



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	Developing goal setting, organisation skills and self-awareness:	Relationships and Communication:	Health and Well-being:	Puberty and Body Image:	Conflict resolution	First Aid & Health
	Core knowledge from this topic	<ul style="list-style-type: none">self-awareness through exploring their personal identity and identifying core valueshow identity and values can support goal setting for the futureskills to support learning e.g. teamwork and organisationabout school rules and people who can help with transitionhow to demonstrate respect in the school community	<ul style="list-style-type: none">rights, responsibilities and how to respect and advocate for them, including onlinehow to assertively communicate and negotiate boundaries with friends and in other relationships, including onlineabout the importance of consentabout the relationship between personal boundaries and human rightshow to seek help for themselves or others, in relation to unwanted contacthow to safely access help for themselves or others if concerned about FGM or forced marriage	<ul style="list-style-type: none">how to recognise, express and manage emotions to promote daily wellbeingabout influences on diet and exercise choiceshow to make healthy and informed decisions about maintaining hygiene and dental healththe importance of sleep and maintaining healthy sleep	<ul style="list-style-type: none">ways to develop self-confidence and feelings of self-worthabout the impact of puberty on emotional wellbeing and self-concept, and ways to manage thisabout the physical changes that occur during puberty, including periods and wet dreamsabout menstrual wellbeing and strategies to manage ithow to manage influences on body satisfaction e.g. online media	<ul style="list-style-type: none">how to empathise with, and show compassion for peersto recognise loneliness and isolation, and strategies to include othersto communicate safely onlineto recognise bullying in all its formsstrategies for challenging bullying, including onlinehow and where to communicate concerns about friendships and bullying, including online	<ul style="list-style-type: none">how to manage peer influence in relation to substances, including energy drinks, nicotine and alcoholskills and strategies to make responsible decisions and manage situations in relation to drugs, alcohol and tobaccoabout personal safety in increasingly independent contexts e.g. travel safetyhow to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuriesto assess when to contact emergency services
	Links to Statutory RSE	<ul style="list-style-type: none">That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs	<ul style="list-style-type: none">The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This	<ul style="list-style-type: none">How to talk about their emotions accurately and sensitively, using appropriate vocabulary.The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	<ul style="list-style-type: none">About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.The importance of sufficient good quality sleep for good health and how a lack of sleep can	<ul style="list-style-type: none">Practical steps they can take in a range of different contexts to improve or support respectful relationships.Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)	<ul style="list-style-type: none">Basic treatment for common injuries.Life-saving skills, including how to administer CPR.The purpose of defibrillators and when one might be needed.



PSHE Curriculum Overview Plan

			<p>includes different (non-sexual) types of relationship.</p> <ul style="list-style-type: none">• Practical steps they can take in a range of different contexts to improve or support respectful relationships.• Female genital mutilation (FGM)• The Law: Marriage• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.• Consent, including the age of consent• Why marriage is an important relationship choice for many couples and why it must be freely entered into.	<ul style="list-style-type: none">• The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.• About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	<p>affect weight, mood and ability to learn.</p> <ul style="list-style-type: none">• Key facts about puberty, the changing adolescent body and menstrual wellbeing.• The main changes which take place in males and females, and the implications for emotional and physical health.	<ul style="list-style-type: none">• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	
	<p>Key vocabulary</p>	<ul style="list-style-type: none">• Resilience• Transition• Achievement• Ambition• Pride• Values• Respect• Community	<ul style="list-style-type: none">• Positive• Relationship• Diversity• Discrimination• Stereotypes• Respect• Bullying• Empathy• Compassion• Conflict	<ul style="list-style-type: none">• Health• Mental health• Hygiene• Diet• Sleep	<ul style="list-style-type: none">• Menstruation• Puberty• Erections• Reproduction• Wet Dreams• Periods• Body Confidence	<ul style="list-style-type: none">• Rights• Responsibilities• Communication• Boundaries• Relationships• Consent• FGM	<ul style="list-style-type: none">• Addiction• Nicotine• Drugs• First aid• CPR



PSHE Curriculum Overview Plan

	Development of cultural capital	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.
	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.
	Concepts –what will students be able to do at the end of the topic	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. Finally, students will have an understanding of what online radicalisation is and why it is a problem.	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

