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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 pressuresrelating 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, mediareliability, 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 andgoal setting as part of the GCSE optionsprocess | 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 topornography | Self-worth, romance and friendships (including online) and relationshipboundaries |
| **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 progressionThe 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
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