health services when appropriate</p> <p>H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM.</p> <p><b>Core Theme 3: Living in the Wider World</b></p> <p>L24. to understand how the way people present themselves online can have positive and negative impacts on them.</p>	<p>R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion.</p> <p>R13. how to safely and responsibly form, maintain and manage positive relationships, including online.</p> <p>R16. to further develop the skills of active listening, clear communication, negotiation and compromise.</p> <p>R26. how to seek, give, not give and withdraw consent (in all contexts, including online).</p> <p>R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online.</p> <p><b>Core Theme 3: Living in the Wider World</b></p> <p>L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media</p>	<p>health and wellbeing of individuals and their families, and the wider consequences for communities.</p> <p>H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle.</p> <p>H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</p> <p>H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use.</p> <p>H27. the personal and social risks and consequences of substance use and misuse including occasional use</p> <p>H28. the law relating to the supply, use and misuse of legal and illegal substances.</p> <p>H29. about the concepts of dependence and addiction including awareness of help to overcome addictions.</p> <p>H30. how to identify risk and manage personal safety in increasingly independent situations, including online.</p> <p>H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety.</p> <p><b>Core Theme 2: Relationships</b></p> <p>R42. to recognise peer influence and to develop strategies for managing it, including online.</p> <p>R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support.</p>
--	--	---	--	---	--	--	--



### PSHE Curriculum Overview Plan

<b>Previous content that this topic builds upon</b>	<ul style="list-style-type: none"> <li>Personal identity; recognising individuality and different qualities; mental wellbeing.</li> <li>Personal strengths and achievements; managing and re-framing setbacks</li> <li>managing transition</li> </ul>	<ul style="list-style-type: none"> <li>Valuing diversity; challenging discrimination and stereotypes</li> <li>Expressing opinions and respecting other points of view, including discussing topical issues.</li> </ul>	<ul style="list-style-type: none"> <li>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.</li> <li>Healthy sleep habits, health choices and habits.</li> </ul>	<ul style="list-style-type: none"> <li>Human reproduction and birth; increasing independence</li> <li>Sharing things online</li> </ul>	<ul style="list-style-type: none"> <li>Keeping safe in different situations</li> <li>FGM</li> <li>Attraction to others; romantic relationships.</li> </ul>	<ul style="list-style-type: none"> <li>drug use and the law; drug use and the media, responding in emergencies and first aid.</li> </ul>	
<b>Key vocabulary</b>	<ul style="list-style-type: none"> <li>Resilience</li> <li>Transition</li> <li>Achievement</li> <li>Ambition</li> <li>Pride</li> <li>Values</li> <li>Respect</li> <li>Community</li> </ul>	<ul style="list-style-type: none"> <li>Positive</li> <li>Relationship</li> <li>Diversity</li> <li>Discrimination</li> <li>Stereotypes</li> <li>Respect</li> <li>Bullying</li> <li>Empathy</li> <li>Compassion</li> <li>Conflict</li> </ul>	<ul style="list-style-type: none"> <li>Health</li> <li>Mental health</li> <li>Hygiene</li> <li>Diet</li> <li>Sleep</li> </ul>	<ul style="list-style-type: none"> <li>Menstruation</li> <li>Puberty</li> <li>Erections</li> <li>Reproduction</li> <li>Wet Dreams</li> <li>Periods</li> <li>Body Confidence</li> </ul>	<ul style="list-style-type: none"> <li>Rights</li> <li>Responsibilities</li> <li>Communication</li> <li>Boundaries</li> <li>Relationships</li> <li>Consent</li> <li>FGM</li> </ul>	<ul style="list-style-type: none"> <li>Addiction</li> <li>Nicotine</li> <li>Drugs</li> <li>First aid</li> <li>CPR</li> </ul>	
<b>Development of cultural capital</b>	Students will have opportunities to develop their oracy skills during class discussions, explore the importance of community values. They will be encouraged to explore their aspirations and learn to use intrinsic motivation to achieve dreams.	Students will be empowered to make good choices when they are making friends and maintaining friendships. They will develop skills in compassion and empathy along with communication skills to speak out against discrimination.	Students will be taught the life skills of living a healthy lifestyle, taking care of both their physical and mental health so they have the tools needed to deal with difficult situations, and know how to avoid certain health issues.	Students will develop empathy and compassion skills by taking part in respectful discussions. They will be empowered by understanding what is happening to their own, and others, bodies during puberty.	Students will learn about their rights as a citizen, that they have a voice and how they can use it to protect themselves. They will have the opportunity to develop their personal morals and understand the issues others, particularly from other cultures, may experience. As part of this will have the opportunity to develop their oracy skills with structured debates.	Students will learn the dangers of addictive substances and their impacts on health and the community around them. They will learn lifelong skills in first aid to give them a sense of purpose and responsibility in a community setting.	
<b>Development of reading</b>	A combination of short play scripts and current articles for independent and guided reading tasks. These will always be picked close to the lessons to make sure they are relevant and current to our students, the area and the topic	A combination of short play scripts and current articles for independent and guided reading tasks. These will always be picked close to the lessons to make sure they are relevant and current to our students, the area and the topic.	A combination of short play scripts and current articles for independent and guided reading tasks. These will always be picked close to the lessons to make sure they are relevant and current to our students, the area and the topic.	A combination of short play scripts and current articles for independent and guided reading tasks. These will always be picked close to the lessons to make sure they are relevant and current to our students, the area and the topic.	A combination of short play scripts and current articles for independent and guided reading tasks. These will always be picked close to the lessons to make sure they are relevant and current to our students, the area and the topic.	A combination of short play scripts and current articles for independent and guided reading tasks. These will always be picked close to the lessons to make sure they are relevant and current to our students, the area and the topic.	
<b>Concepts –what will students be able to do at the end of the topic</b>	By the end of this topic students will have an understanding of the importance of developing self-esteem and being an aspirational student. They will know how a TQEA student conducts themselves inside school and in the community. They will know why it is important to have values and respect.	Students will gain an understanding of how to maintain genuine friendships and avoid toxic ones. Showing how they can keep and have positive relationships. Students will gain an understanding of family’s different long term commitments, developing this further by giving them an understanding of romance, love, new feelings and teen relationships. Students will be able to distinguish the difference between banter and bullying. Giving examples of how to keep safe online and prevent online bullying.	By the end of this topic students will understand the importance of keeping the body and mind healthy, where they can go for help, how they can look after themselves and the impact negative choices can have on their health.	By the end of this topic students will be able to understand what happens to both males and females when the body goes through puberty. They will understand what is to be expected and what is normal during this time. Finally, students will get an understanding of FGM, what this is and why it is so serious.	By the end of this topic students will know how to communicate and set boundaries in friendships. They will know what FGM is and what forced marriage is.	Students will understand the issues with energy drinks, as well as the why smoke is bad as well as the effect of second-hand smoke. They will get an understanding of the dangers of drugs and the different types.	