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Topic	Online Safety	Diversity and Equality	Choices and Influences	Careers	Relationships	Mental Health
	Core knowledge from this topic	<p>Students will learn:</p> <ul style="list-style-type: none">• How to manage their online presence• That information online can be manipulated, misrepresented or fake• How to critically analyse different sources of information• How to assess the reliability of media sources and critique social media content• How to safely manage personal information online• The strategies to maintain a positive presence online	<p>Students will learn:</p> <ul style="list-style-type: none">• About the importance of equality and diversity and how to celebrate these• How to show respect for – or respectfully challenge when necessary – the values, beliefs and opinions of others• How to recognise and challenge stereotypes• the impact of stereotypes on perceptions of others• strategies to communicate concerns about, and challenge, prejudice and discrimination	<p>Students will learn:</p> <ul style="list-style-type: none">• how to make positive, informed decisions relating to substances, including drugs, alcohol and nicotine use• about the laws relating to substances• strategies to manage influence in relation to substances• about contraception and how to access advice and support in relation to sexual health• how to balance time online with other activities• how to recognise and manage influences online	<p>Students will learn:</p> <ul style="list-style-type: none">• how to develop self-awareness by identifying personal and academic strengths and interests• to increase motivation by setting aspirational goals• about different careers and routes to employment• about employment trends and how they can inform decision making• how to manage emotions relating to future employment and career choices	<p>Students will learn:</p> <ul style="list-style-type: none">• about the features of healthy and unhealthy relationships, including online• how to maintain respectful relationships, including online• about sexual orientation, gender identity and diversity in sexual attraction• how to assertively communicate and negotiate boundaries in relationships• about the law relating to consent and how to seek, give, and not give consent• strategies to assess readiness for intimacy and manage pressure in relationships• how to manage requests to share intimate images, including where, when and how to report concerns• skills and strategies to manage conflict• about sources of support and how to access them	<p>Students will learn:</p> <ul style="list-style-type: none">• about the link between physical and mental wellbeing• about the importance of positive mental health and emotional wellbeing and how to maintain these• about attitudes towards mental health and how to challenge myths and stigma• how to recognise and manage influences and make healthy, informed decisions about maintaining physical health• how to access appropriate support in relation to mental and physical health
	Links to Statutory RSE	<ul style="list-style-type: none">• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.• About online risks, including that any material someone	<ul style="list-style-type: none">• Extremism/radicalisation• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	<ul style="list-style-type: none">• Substance misuse• The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.		<ul style="list-style-type: none">• What constitutes sexual harassment and sexual violence and why these are always unacceptable.• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer	<ul style="list-style-type: none">• That happiness is linked to being connected to others.• How to talk about their emotions accurately and sensitively, using appropriate vocabulary• How to recognise the early signs of mental wellbeing concerns.



PSHE Curriculum Overview Plan

		<p>provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <ul style="list-style-type: none">• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.• What to do and where to get support to report material or manage issues online.• How information and data is generated, collected, shared and used online.• The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.• How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	<ul style="list-style-type: none">• Gender identity• Sexuality• Hate crime	<ul style="list-style-type: none">• The law relating to the supply and possession of illegal substances.• The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.• The physical and psychological consequences of addiction, including alcohol dependency.• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.		<p>pressure, resisting pressure and not pressurising others.</p>	<ul style="list-style-type: none">• Common types of mental ill health (e.g. anxiety and depression).• How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health.• The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
	<p>Previous content that this topic builds upon</p>	<ul style="list-style-type: none">• How to assertively communicate and negotiate boundaries with friends and in other relationships, including online• to communicate safely online	<ul style="list-style-type: none">• show compassion for peers to recognise loneliness and isolation, and strategies to include others• how and where to communicate concerns about friendships and bullying, including online	<ul style="list-style-type: none">• Skills and strategies to make responsible decisions and manage situations in relation to drugs, alcohol and tobacco.• How to manage peer influence in relation to substances, including energy drinks, nicotine and alcohol.• to communicate safely online	<ul style="list-style-type: none">• how identity and values can support goal setting for the future• self awareness through exploring their personal identity and identifying core values	<ul style="list-style-type: none">• How to assertively communicate and negotiate boundaries with friends and in other relationships, including online• how and where to communicate concerns about friendships and bullying, including online	<ul style="list-style-type: none">• How to recognise, express and manage emotions to promote daily wellbeing.• How to make healthy and informed decisions about maintaining hygiene and dental health.
	<p>Key vocabulary</p>	<ul style="list-style-type: none">• Fake News• Digital footprint• e-safety	<ul style="list-style-type: none">• Disability• Prejudice• Homophobia	<ul style="list-style-type: none">• Smoking• vaping• caffeine	<ul style="list-style-type: none">• Self-awareness• Self confidence• Self-development	<ul style="list-style-type: none">• LGBTQ+• diversity• sexting	<ul style="list-style-type: none">• Mental Health• Mindfulness• Hygiene



