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| **PSHE Curriculum Overview 2020/2022** | | | | | | |  | | |
| **PSHE Area** | **Relationships** | **Health and Wellbeing** | | **Health and Wellbeing** | **Relationships** | **Health and Wellbeing** | | **Health and Wellbeing** | |
| **PSHE Topic** | **Discrimination** | | **Peer influence/ substance use and gangs** | **Emotional wellbeing** | **Diversity** | **Drugs and alcohol** | | | **Healthy lifestyle** |
| **Cross curricular Theme** | **Crime and Punishment** | | **Crime and Punishment** | **Issues** | **Issues** | **Happy and Healthy** | | | **Happy and Healthy** |
| **PSHE Association links** | **R39, R40, R41, R3, R4, R42, R43** | | **H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47** | **H3, H4, H6, H7, H8, H9, H10, H11, H12, L24** | **R3, R38, R39, R40, R41** | **H23, H24, H25, H26, H27, H29, H31, H5, R42, R44** | | | **H3, H14, H15, H16, H17, H18, H19, H21** |
| **Overview** | Discrimination in all its forms, including:  racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia | | Healthy and unhealthy friendships,  assertiveness, substance misuse, and gang exploitation | Mental health and emotional wellbeing, including body image and coping strategies | Diversity, prejudice, and bullying | Alcohol and drug misuse and pressures  relating to drug use | | | Diet, exercise, lifestyle balance and healthy choices, and first aid |
| **KS3** | * how to manage influences on beliefs and decisions * about groupthink and persuasion * how to develop self-worth and confidence * about gender identity, transphobia and gender-based discrimination * how to recognise and challenge homophobia and biphobia * how to recognise and challenge racism and religious discrimination | | * how to distinguish between healthy and unhealthy friendships * how to assess risk and manage influences, including online * about ‘group think’ and how it affects behaviour * how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively * to manage risk in relation to gangs * about the legal and physical risks of carrying a knife * about positive social norms in relation to drug and alcohol use about legal and health risks in relation to drug and alcohol use, including addiction and dependence | * about attitudes towards mental health * how to challenge myths and stigma * about daily wellbeing * how to manage emotions * how to develop digital resilience * about unhealthy coping strategies (e.g., self-harm and eating * disorders) * about healthy coping strategies | * about identity, rights and responsibilities * about living in a diverse society * how to challenge prejudice, stereotypes and discrimination * the signs and effects of all types of bullying, including online * how to respond to bullying of any kind, including online * how to support others | * about medicinal and reactional drugs * about the over-consumption of energy drinks * about the relationship between habit and dependence * how to use over the counter and prescription medications safely * how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes * how to manage influences in relation to substance use * how to recognise and promote positive social norms and attitudes | | | * about the relationship between physical and mental health * about balancing work, leisure, exercise and sleep * how to make informed healthy eating choices * how to manage influences on body image * to make independent health choices to take increased responsibility for physical health, including testicular self-examination |

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| **PSHE Area** | **Living in the wider world** | **Living in the wider world** | | **Relationships** | **Health and Wellbeing** | **Relationships** | **Health and Wellbeing** | |
| **PSHE Topic** | **Digital literacy** | | **Employability Skills** | **Respectful relationships** | **XXX** | **Identity and Relationships** | | **Health and Puberty** |
| **Cross curricular Theme** | **World around us** | | **World around us** | **Power and Conflict** | **Power and Conflict** | **Identity** | | **Identity** |
| **PSHE Association links** | **H3, H30, H32, R17, L19, L20,**  **L21, L22, L23, L24, L25, L26, L27** | | **R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27** | **H2, R1, R6, R19, R21, R22, R23, R35, R36** |  | **H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32** | | **H5, H13, H14, H15, H16, H17, H18, H20, H22, H34** |
| **Overview** | Online safety, digital literacy, media  reliability, and gambling hooks | | Employability and online presence | Families and parenting, healthy relationships, conflict resolution, and relationship changes |  | Gender identity, sexual orientation, consent, ‘sexting’, and an introduction to contraception | | Healthy routines, influences on health, puberty, unwanted contact, and FGM |
| **KS3** | * about online communication * how to use social networking sites safely * how to recognise online grooming in different forms, e.g., in relation to sexual or financial exploitation, extremism and radicalisation * how to respond and seek support in cases of online grooming * how to recognise biased or misleading information online * how to critically assess different media sources * how to distinguish between content which is publicly and privately shared * about age restrictions when accessing different forms of media and how to make responsible decisions * how to protect financial security online * how to assess and manage risks in relation to gambling and chance-based transactions | | * about young people’s employment rights and responsibilities * skills for enterprise and employability * how to give and act upon constructive feedback * how to manage their ‘personal brand’ online * habits and strategies to support progress * how to identify and access support for concerns relating to life