### PSHE Curriculum Overview Plan

			Finally, students will have an understanding of what online radicalisation is and why it is a problem.				
<b>Links to KCSIE</b>			<b>Abuse and neglect - Peer on Peer abuse</b>		<b>FGM</b>	<b>Honour-based abuse, FGM, Consent</b>	<b>County lines</b>
<b>Year Group</b>		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 8</b>	<b>Topic</b>	<b>Independence and aspirations - Developing risk management skills, analytical skills and strategies to identify bias:</b> <ul style="list-style-type: none"> <li>Managing online presence</li> <li>Digital and media literacy</li> </ul>	<b>Autonomy and advocacy - Developing respect for beliefs, values and opinions and advocacy skills:</b> <ul style="list-style-type: none"> <li>Stereotypes, prejudice and discrimination</li> <li>Promoting diversity and equality</li> </ul>	<b>Choices and influences</b>  <b>Developing agency and strategies to manage influence and access support:</b> <ul style="list-style-type: none"> <li>Drugs and alcohol</li> <li>Introduction to contraception</li> <li>Resisting peer influence</li> <li>Online choices and influences</li> </ul>	<b>Independence and aspirations</b>  <b>Developing goal setting, motivation and self-awareness:</b> <ul style="list-style-type: none"> <li>Aspirations for the future</li> <li>Career choices</li> <li>Identity and the world of work</li> </ul>	<b>Autonomy and advocacy</b>  <b>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</b> <ul style="list-style-type: none"> <li>Healthy relationships</li> <li>Boundaries and consent</li> <li>LGBT+ inclusivity</li> <li>'Sexting'</li> <li>Managing conflict</li> </ul>	<b>Choices and influences</b>  <b>Developing agency and strategies to manage influence and access support:</b> <ul style="list-style-type: none"> <li>Maintaining positive mental health</li> <li>Importance of physical activity</li> </ul>
	<b>Core knowledge from this topic</b>	Students will learn: <ul style="list-style-type: none"> <li>How to manage their online presence</li> <li>That information online can be manipulated, misrepresented or fake</li> <li>How to critically analyse different sources of information</li> <li>How to assess the reliability of media sources and critique social media content</li> <li>How to safely manage personal information online</li> <li>The strategies to maintain a positive presence online</li> </ul>	Students will learn: <ul style="list-style-type: none"> <li>About the importance of equality and diversity and how to celebrate these</li> <li>How to show respect for – or respectfully challenge when necessary – the values, beliefs and opinions of others</li> <li>How to recognise and challenge stereotypes</li> <li>the impact of stereotypes on perceptions of others</li> <li>strategies to communicate concerns about, and challenge, prejudice and discrimination</li> </ul>	Students will learn: <ul style="list-style-type: none"> <li>how to make positive, informed decisions relating to substances, including drugs, alcohol and nicotine use</li> <li>about the laws relating to substances</li> <li>strategies to manage influence in relation to substances</li> <li>about contraception and how to access advice and support in relation to sexual health</li> <li>how to balance time online with other activities</li> <li>how to recognise and manage influences online</li> </ul>	Students will learn: <ul style="list-style-type: none"> <li>how to develop self-awareness by identifying personal and academic strengths and interests</li> <li>to increase motivation by setting aspirational goals</li> <li>about different careers and routes to employment</li> <li>about employment trends and how they can inform decision making</li> <li>how to manage emotions relating to future employment and career choices</li> </ul>	Students will learn: <ul style="list-style-type: none"> <li>about the features of healthy and unhealthy relationships, including online</li> <li>how to maintain respectful relationships, including online</li> <li>about sexual orientation, gender identity and diversity in sexual attraction</li> <li>how to assertively communicate and negotiate boundaries in relationships</li> <li>about the law relating to consent and how to seek, give, and not give consent</li> <li>strategies to assess readiness for intimacy and manage pressure in relationships</li> <li>how to manage requests to share intimate images, including where, when and how to report concerns</li> <li>skills and strategies to manage conflict</li> </ul>	Students will learn: <ul style="list-style-type: none"> <li>about the link between physical and mental wellbeing</li> <li>about the importance of positive mental health and emotional wellbeing and how to maintain these</li> <li>about attitudes towards mental health and how to challenge myths and stigma</li> <li>how to recognise and manage influences and make healthy, informed decisions about maintaining physical health</li> <li>how to access appropriate support in relation to mental and physical health</li> </ul>