PSHE Curriculum Overview Plan

		<ul style="list-style-type: none">groomingcyber securityboundariescommunication	<ul style="list-style-type: none">stereotypesdiversitydiscriminationextremismradicalisationtoleranceBritish values	<ul style="list-style-type: none">Personal SafetyFirst AidTeenage pregnancy	<ul style="list-style-type: none">Self-managersmotivationemployment	<ul style="list-style-type: none">gendersexual orientationrelationshipsconsent	<ul style="list-style-type: none">DepressionAnxietySelf HarmEating disorder
	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.
Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 9	Topic	Careers	Developing Self-Confidence and risk management	Mental Health	Careers and personal development	Relationships	Sexual Health and life saving



PSHE Curriculum Overview Plan

	Core knowledge from this topic	<p>Students will learn:</p> <ul style="list-style-type: none">• to evaluate influences on, and sources of advice for GCSE options and careers• how to make informed decisions about GCSE options in relation to future goals• skills for enterprise and employability• laws and rights relating to young people’s employment	<p>Students will learn:</p> <ul style="list-style-type: none">• how to manage difficulties and challenges in friendships• how to assertively communicate values and beliefs in challenging situations• strategies to manage pressure to join a gang and/or engage in substance use, anti-social behaviour or violent crime• to evaluate attitudes and social norms in relation to substance use• the risks and consequences of substance misuse• exit strategies in risky or dangerous situations and how to access support	<p>Students will learn:</p> <ul style="list-style-type: none">• to build digital resilience for emotional wellbeing• about maintaining mental health and emotional wellbeing, including healthy coping strategies• to recognise warning signs of unhealthy coping strategies, including self-harm and eating disorders• how to access help and support in relation to mental health and emotional wellbeing• to recognise new opportunities that change can bring• strategies for managing loss and change	<p>Students will learn:</p> <ul style="list-style-type: none">• how to recognise and manage the impact of the media and advertising on decision making, including online• about saving, borrowing and how to manage money• 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• to identify common forms of fraud and online scams• how to access help in relation to gambling harms or fraud	<p>Students will learn:</p> <ul style="list-style-type: none">• about the features of healthy, intimate relationships, including that they should be equitable and pleasurable• how to recognise healthy and unhealthy relationship behaviours• about stable, committed relationships and features of family life• about personal values and their influence on relationship expectations• about the influence of the portrayal of sex in the media, including pornography, on self-concept, relationship values and expectations• about the legal and moral responsibilities in relation to seeking consent• how to recognise factors that might affect capacity to consent	<p>Students will learn:</p> <ul style="list-style-type: none">• how to make informed decisions about sexual health and access reliable advice and support• about sexually transmitted infections and how to reduce chances of transmission• how to choose and access contraception• about the consequences of unintended pregnancy and how to access appropriate support• about health prevention measures, cancer awareness and the importance of self-examination, especially for early detection of testicular cancer
	Links to Statutory RSE		<ul style="list-style-type: none">• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed.• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and	<ul style="list-style-type: none">• How to recognise the early signs of mental wellbeing concerns.• Common types of mental ill health (e.g. anxiety and depression).• How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health.• The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. <p>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p>	<ul style="list-style-type: none">• Online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)• The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at	<ul style="list-style-type: none">• The impact of viewing harmful content.• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.• The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life	<ul style="list-style-type: none">• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.• How the use of alcohol and drugs can lead to risky sexual behaviour.• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.• That they have a choice to delay sex or to enjoy intimacy without sex.



