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| **PSHE Curriculum Overview 2023/2024** | | | | | | |  | | |
| **PSHE Area**  **Year 9** | **Relationships** | **Health and Wellbeing** | | **Health and Wellbeing** | **Relationships** | **Living in Wider world** | | **Health and Wellbeing** | |
| **PSHE Topic** | **Discrimination** | | **Peer influence/ substance use and gangs** | **Emotional wellbeing** | **Respectful relationships** | **Online and Media** | | | **Healthy lifestyle** |
| **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 | Recognising and reporting criminal behaviour within relationships | Internet safety and harms including Indecent image sharing | | | Diet, exercise, lifestyle balance and healthy choices, and first aid |
| **Year 9** | * 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 | * Criminal behaviours within a relationship * Controlling behaviour and coercive control * Sexual harassment * Sexual violence * the signs and effects of all types of bullying, online and more. * how to support others | * Positives of social media * Issues with over sharing * Influencers * Maintaining a healthy relationship with social media * Definition/clarification of the law * Issues and scenarios * Reporting and penalties | | | * about the relationship between physical and mental health * about balancing work, leisure, exercise and sleep * how to make informed healthy eating choices * about the over-consumption of energy drinks * how to manage influences on body image * to make independent health choices to take increased responsibility for physical health, including testicular self-examination * how to assess the risks of alcohol, tobacco, nicotine and vapes |

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| **PSHE Area 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** | **RSE** | **Substance abuse and addiction** | | **Financial decision making and work experience** |
| **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**  **Year 11** | **Living in wider world** | **Health and wellbeing** | | **Relationships** | **Relationships** | **Living in wider world** |  | |
| **PSHE Topic** | **Respect and tolerance** | | **Mental Health and emotional wellbeing** | **RSE/Communication and Relationships** | **Independence and families** | **Work/Finances and careers** | |  |
| **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 | |  |
| **Year 11** | * 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 | |  |