### PSHE Curriculum Overview Plan

						<ul style="list-style-type: none"> <li>• about sources of support and how to access them</li> </ul>	
<p><b>Links to the national curriculum</b></p>	<p><b>Core Theme 1: Health and Wellbeing</b></p> <p>H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health</p> <p>H30. how to identify risk and manage personal safety in increasingly independent situations, including online</p> <p><b>Core Theme 2: Relationships</b></p> <p>R7. how the media portrays relationships and the potential impact of this on people’s expectations of relationships, R8. that the portrayal of sex in the media and social media (including pornography) can affect people’s expectations of relationships and sex, R17.</p>	<p><b>Core Theme 1: Health and Wellbeing</b></p> <p>H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p> <p><b>Core Theme 2: Relationships</b></p> <p>R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary, R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others R28. to recognise when others are using manipulation, persuasion or coercion and how to respond R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism,</p>	<p><b>Core Theme 1: Health and Wellbeing</b></p> <p>H3 the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health ,</p> <p>H13 the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities,</p> <p>H23 the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics,</p> <p>H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</p> <p>H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities</p> <p>H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle</p> <p>H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</p> <p>H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health</p>	<p><b>Core Theme 1: Health and Wellbeing</b></p> <p>H1 how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p> <p><b>Core Theme 3: Living in the Wider World</b></p> <p>L2 to review their strengths, interests, skills, qualities and values and how to develop them,</p> <p>L3. to set realistic yet ambitious targets and goals</p> <p>L4. the skills and attributes that employers value,</p> <p>L8 about routes into work, training and other vocational and academic opportunities, and progression routes,</p> <p>L9 the benefits of setting ambitious goals and being open to opportunities in all aspects of life,</p> <p>L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life,</p> <p>L12. about different work roles and career pathways, including clarifying their own early aspirations</p>	<p><b>Core Theme 2: Relationships</b></p> <p>R2. indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>R4. the difference between biological sex, gender identity and sexual orientation</p> <p>R5. to recognise that sexual attraction and sexuality are diverse</p> <p>R9. to clarify and develop personal values in friendships, love and sexual relationships</p> <p>R10. the importance of trust in relationships and the behaviours that can undermine or build trust</p> <p>R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships</p> <p>R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex</p> <p>R13. how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help</p>	<p><b>Core Theme 1: Health and Wellbeing</b></p> <p>H7. the characteristics of mental and emotional health and strategies for managing these</p> <p>H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns</p> <p>H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p> <p>H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</p> <p>H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</p> <p>H12. how to recognise when they or others need help with their mental health and wellbeing;</p>	



## PSHE Curriculum Overview Plan

		<p>strategies to identify and reduce risk from people online that they do not already know; when and how to access help , R30. how to manage any request or pressure to share an image of themselves or others, and how to get help</p> <p><b>Core Theme 3: Living in the Wider World</b> L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views L24. to understand how the way people present themselves online can have positive and negative impacts on them L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people’s attitudes and behaviours L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</p>	<p>ableism and faith-based prejudice R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online</p> <p><b>Core Theme 3: Living in the Wider World</b> L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</p>	<p>risks associated with their use H27. the personal and social risks and consequences of substance use and misuse including occasional use H28. the law relating to the supply, use and misuse of legal and illegal substances H29. about the concepts of dependence and addiction including awareness of help to overcome addictions, H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships) H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</p> <p><b>Core Theme 2: Relationships</b> R20 to manage the influence of drugs and alcohol on decision-making within relationships and social situations, R32 . the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also ‘Health’) R33 the risks related to unprotected sex</p>	<p>L13. about young people’s employment rights and responsibilities L14. to manage emotions in relation to future employment</p>	<p>R18. to manage the strong feelings that relationships can cause (including sexual attraction) R19. to develop conflict management skills and strategies to reconcile after disagreements R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances R25. about the law relating to sexual consent R26. how to seek, give, not give and withdraw consent (in all contexts, including online) R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected R28. to gauge readiness for sexual intimacy R29. the impact of sharing sexual images of others without consent R30. how to manage any request or pressure to share an image of themselves or others, and how to get help R31. that intimate relationships should be pleasurable</p>	<p>sources of help and support and strategies for accessing what they need H16. to recognise and manage what influences their choices about physical activity H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices H21. how to access health services when appropriate H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety</p> <p><b>Core Theme 2: Relationships</b> R42 to recognise peer influence and to develop strategies for managing it, including online</p>
--	--	---	--	---	--	---	--