online | * about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering * about positive relationships in the home and ways to reduce homelessness amongst young people * about conflict and its causes in different contexts, e.g., with family and friends * conflict resolution strategies * how to manage relationship and family changes, including relationship breakdown, separation and divorce * how to access support services |  | * the qualities of positive, healthy relationships * how to demonstrate positive behaviours in healthy relationships * about gender identity and sexual orientation * about forming new partnerships and developing relationships * about the law in relation to consent * that the legal and moral duty is with the seeker of consent * how to effectively communicate about consent in relationships * about the risks of ‘sexting’ and how to manage requests or pressure to send an image * about basic forms of contraception, e.g., condom and pill | | * how to make healthy lifestyle choices including diet, dental health, physical activity and sleep * how to manage influences relating to caffeine, smoking and alcohol * how to manage physical and emotional changes during puberty * about personal hygiene * how to recognise and respond to inappropriate and unwanted   contact   * about FGM and how to access help and support |

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| **PSHE Area** | **Living in the wider world** | **Living in the wider world** | | **Living in the wider world** | **Living in the wider world** | **Relationships** | **Relationships** | |
| **PSHE Topic** | **Settings Goals** | | **Financial decision making** | **Developing skills and aspirations** | **Community and Careers** | **Intimate relationships** | | **Building Relationships** |
| **Cross curricular Theme** | **Money Money Money** | | **Money Money Money** | **Global/Local** | **Global/Local** | **“This is your Life”** | | **“This is your life”** |
| **PSHE Association links** | **L2, L3, L6, L7, L8, L9, L11, L12, L13, L14** | | **H1, R2, R9, R11, R13, R14, R16, R24** | **R15, R39, L1, L4, L5, L9, L10, L12** | **R39, R41, L3, L8, L9, L10, L11, L12** | **R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21** | | **H1, R2, R9, R11, R13, R14, R16, R24** |
| **Overview** | Learning strengths, career options and  goal setting as part of the GCSE options  process | | Saving, borrowing, budgeting and making financial choices | Careers, teamwork and enterprise skills, and raising aspirations | Equality of opportunity in careers and life choices, and different types and patterns of work | Relationships and sex education including consent, contraception,  the risks of STIs, and attitudes to  pornography | | Self-worth, romance and friendships (including online) and relationship  boundaries |
| **KS3** | * about transferable skills, abilities and interests * how to demonstrate strengths * about different types of employment and career pathways * how to manage feelings relating to future employment * how to work towards aspirations and set meaningful, realistic goals for the future * about GCSE and post-16 options * skills for decision making | | * how to make safe financial choices * about ethical and unethical business practices and consumerism * about saving, spending and budgeting * how to manage risk-taking behaviour | * how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity * about a broad range of careers and the abilities and qualities required for different careers * about equality of opportunity * how to challenge stereotypes, broaden their horizons and how to identify future career aspirations * about the link between values and career choices | * about equality of opportunity in life and work * how to challenge stereotypes and discrimination in relation to work and pay * about employment, self-employment and voluntary work * how to set aspirational goals for future careers and challenge expectations that limit choices | * about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex * about myths and misconceptions relating to consent * about the continuous right to withdraw consent and capacity to   consent   * about STIs, effective use of condoms and negotiating safer sex * about the consequences of unprotected sex, including pregnancy * how the portrayal of relationships in the media and pornography might affect expectations * how to assess and manage risks of sending, sharing or passing on sexual images * how to secure personal information online | | * how to develop self-worth and self-efficacy * about qualities and behaviours relating to different types of positive relationships * how to recognise unhealthy relationships * how to recognise and challenge media stereotypes * how to evaluate expectations for romantic relationships * about consent, and how to seek and assertively communicate consent |

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| **PSHE Area KS4 Y10** | **Living in wider world** | **Health and Wellbeing** | **Relationships** | **Relationships** | **Health and Wellbeing** | **Living in Wider world** |
| **PSHE TOPIC** | **Exploring Social influences** | **Mental health and emotional wellbeing** | **Forming and maintaining positive relationships** | **SRE** | **Substance abuse and addiction** | **Financial decision making and work experience** |
| **PSHE Association links** | H19, H20, H21, R20, R35, R36 | H2, H5, H6, H7, H8, H9, H10 | R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31 | H27, H28, H29, R16, R17, R21, R23, R32 | R37, R42, R44, R45, R46, R47 | H1, L1, L2, L3, L5, L7, L8, L9, L10, L11, L12, L13, L14, L15, L23 |
| **Overview** | The influence and impact of drugs, gangs, role models and the media | Mental health and ill health, stigma, safeguarding health, including during periods of transition or change | The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality | Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography | Alcohol and drug misuse and pressures relating to drug use | Preparation for and evaluation of work experience and readiness for work |
