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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 progressionThe 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
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