### PSHE Curriculum Overview Plan

	Previous content that this topic builds upon	<ul style="list-style-type: none"> <li>How to assertively communicate and negotiate boundaries with friends and in other relationships, including online</li> <li>to communicate safely online</li> </ul>	<ul style="list-style-type: none"> <li>show compassion for peers to recognise loneliness and isolation, and strategies to include others</li> <li>how and where to communicate concerns about friendships and bullying, including online</li> </ul>	<ul style="list-style-type: none"> <li>Skills and strategies to make responsible decisions and manage situations in relation to drugs, alcohol and tobacco.</li> <li>How to manage peer influence in relation to substances, including energy drinks, nicotine and alcohol.</li> <li>to communicate safely online</li> </ul>	<ul style="list-style-type: none"> <li>how identity and values can support goal setting for the future</li> <li>self awareness through exploring their personal identity and identifying core values</li> </ul>	<ul style="list-style-type: none"> <li>How to assertively communicate and negotiate boundaries with friends and in other relationships, including online</li> <li>how and where to communicate concerns about friendships and bullying, including online</li> </ul>	<ul style="list-style-type: none"> <li>How to recognise, express and manage emotions to promote daily wellbeing.</li> <li>How to make healthy and informed decisions about maintaining hygiene and dental health.</li> </ul>
	Key vocabulary	<ul style="list-style-type: none"> <li>Fake News</li> <li>Digital footprint</li> <li>e-safety</li> <li>grooming</li> <li>cyber security</li> <li>boundaries</li> <li>communication</li> </ul>	<ul style="list-style-type: none"> <li>Disability</li> <li>Prejudice</li> <li>Homophobia</li> <li>stereotypes</li> <li>diversity</li> <li>discrimination</li> <li>extremism</li> <li>radicalisation</li> <li>tolerance</li> <li>British values</li> </ul>	<ul style="list-style-type: none"> <li>Smoking</li> <li>vaping</li> <li>caffeine</li> <li>Personal Safety</li> <li>First Aid</li> <li>Teenage pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Self confidence</li> <li>Self-development</li> <li>Self-managers</li> <li>motivation</li> <li>employment</li> </ul>	<ul style="list-style-type: none"> <li>LGBTQ+</li> <li>diversity</li> <li>sexting</li> <li>gender</li> <li>sexual orientation</li> <li>relationships</li> <li>consent</li> </ul>	<ul style="list-style-type: none"> <li>Mental Health</li> <li>Mindfulness</li> <li>Hygiene</li> <li>Depression</li> <li>Anxiety</li> <li>Self Harm</li> <li>Eating disorder</li> </ul>
	Development of cultural capital	Development of the skills needed for an online world, to be able to communicate and understand the consequences of their communications when not in a face to face situation. Students will also discover opportunities outside of their community and find out about career opportunities.	Building students social capital during this topic will help the students better understand values and morals, give them a sense of belonging and develop empathy, understanding and tolerance to everyone in their community.	Developing the emotional tools needed to manage peer and media influences to protect their health and future opportunities. The personal empowerment they will gain will give the students strategies they need to help them self-discipline and have the oracy skills and confidence to stand by their decisions not to feel pressured by their peers.	This topic will allow students to develop their employability capital, exploring the skills they have and developing any skills they need to feel empowered to make good decisions about their future.	During this topic students will develop the understanding of healthy relationships and an understanding of the different types of relationships. They will learn oracy skills needed to voice their feelings to enable them to have better communication in relationships, be it friendships, family, professional or romantic.	This topic will focus on developing resilience, problem solving and developing the communication skills needed through writing and oracy needed to communicate when they need help with any health issues now, or in the future
	Development of reading	A combination of short play scripts and current articles for independent and guided reading tasks. These will always be picked close to the lessons to make sure they are relevant and current to our students, the area and the topic	A combination of short play scripts and current articles for independent and guided reading tasks. These will always be picked close to the lessons to make sure they are relevant and current to our students, the area and the topic.	A combination of short play scripts and current articles for independent and guided reading tasks. These will always be picked close to the lessons to make sure they are relevant and current to our students, the area and the topic.	A combination of short play scripts and current articles for independent and guided reading tasks. These will always be picked close to the lessons to make sure they are relevant and current to our students, the area and the topic.	A combination of short play scripts and current articles for independent and guided reading tasks. These will always be picked close to the lessons to make sure they are relevant and current to our students, the area and the topic.	A combination of short play scripts and current articles for independent and guided reading tasks. These will always be picked close to the lessons to make sure they are relevant and current to our students, the area and the topic.
KCSIE		<b>Upskirting</b>	<b>Peep on Peer abuse, bullying</b>	<b>County lines,</b>		<b>consent, sexual harassment, domestic abuse, upskirting</b>	<b>Mental health</b>
<b>Year Group</b>		<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Year 9</b>	<b>Topic</b>	<b>Independence and aspirations</b> Developing risk management skills, analytical skills and strategies to identify bias: <ul style="list-style-type: none"> <li>Managing online presence</li> <li>Digital and media literacy</li> </ul>	<b>Developing respect for beliefs, values and opinions and advocacy skills:</b> <ul style="list-style-type: none"> <li>Stereotypes, prejudice and discrimination</li> <li>Promoting diversity and equality</li> </ul>	<b>Developing agency and strategies to manage influence and access support:</b> <ul style="list-style-type: none"> <li>Drugs, smoking and alcohol</li> <li>Introduction to contraception</li> <li>Resisting peer influence</li> <li>Online choices and influences</li> </ul>	<b>Developing goal setting, motivation and self-awareness:</b> <ul style="list-style-type: none"> <li>Aspirations for the future</li> <li>Career choices</li> <li>Identity and the world of work</li> </ul>	<b>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</b> <ul style="list-style-type: none"> <li>Healthy relationships</li> <li>Boundaries and consent</li> <li>LGBT+ inclusivity</li> <li>'Sexting'</li> <li>Managing conflict</li> </ul>	<b>Developing agency and strategies to manage influence and access support:</b> <ul style="list-style-type: none"> <li>Maintaining positive mental health</li> <li>Importance of physical activity</li> </ul>



### PSHE Curriculum Overview Plan

<p><b>Core knowledge from this topic</b></p>	<p>Students will learn:</p> <ul style="list-style-type: none"> <li>to evaluate influences on, and sources of advice for GCSE options and careers</li> <li>how to make informed decisions about GCSE options in relation to future goals</li> <li>skills for enterprise and employability</li> <li>laws and rights relating to young people's employment</li> </ul>	<p>Students will learn:</p> <ul style="list-style-type: none"> <li>how to manage difficulties and challenges in friendships</li> <li>how to assertively communicate values and beliefs in challenging situations</li> <li>strategies to manage pressure to join a gang and/or engage in substance use, anti-social behaviour or violent crime</li> <li>to evaluate attitudes and social norms in relation to substance use</li> <li>the risks and consequences of substance misuse</li> <li>exit strategies in risky or dangerous situations and how to access support</li> </ul>	<p>Students will learn:</p> <ul style="list-style-type: none"> <li>the consequences of using different substances</li> <li>the strategies needed to manage risk taking (having the awareness of consequences)</li> <li>to recognise peer pressure and strategies to manage it.</li> <li>How to access services which provide contraception</li> <li>to recognise how the decisions, you make have consequences and what those consequences.</li> </ul>	<p>Students will learn:</p> <ul style="list-style-type: none"> <li>how to recognise and manage the impact of the media and advertising on decision making, including online</li> <li>about saving, borrowing and how to manage money</li> <li>how to make informed financial choices and where and how to seek help, advice and support if needed about the risks related to gambling behaviours and chance based transactions, including online</li> <li>to identify common forms of fraud and online scams</li> <li>how to access help in relation to gambling harms or fraud</li> </ul>	<p>Students will learn:</p> <ul style="list-style-type: none"> <li>about the features of healthy, intimate relationships, including that they should be equitable and pleasurable</li> <li>how to recognise healthy and unhealthy relationship behaviours</li> <li>about stable, committed relationships and features of family life</li> <li>about personal values and their influence on relationship expectations</li> <li>about the influence of the portrayal of sex in the media, including pornography, on self-concept, relationship values and expectations</li> <li>about the legal and moral responsibilities in relation to seeking consent</li> <li>how to recognise factors that might affect capacity to consent</li> </ul>	<p>Students will learn:</p> <ul style="list-style-type: none"> <li>how to make informed decisions about sexual health and access reliable advice and support</li> <li>about sexually transmitted infections and how to reduce chances of transmission</li> <li>how to choose and access contraception</li> <li>about the consequences of unintended pregnancy and how to access appropriate support</li> <li>about health prevention measures, cancer awareness and the importance of self-examination, especially for early detection of testicular cancer</li> <li>to revisit and further develop first aid and life-saving skills</li> </ul>
<p><b>Links to the national curriculum</b></p>	<p><b>Core Theme 3: Living in the wider world</b></p> <p>L1. study, organisational, research and presentation skills  L2. to review their strengths, interests, skills, qualities and values and how to develop them  L3. to set realistic yet ambitious targets and goals  L4. the skills and attributes that employers value  L5. the skills and qualities required to engage in enterprise  L6. the importance and benefits of being a lifelong learner,  L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to</p>	<p><b>Core Theme 1: Health and Wellbeing</b></p> <p>H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use  H27. the personal and social risks and consequences of substance use and misuse including occasional use</p> <p><b>Core Theme 2: Relationships</b>  R19. to develop conflict management skills and strategies to reconcile after disagreements  R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations</p>	<p><b>Core Theme 1: Health and Wellbeing</b></p> <p>H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers  H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use  H27. the personal and social risks and consequences of substance use and misuse including occasional use  H28. the law relating to the supply, use and misuse of legal and illegal substances  H29. about the concepts of dependence and addiction including awareness of help to overcome addictions</p>	<p><b>Core Theme 1: Health and Wellbeing</b></p> <p>H5 to recognise and manage internal and external influences on decisions which affect health and wellbeing  H32 the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling</p> <p><b>Core Theme 2: Relationships</b>  R17 strategies to identify and reduce risk from people online that they do not already know; when and how to access help</p>	<p><b>Core Theme 2: Relationships</b>  R2 indicators of positive, healthy relationships and unhealthy relationships, including online  R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships  R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex  R9. to clarify and develop personal values in friendships, love and sexual relationships  R10. the importance of trust in relationships and the behaviours that can undermine or build trust  R11. to evaluate expectations about</p>	<p><b>Core Theme 1: Health and Wellbeing</b>  H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.  H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection  H21. how to access health services when appropriate  H30. how to identify risk and manage personal safety in increasingly independent situations, including online  H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety</p>





