



PERSONAL GROWTH | ACADEMIC EXCELLENCE

PSHE curriculum overview

Curriculum Intent:

PSHE education is central to our vision of “positively changing lives through personal growth and academic excellence.” This curriculum gives pupils the knowledge, skills and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. We believe that our PSHE curriculum will help pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

	HT1	HT2	HT3	HT4	HT5	HT6
Year 7	Discrete lessons delivered in the Citizenship and Religion, Ethics & Morality timetable slots throughout the year					
	<ul style="list-style-type: none"> The different types of committed, stable relationships How relationships might contribute to human happiness and their importance for bringing up children The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) The similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation Recognising bullying and abuse in all its forms (including prejudice based bullying both in person and online/via text) 			<ul style="list-style-type: none"> Discussing emotions Peer impacts on happiness and self esteem Types of mental ill health (e.g. anxiety and depression) Recognising the early signs of mental wellbeing concerns Impact of situations and decisions on mental health Promoting positive mental wellbeing (Physical exercise, time outdoors, community participation and voluntary and service-based activities) Physical impacts on mental and emotional health and strategies for managing it; a range of healthy coping strategies The impact of screen time on mental health 		

	<ul style="list-style-type: none"> • The impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities • The skills and strategies to manage being bullied or witnessing others being bullied • Managing strong feelings and emotions • Establishing clear personal boundaries around those aspects of their lives they wish to be private and to understand their right to privacy • Laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences) • Strategies for managing pressure to carry a weapon • The difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities) • Strategies for managing pressure to join a particular group or gang and how to access appropriate support 	<ul style="list-style-type: none"> • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn • Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist • To understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety (through the Bikeability programme) • 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 • Making our own choices
Year 8	Discrete lessons delivered in the Citizenship and Religion, Ethics & Morality timetable slots throughout the year	
	<ul style="list-style-type: none"> • The factors that can affect relationships (including age, gender, power and interests) • The nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children • The roles and responsibilities of parents, carers and children in families • Unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so • Recognising that they have the same rights to opportunities in learning and work as all other people; to recognise and 	<ul style="list-style-type: none"> • The causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders • Positive coping strategies • Coping with bereavement • How the media portrays young people and to recognise its possible impact on body image and health issues • To understand how the inappropriate use of mobile phones can contribute to accidents • To explore social and moral dilemmas about the use of money • Factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis

	<p>challenge stereotypes; and/or family or cultural expectations that may limit their aspirations</p> <ul style="list-style-type: none"> • The difference between assigned/biological sex, gender identity and sexual orientation • The terms associated with sex, gender identity and sexual orientation and to understand accepted terminology • To understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours • Recognising peer pressure and have strategies to manage it • Acknowledging and respecting the right not to have intimate relationships until ready 			<ul style="list-style-type: none"> • The law relating to the supply, use and misuse of legal and illegal substances • The personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke • The purpose and importance of immunisation and vaccination (including the facts and science relating to immunization and vaccination) 		
Year 9	<p><u>Sex & Relationships</u> <i>Bullying</i> <i>Relationships</i> <i>Support services</i> <i>Marriage</i> <i>Sex in the media</i> <i>Cyber bullying</i></p>	<p><u>Sex & Relationships</u> <i>Consent</i> <i>Grooming</i> <i>Sex</i> <i>Contraception</i> <i>STIs</i></p>	<p><u>Health & wellbeing</u> <i>Drug use</i> <i>Experimental drug use</i> <i>Dependence and addiction</i> <i>Prescription drugs</i> <i>Local health services</i></p>	<p><u>Health & wellbeing</u> <i>Work, leisure & exercise</i> <i>Cancer & Cancer prevention</i> <i>FGM</i></p>	<p><u>Health & wellbeing</u> <i>Body image & online life</i> <i>Unwanted attention</i> <i>Trafficking</i> <i>Intimate images</i> <i>Dangers online</i></p>	<p><u>Health & wellbeing</u> <i>Gambling</i> <i>Emotional & mental health</i> <i>Positive mental wellbeing</i> <i>Effective use of feedback</i></p>
Year 10	<p><i>Consent</i> <i>Forced Marriage</i> <i>Student finance</i></p> <p><u>Tutor time – Schedule TBC</u> <i>Marriage & legal relationships</i> <i>Exploitation, bullying & harassment</i> <i>Family difficulties</i> <i>Positive relationships</i> <i>Diversity in sexuality</i></p>	<p><i>Earnings</i> <i>Careers 1</i> <i>Careers 2</i></p> <p><u>Tutor time– Schedule TBC</u> <i>Discrimination</i> <i>Faith/cultural views on relationships</i> <i>Exploitation, bullying & harassment in relationships</i> <i>Support services for the above topics</i></p>	<p><i>Contraception</i> <i>STIs</i></p> <p><u>Tutor time – Schedule TBC</u> <i>Intimate images</i> <i>Domestic abuse</i> <i>Manipulation, persuasion & coercion</i> <i>Gender double standards & victim blaming</i> <i>Adoption & fostering</i></p>	<p><i>Payslips</i> <i>Tax & National Insurance</i> <i>Careers 3</i></p> <p><u>Tutor time – Schedule TBC</u> <i>Impact of decisions & situations on mental health</i> <i>Promoting a good school / life balance</i> <i>Coping with bereavement</i> <i>Body image & media</i></p>	<p><i>Careers 4</i> <i>FGM</i> <i>Drugs & alcohol</i></p> <p><u>Tutor time – Schedule TBC</u> <i>Managing unwanted attention (harassment & stalking)</i> <i>Social media & distorting situations</i> <i>Dangers associated with apps</i> <i>Financial decisions</i></p>	<p><i>PREVENT</i> <i>Pensions</i> <i>Help for people on low income</i></p> <p><u>Tutor time – Schedule TBC</u> <i>Consequences of substance misuse & abuse</i> <i>Habit, dependence & addiction</i> <i>Risks associated with cosmetic & aesthetic procedures</i></p>

		<i>Managing changes in relationships</i>		<i>Targeted information & advertising</i>	<i>Support around financial decisions</i>	
Year 11	<u>Tutor time – Schedule</u> <u>TBC</u> <i>Parenting</i> <i>Sexual harassment & violence</i> <i>Unhealthy & abusive relationships</i> <i>Managing negative relationships</i> <i>Equality Act</i> <i>Sex in the media</i>	<u>Tutor time – Schedule</u> <u>TBC</u> <i>Pornography</i> <i>Consent</i> <i>Fertility</i> <i>Pregnancy choices</i> <i>Pregnancy & lifestyle</i> <i>Options for those unable to conceive</i> <i>Mental health & exam stress</i>	<u>Tutor time – Schedule</u> <u>TBC</u> <i>Brain food & caffeine</i> <i>Gambling</i> <i>Exploitation & trafficking</i> <i>Intimate images</i> <i>Dangers of online apps</i>	<u>Tutor time – Schedule</u> <u>TBC</u> <i>Risks of illegal & legal substances</i> <i>Exam stress (repeat)</i> <i>Checking for cancer</i> <i>Seeking help & using the NHS</i>		

NOTE: Year 10 & 11 tutor time session dates to be planned in line with new assembly & tutor time rota

Updated November 2021