|  | * skills to support younger peers when in positions of influence * about positive and negative role models * 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 * factors which contribute to young people becoming involved in serious organised crime, including cybercrime * Digital resilience, using media in the wider world. Understanding your digital footprint. * How to use social media safely * Develop knowledge of latest crazes and impact | * 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 * 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 * understand the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health * how to access support and treatment * about the portrayal of mental health in the media |  | * about the concept of consent in maturing relationship * the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple * how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner * understand the importance of parenting skills and importance of nurturing life * support for new parents and families * about myths, assumptions, misconceptions and social norms about sex, gender and relationships * Blended families and LGBTQ+ * how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours | * to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use * to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary * ways to access information and support for relationships including those experiencing difficulties * to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help * Bullying and how to treat other with respect. * How to recognise different types of bullying and who to contact   **\*Link with Anti bullying week\***   * the law relating to the supply, use and misuse of legal and illegal substances * 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 * wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle * to identify, manage and seek help for unhealthy behaviours, habits and addictions including quitting smoking | * how to effectively budget and evaluate savings options * how to prevent and manage debt, including understanding credit rating and pay day lending * about the relationship between gambling and debt * about the law and illegal financial activities, including fraud and cybercrime * how to manage risk in relation to financial activities * soft skills- 360 diagnosis of own strengths and weaknesses |

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| **PSHE Area KS4 Y11** | **Living in wider world** | **Health and wellbeing** | **Relationships** | **Relationships** | **Living in wider world** |  |
| **PSHE TOPIC** | **Respect and tolerance** | **Mental Health and emotional wellbeing** | **SRE/Communication and Relationships** | **Independence and families** | **Work/Finances and careers** |  |
| **PSHE Association links** | R5, R6, R9, R10, R14, R28 | H4, H6, H7, H8, H9, H10, H11, H12, L24 | H27, H28, H29, R16, R17, R21, R23, R32 | H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24 | L1, L2, L3, L4, L6, L7, L8, L11 |  |
| **Overview** | Communities, belonging and challenging extremism | Mental health and ill health, stigma, safeguarding health, including during periods of transition or change | Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse | Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships | Application processes, and skills for further education, employment and career progression  The impact of financial decisions, debt, gambling and the impact of advertising on financial choices |  |
| KS4 Y11 | * What is Prevent. Understand the meaning of safeguarding. Knowing the steps – 1,2,3. * Terrorism. Case studies of past and present terrorism. How to stop it and understanding the different types of terrorism. * County Lines. Drug trafficking, who is it risk? What is a rural area? Recognising signs. * Radicalisation. Why would someone join a terrorist group? Understanding the process behind terrorism. * Extremism. What do we class as non-violent forms? * Racism, what is it, how to prevent it. Why are people so opinionated? Where does it stem from? | * Ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them * The characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health * 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 * 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 * 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 | * How to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner * The skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple * About the current legal position on abortion and the range of beliefs and opinions about it * About the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online * To understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours * how to manage influences and risks relating to cosmetic and aesthetic body alterations | * 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 * 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 * forced marriage and changing relationships * about pregnancy, birth and miscarriage * about unplanned pregnancy options, including abortion * about adoption and fostering * how to assess emergency and non-emergency situations and contact appropriate services | * Pressures of exams and what support is available * About the range of opportunities available to them for career progression, including in education, training and employment * About the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities * How to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities * How to effectively budget, including the benefits of saving * About the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it |  |