### PSHE Curriculum Overview Plan

		<p>manage this decision-making process L8. about routes into work, training and other vocational and academic opportunities, and progression routes L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life</p> <p>L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views</p> <p>L24. to understand how the way people present themselves online can have positive and negative impacts on them</p> <p>L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours</p>	<p>R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others</p> <p>R42. to recognise peer influence and to develop strategies for managing it, including online</p> <p>R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</p> <p>R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p> <p>R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours</p> <p>R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support</p> <p>R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon</p>	<p>H21. how to access health services when appropriate</p> <p><b>Core Theme 2: Relationships</b></p> <p>R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</p> <p>R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p> <p>R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')</p> <p>R33. the risks related to unprotected sex</p>	<p><b>Core Theme 3: Living in the wider world</b></p> <p>L15 to assess and manage risk in relation to financial decisions that young people might make</p> <p>L16. about values and attitudes relating to finance, including debt</p> <p>L17. to manage emotions in relation to money</p> <p>L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</p> <p>L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams</p> <p>L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</p>	<p>gender roles, behaviour and intimacy within romantic relationships</p> <p>R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex</p> <p>R16. to further develop the skills of active listening, clear communication, negotiation and compromise</p> <p>R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances</p> <p>R25. about the law relating to sexual consent</p> <p>R26. how to seek, give, not give and withdraw consent (in all contexts, including online)</p> <p>R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected</p> <p>R35. the roles and responsibilities of parents, carers and children in families</p> <p>R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p> <p><b>Core Theme 3: Living in the wider world</b></p> <p>L25 to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</p>	<p>H33 how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p> <p>H35 about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)</p> <p>H36 that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</p> <p><b>Core Theme 2: Relationships</b></p> <p>R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')</p> <p>R33. the risks related to unprotected sex</p> <p>R34. the consequences of unintended pregnancy, sources of support and the options available</p> <p>R35. the roles and responsibilities of parents, carers and children in families</p>
	<b>Key vocabulary</b>	<ul style="list-style-type: none"> <li>Aspiration</li> <li>Potential</li> <li>Enterprise</li> <li>Employability</li> <li>Interview</li> <li>CV</li> </ul>	<ul style="list-style-type: none"> <li>Count lines</li> <li>Trap house</li> <li>Knife crime</li> <li>Gang crime</li> <li>Grooming</li> </ul>	<ul style="list-style-type: none"> <li>alcohol</li> <li>smoking</li> <li>self-discipline</li> <li>peer pressure</li> <li>contraception</li> <li>stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Expenditure</li> <li>Source of Income</li> <li>Budgeting</li> <li>Credit Cards</li> <li>Interest Rate</li> <li>Loans</li> <li>Interest</li> <li>Savings</li> <li>Bank Accounts</li> <li>Cheques</li> <li>Debit Card</li> <li>Transactions</li> <li>Current Account</li> </ul>	<ul style="list-style-type: none"> <li>Consent</li> <li>Pornography</li> <li>Sexting</li> <li>Body Image</li> <li>Manorexia</li> <li>Eating Disorders</li> <li>Domestic Conflict</li> </ul>	<ul style="list-style-type: none"> <li>Non-consensual</li> <li>Non-consensual Sex</li> <li>STI's</li> <li>Contraceptive</li> <li>Cancer</li> <li>Contraception</li> </ul>
	<b>Development of cultural capital</b>	During this topic students will develop their skills in	Students are developing their social capital by considering the	Through this unit students are helped to develop their resilience, given	During this topic students will develop skills in reasoning and	During this topic students will develop the understanding of	In this unit students are developing their communication skills and