PSHE Curriculum Overview Plan

			FGM, and how these can affect current and future relationships. <ul style="list-style-type: none">• Violence against women and girls• Violence and exploitation by gangs Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)		them and how to be a discerning <ul style="list-style-type: none">• consumer of information online.• How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.	<ul style="list-style-type: none">• The facts about the full range of contraceptive choices, efficacy and options available.• Abortion• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
	Key vocabulary	<ul style="list-style-type: none">• Aspiration• Potential• Enterprise• Employability• Interview• CV	<ul style="list-style-type: none">• Count lines• Trap house• Knife crime• Gang crime• Grooming		<ul style="list-style-type: none">• Expenditure• Source of Income• Budgeting• Credit Cards• Interest Rate• Loans• Interest• Savings• Bank Accounts• Cheques• Debit Card• Transactions• Current Account	<ul style="list-style-type: none">• Consent• Pornography• Sexting• Body Image• Manorexia• Eating Disorders• Domestic Conflict	<ul style="list-style-type: none">• Non-consensual• Non-consensual Sex• STI's• Contraceptive• Cancer• Contraception
	Development of cultural capital	During this topic students will develop their skills in 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.	Students are developing their social capital by considering the 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.	Through this unit students are helped to develop their resilience, given opportunities to use both written and oracy skills to communicate with their class.	During this topic students will develop skills in reasoning and problem solving, their economic community and be encouraged to revisit their aspirations for their future.	During this topic students will develop the understanding of 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.	In this unit students are developing their communication skills and 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.
	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.
Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 10	Topic	Mental Health and personal development	Relationships	Health and Wellbeing/ Sexual Health	Careers	Relationships and Families	Careers and Personal Development

PSHE Curriculum Overview Plan

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

PSHE Curriculum Overview Plan

	<p>Links to Statutory RSE</p>	<ul style="list-style-type: none"> How to talk about their emotions accurately and sensitively, using appropriate vocabulary. How to recognise the early signs of mental wellbeing concerns. Common types of mental ill health (e.g. anxiety and depression). How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. 	<ul style="list-style-type: none"> That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. The impact of viewing harmful content. That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). 	<ul style="list-style-type: none"> How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. That they have a choice to delay sex or to enjoy intimacy without sex. 	<ul style="list-style-type: none"> That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. 	<ul style="list-style-type: none"> Extremism/radicalisation The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. Gender identity Sexuality Hate crime 	
--	--------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



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.
Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
		Money Management	Relationships and sexual health	Health and Wellbeing	Relationships and families	Careers and personal development	REVISION
		Students will learn: <ul style="list-style-type: none">• how to make informed choices about money management• about the risks of gambling, fraud and cybercrime, how to assess these risks and reduce vulnerability to becoming involved• how to assess and evaluate the behaviours and influence of role models• how personal values influence decisions and behaviour in all aspects of life• about the challenges and opportunities transition to adulthood brings• strategies to promote personal safety in new and independent settings, including online	Students will learn: <ul style="list-style-type: none">• how to communicate personal values in relationships• to recognise the importance of respect, pleasure and equity in intimate relationships• ways to effectively choose, negotiate and use contraception and maintain sexual health• about sexual health services, locally, nationally and online, and how to use and access them• how to manage relationship changes safely and respectfully• about relationship challenges, how to manage strong emotions and communicate effectively at such times	Students will learn: <ul style="list-style-type: none">• how to manage influences to make healthy lifestyle choices• how and why to maintain a healthy balance between time online and other activities• how to access health services with confidence, e.g. smoking cessation, dental and GP services• how to monitor health, e.g. through self-examination and using screening services• how to assess and manage risks associated with cosmetic and aesthetic procedures, e.g. tattooing, piercings and the use of sunbeds• about blood, organ and stem cell donation and how to make informed decisions in relation to these	Students will learn: <ul style="list-style-type: none">• about different types of relationships and families, including single parents, step parents, same sex parents, blended families, foster and adoptive parents• how to identify and evaluate parenting skills and assess readiness for parenthood• to recognise that fertility changes over time and evaluate the implications of this• to evaluate beliefs, influences and circumstances that inform decisions in relation to pregnancy• how to access appropriate advice and support in relation to pregnancy, including miscarriage• strategies to manage grief and loss, including bereavement and how to access support for self or others• how to show compassion and empathy for others who are experiencing challenging situations	Students will learn: <ul style="list-style-type: none">• how to build self-worth by reflecting on and celebrating successes and reframing setbacks or perceived failures• how to make informed decisions about different education and career pathways• about different types employment and their contractual terms, including full-time, part-time, self-employment and zero hours• how to evaluate the financial advantages, disadvantages and risks in relation to different models of employment• how to set realistic yet aspirational life goals	REVISION
	Links to Statutory RSE	<ul style="list-style-type: none">• The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.	<ul style="list-style-type: none">• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	<ul style="list-style-type: none">• the benefits of regular self-examination and screening.• The facts and science relating to immunisation and vaccination.• About the science relating to blood, organ and stem cell donation.	<ul style="list-style-type: none">• The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.• The facts around pregnancy including miscarriage.• That there are different types of committed, stable relationships.• How these relationships might contribute to human happiness and their importance for bringing up children.• The characteristics and legal status of other types of long-term relationships.• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.		NA



PSHE Curriculum Overview Plan

	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.