### PSHE Curriculum Overview Plan

		Employability capital by practicing their oracy skills in practice interviews, writing CV's developing aspirations for their futures and developing work ethic to support those aspirations.	community effects of drugs and gangs and developing their personal empowerment to have the skills and strategies needed to stay away from drugs and gangs. This is supported with a drama production/workshop in the new year.	opportunities to use both written and oracy skills to communicate with their class.	problem solving, their economic community and be encouraged to revisit their aspirations for their future.	healthy relationships, they will develop oracy skills needed to voice their feelings to enable them to have better communication in relationships and develop their understanding and empathy for others who have had different experiences to them.	confidence to allow them to have safe and healthy relationships. They will evaluate their own behaviours to develop a sense of pride. During this half term students will have the opportunity to attend a session by the local sexual health team.
	<b>Development of reading</b>	A combination of short play scripts and current articles for independent and guided reading tasks. These will always be picked close to the lessons to make sure they are relevant and current to our students, the area and the topic	A combination of short play scripts and current articles for independent and guided reading tasks. These will always be picked close to the lessons to make sure they are relevant and current to our students, the area and the topic.	A combination of short play scripts and current articles for independent and guided reading tasks. These will always be picked close to the lessons to make sure they are relevant and current to our students, the area and the topic.	A combination of short play scripts and current articles for independent and guided reading tasks. These will always be picked close to the lessons to make sure they are relevant and current to our students, the area and the topic.	A combination of short play scripts and current articles for independent and guided reading tasks. These will always be picked close to the lessons to make sure they are relevant and current to our students, the area and the topic.	A combination of short play scripts and current articles for independent and guided reading tasks. These will always be picked close to the lessons to make sure they are relevant and current to our students, the area and the topic.
KCSIE			<b>Gangs, radicalisation, extremism, county lines</b>	<b>Mental health, domestic violence,</b>	<b>Mental health</b>	<b>Consent, CSE</b>	<b>pregnancy, neglect.</b>
<b>Year Group</b>		<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Year 10</b>	<b>Topic</b>	<b>Independence and aspirations Developing self-awareness, goal-setting, adaptability and organisation skills: • Managing transition to key stage 4 including learning skills • Managing mental health concerns</b>	<b>Autonomy and advocacy Developing empathy and compassion, strategies to manage influence and assertive communication: • Relationship expectations • Impact of pornography • Identifying and responding to abuse and harassment</b>	<b>Choices and influences Developing agency, decision making and strategies to manage influence and access support: • First aid and life-saving • Personal safety • Online relationships</b>	<b>Independence and aspirations Developing goal setting, leadership and presentation skills: • Skills for employment • Applying for employment • Online presence and reputation</b>	<b>Autonomy and advocacy Developing respect for diversity, risk management and support-seeking skills: • Nature of committed relationships • Forced marriage • Diversity and discrimination • Extremism</b>	<b>Choices and influences Developing motivation, organisation, leadership and presentation skills: • Preparation for, and reflection on, work experience</b>



### PSHE Curriculum Overview Plan

<p><b>Core knowledge from this topic</b></p>	<p>Students will learn:</p> <ul style="list-style-type: none"> <li>• skills to improve adaptability and resilience during periods of change or transition and strategies to manage change</li> <li>• learning skills for key stage 4, e.g. organisation, time management and goal setting</li> <li>• about common mental health concerns, such as anxiety, depression and stress and how to respond to early warning signs of unhealthy coping strategies</li> <li>• strategies for managing common mental health concerns, including stress management techniques</li> <li>• about the impact and consequences of substance use, including addiction, on physical and mental health, life chances and personal safety</li> </ul>	<p>Students will learn:</p> <ul style="list-style-type: none"> <li>• about relationship expectations and how to identify and evaluate own beliefs and values in relation to these</li> <li>• how to assertively communicate relationship expectations</li> <li>• how to recognise manipulation and coercion, how to seek and assertively give or not give consent</li> <li>• how to evaluate and manage the influence of pornography</li> <li>• how to identify the signs of abusive relationships, and where and how to access support and report concerns, including online</li> <li>• to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online</li> <li>• how to respond to harassment, including online, and violence; where to seek help</li> </ul>	<p>Students will learn:</p> <ul style="list-style-type: none"> <li>• how to identify risky and emergency situations, including online; how and when to seek help</li> <li>• about the importance of seeking help and giving accurate information, even in cases where there may be legal consequences for those involved</li> <li>• to identify and manage the impact of substance use on personal safety, decision making and sexual behaviour</li> <li>• to consolidate first aid and life-saving skills</li> <li>• to evaluate and manage the opportunities and risks of establishing and conducting relationships online</li> <li>• how to behave legally, ethically and responsibly online, including in online aspects of relationships</li> <li>• how to assess readiness for sexual intimacy, including online and in new relationships, and to evaluate the possible legal, emotional and social consequences</li> </ul>	<p>Students will learn:</p> <ul style="list-style-type: none"> <li>• about options available in education, training and employment post-16</li> <li>• how to prepare for employment, including how to write a CV, apply for a job and prepare for interviews</li> <li>• about the importance of skills for employability, e.g. leadership, teamwork and presentation skills</li> <li>• how to create and present a positive personal image and a positive online presence</li> <li>• how to assess and evaluate strengths to set realistic, aspirational goals</li> </ul>	<p>Students will learn:</p> <ul style="list-style-type: none"> <li>• how to make informed decisions about marriage and other long term commitments</li> <li>• about the unacceptability of forced marriage and how to safely seek help</li> <li>• to respect diversity in gender identity, sexual orientation, faith, race and disability</li> <li>• about rights, roles and responsibilities in a diverse society and how to respect and advocate for them</li> <li>• strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010)</li> <li>• how to manage the influence of gender and sexual norms and stereotyping</li> <li>• about the support available to people with protected characteristics and how to access advice and help for self or others <ul style="list-style-type: none"> <li>• how personal data is generated, collected and shared and may be used with the aim of influencing decisions</li> </ul> </li> <li>• how to recognise when social media disproportionately features inaccurate information or extreme viewpoints; how to evaluate the potential impact of this</li> <li>• about extremism, how to reduce the risks and where to seek help</li> </ul>	<p>Students will learn:</p> <ul style="list-style-type: none"> <li>• how to independently research and apply for work experience opportunities</li> <li>• about rights and responsibilities in the workplace, including in relation to health and safety</li> <li>• how to evaluate and reflect on work experience and use this evaluation to inform future goal-setting</li> <li>• how to evaluate the changing patterns and trends in the labour market, locally, nationally and internationally</li> <li>• how to benefit from opportunities online for career development and manage potential challenges</li> <li>• positive and safe ways to create and share content online and how to take advantage of the opportunities this may offer</li> </ul>
--	---	--	---	---	--	---



## PSHE Curriculum Overview Plan

<p><b>Links to the national curriculum (if applicable)</b></p>	<p><b>Core Theme 1: Health and Wellbeing</b>  H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback  H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this  H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health  H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences  H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns  H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available  H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]  H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and</p>	<p><b>Core Theme 2: Relationship</b>  R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality  R3 to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary  R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed  R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours  R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours  R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values  R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help  R17. ways to access information and support for relationships including those experiencing difficulties  R18. about the concept of consent in maturing relationships  R19. about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online  R28. to recognise when others are using manipulation, persuasion or coercion and how to respond  R29. the law relating to abuse in relationships, including coercive control and online harassment  R30. to recognise when a relationship is abusive and strategies to manage this  R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships  R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so;</p>	<p><b>Core Theme 1: Health and Wellbeing</b>  H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)  H24 to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators  H26 the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)</p> <p><b>Core Theme 2: Relationship</b>  R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks  R15. the legal and ethical responsibilities people have in relation to online aspects of relationships  R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour  R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple  R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences.</p>	<p><b>Core Theme 1: Health and Wellbeing</b>  H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p> <p><b>Core Theme 3: Living in the wider world</b></p> <p>L1. to evaluate and further develop their study and employability skills  L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting  L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability  L12. strategies to manage their online presence and its impact on career opportunities  L23. strategies for protecting and enhancing their personal and professional reputation online.</p>	<p><b>Core Theme 2: Relationships</b>  R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships  R5. the legal rights, responsibilities and protections provided by the Equality Act 2010  R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them  R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours  R33. The law relating to ‘honour’-based violence and forced marriage; the consequences for individuals and wider society and ways to access support  R34. strategies to challenge all forms of prejudice and discrimination  R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs  R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help</p> <p><b>Core Theme 3: Living in the wider world</b></p> <p>L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events  L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this  L26. how data may be used with the aim of influencing decisions, including targeted advertising and</p>	<p><b>Core Theme 1: Health and Wellbeing</b>  H1 to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p> <p><b>Core Theme 3: Living in the wider world</b></p> <p>L1. to evaluate and further develop their study and employability skills  L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting  L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability  L4. about the range of opportunities available to them for career progression, including in education, training and employment  L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities  L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities  L7. about the labour market, local, national and international employment opportunities  L8. about employment sectors and types, and changing patterns of employment  L9. to research, secure and take full advantage of any opportunities for work experience that are available  L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities  L11. the benefits and challenges of cultivating career opportunities online  L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures  L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken  L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it  L22. that there are positive and safe ways to create and share content online and the opportunities this offers</p>
--	--	--	--	--	---	--



**PSHE Curriculum Overview Plan**

		<p>analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help  H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities  H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle  H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</p> <p><b>Core Theme 3: Living in the wider world</b>  L1. to evaluate and further develop their study and employability skills  L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting  L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p>	<p>sources of appropriate advice and support, and how to access them</p>			<p>other forms of personalisation online; strategies to manage this  L27. strategies to critically assess bias, reliability and accuracy in digital content  L28. to assess the causes and personal consequences of extremism and intolerance in all their forms  L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern</p>	<p>L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events</p>
--	--	--	--	--	--	---	---



### PSHE Curriculum Overview Plan

	Development of reading	A combination of short play scripts and current articles for independent and guided reading tasks.	A combination of short play scripts and current articles for independent and guided reading tasks.	A combination of short play scripts and current articles for independent and guided reading tasks.	A combination of short play scripts and current articles for independent and guided reading tasks.	A combination of short play scripts and current articles for independent and guided reading tasks.	A combination of short play scripts and current articles for independent and guided reading tasks.
	KCSIE	Mental health,	Sexual harassment, up-skirting, CSE, CCE	CCE, CSE, Consent		LGBTQ+ support, sexual harassment, CSE, Extremism, Radicalisation	
Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
		<b>Independence and aspirations</b> <b>Developing resilience and risk management skills:</b> <ul style="list-style-type: none"> <li>• Money management</li> <li>• Fraud and cybercrime</li> <li>• Preparing for adult life</li> </ul>	<b>Autonomy and advocacy</b> <b>Developing communication and negotiation skills, risk management and support-seeking skills:</b> <ul style="list-style-type: none"> <li>• Relationship values</li> <li>• Maintaining sexual health</li> <li>• Sexual health services</li> <li>• Managing relationship challenges and endings</li> </ul>	<b>Choices and influences</b> <b>Developing confidence, agency and support-seeking skills:</b> <ul style="list-style-type: none"> <li>• Making safe and healthy lifestyle choices</li> <li>• Health promotion and self-examination</li> <li>• Blood, organ, stem cell donation</li> </ul>	<b>Independence and aspirations</b> <b>Developing empathy and compassion, clarifying values and support-seeking skills:</b> <ul style="list-style-type: none"> <li>• Families and parenting</li> <li>• Fertility, adoption, abortion</li> <li>• Pregnancy and miscarriage</li> <li>• Managing grief and loss</li> </ul>	<b>Autonomy and advocacy</b> <b>Developing confidence, self-worth, adaptability and decision making skills:</b> <ul style="list-style-type: none"> <li>• Recognising and celebrating successes</li> <li>• Transition and new opportunities</li> <li>• Aligning actions with goals</li> </ul>	<b>REVISION</b>
		Students will learn: <ul style="list-style-type: none"> <li>• how to make informed choices about money management</li> <li>• about the risks of gambling, fraud and cybercrime, how to assess these risks and reduce vulnerability to becoming involved</li> <li>• how to assess and evaluate the behaviours and influence of role models</li> <li>• how personal values influence decisions and behaviour in all aspects of life</li> <li>• about the challenges and opportunities transition to adulthood brings</li> <li>• strategies to promote personal safety in new and independent settings, including online</li> </ul>	Students will learn: <ul style="list-style-type: none"> <li>• how to communicate personal values in relationships</li> <li>• to recognise the importance of respect, pleasure and equity in intimate relationships</li> <li>• ways to effectively choose, negotiate and use contraception and maintain sexual health</li> <li>• about sexual health services, locally, nationally and online, and how to use and access them</li> <li>• how to manage relationship changes safely and respectfully</li> <li>• about relationship challenges, how to manage strong emotions and communicate effectively at such times</li> </ul>	Students will learn: <ul style="list-style-type: none"> <li>• how to manage influences to make healthy lifestyle choices</li> <li>• how and why to maintain a healthy balance between time online and other activities</li> <li>• how to access health services with confidence, e.g. smoking cessation, dental and GP services</li> <li>• how to monitor health, e.g. through self-examination and using screening services</li> <li>• how to assess and manage risks associated with cosmetic and aesthetic procedures, e.g. tattooing, piercings and the use of sunbeds</li> <li>• about blood, organ and stem cell donation and how to make informed decisions in relation to these</li> </ul>	Students will learn: <ul style="list-style-type: none"> <li>• about different types of relationships and families, including single parents, step parents, same sex parents, blended families, foster and adoptive parents</li> <li>• how to identify and evaluate parenting skills and assess readiness for parenthood</li> <li>• to recognise that fertility changes over time and evaluate the implications of this</li> <li>• to evaluate beliefs, influences and circumstances that inform decisions in relation to pregnancy</li> <li>• how to access appropriate advice and support in relation to pregnancy, including miscarriage</li> <li>• strategies to manage grief and loss, including bereavement and how to access support for self or others</li> <li>• how to show compassion and empathy for others who are experiencing challenging situations</li> </ul>	Students will learn: <ul style="list-style-type: none"> <li>• how to build self-worth by reflecting on and celebrating successes and reframing setbacks or perceived failures</li> <li>• how to make informed decisions about different education and career pathways</li> <li>• about different types employment and their contractual terms, including full-time, part-time, self-employment and zero hours</li> <li>• how to evaluate the financial advantages, disadvantages and risks in relation to different models of employment</li> <li>• how to set realistic yet aspirational life goals</li> </ul>	<b>REVISION</b>
		<b>Core Theme 1: Health and Wellbeing</b>  H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing H18. the ways in which industries and advertising can	<b>Core Theme 1: Health and Wellbeing</b> H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help H27. about specific STIs, their treatment and how to reduce the risk of transmission	<b>Core Theme 1: Health and Wellbeing</b> H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this	<b>Core Theme 1: Health and Wellbeing</b> H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health H30. about healthy pregnancy and how lifestyle choices affect a developing foetus H31. that fertility can vary in all people, changes over time	<b>Core Theme 1: Health and Wellbeing</b> H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this <b>Core Theme 3: Living in the wider world</b>	<b>NA</b>



## PSHE Curriculum Overview Plan

		<p>influence health and harmful behaviours  H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online  H25. to understand and build resilience to thinking errors associated with gambling (e.g. ‘gambler’s fallacy’) the range of gambling-related harms , and how to access support for themselves or others</p> <p><b>Core Theme 2: Relationships</b>  R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs  R36. skills to support younger peers when in positions of influence  R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help  R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime</p> <p><b>Core Theme 3: Living in the wider world</b>  L16. how to effectively budget, including the benefits of saving  L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks  L18. to recognise and manage the range of influences on their financial decisions  L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights  L20. the skills to challenge or seek support for financial exploitation in different contexts including online</p>	<p>H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services) H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services</p> <p><b>Core Theme 2: Relationships</b>  R2. the role of pleasure in intimate relationships, including orgasms  R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed  R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours  R11. strategies to manage the strong emotions associated with the different stages of relationships  R12. to safely and responsibly manage changes in personal relationships including the ending of relationships  R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them  R17. ways to access information and support for relationships including those experiencing difficulties  R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</p>	<p>H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing  H11. to make informed lifestyle choices regarding sleep, diet and exercise  H12. the benefits of having a balanced approach to spending time online  H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health  H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help  H15. the purpose of blood, organ and stem cell donation for individuals and society  H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination  H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds  H18. the ways in which industries and advertising can influence health and harmful behaviours  H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</p>	<p>(including menopause) and can be affected by STIs and other lifestyle factors  H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy  H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice</p> <p><b>Core Theme 2: Relationships</b>  R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships  R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them  R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them  R17. ways to access information and support for relationships including those experiencing difficulties  R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support  R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families  R26. the reasons why people choose to adopt/foster children  R27. about the current legal position on abortion and the range of beliefs and opinions about it</p>	<p>L1. to evaluate and further develop their study and employability skills  L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting  L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability  L4. about the range of opportunities available to them for career progression, including in education, training and employment  L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities  L11. the benefits and challenges of cultivating career opportunities online  L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts</p>	
--	--	--	---	--	---	---	--



### PSHE Curriculum Overview Plan

	<b>Development of reading</b>	A combination of short play scripts and current articles for independent and guided reading tasks. These will always be picked close to the lessons to make sure they are relevant and current to our students, the area and the topic	A combination of short play scripts and current articles for independent and guided reading tasks. These will always be picked close to the lessons to make sure they are relevant and current to our students, the area and the topic.	A combination of short play scripts and current articles for independent and guided reading tasks. These will always be picked close to the lessons to make sure they are relevant and current to our students, the area and the topic.	A combination of short play scripts and current articles for independent and guided reading tasks. These will always be picked close to the lessons to make sure they are relevant and current to our students, the area and the topic.	A combination of short play scripts and current articles for independent and guided reading tasks. These will always be picked close to the lessons to make sure they are relevant and current to our students, the area and the topic.	A combination of short play scripts and current articles for independent and guided reading tasks. These will always be picked close to the lessons to make sure they are relevant and current to our students, the area and the topic.
	<b>KCSIE</b>	CCE, Gangs, County lines, bullying, mental health	Consent, Domestic Violence				