



PSHE Curriculum Overview

Implementation

The PSHE curriculum covers the 3 core themes as set out in the National Curriculum.

These are:

- Health and Well-being
- Relationships and Sex Education
- Living in the Wider World

The whole school values are central to this and reinforced throughout all years. The teaching of PSHE is currently delivered by Form Tutors, who build on the positive relationships they have with their students. This approach allows conversations to be open and purposeful, in an environment where students feel safe and supported. Teaching uses a variety of styles and resources to encourage group work, collaboration and discussion.

In Year 7

Students begin by looking at identity and what makes people individual. This includes looking into influences, peer pressure and starts to explore online identity and the consequences of behaviour online. This leads on to exploring differences between people and the issues of prejudice, discrimination and bullying. Healthy lifestyles, including managing stress and wellbeing are also covered. Students will also learn how to develop healthy and supportive relationships and explore the physical and emotional changes that occur to the body during puberty.

In Year 8

Students begin by looking at self-identify, moving on to explore the issues around stereotypes, personal beliefs and first impressions. This goes on to explore the beliefs of others in order to create a wider understanding of the world. Students then explore social injustice and inequality as well as exploring the issue of bullying, linked specifically to the LGBTQ+ community. The concept of money, what it can and can't buy as well as the importance of money management is discussed. The impact of stress on health and recognising triggers of stress are explored, leading on to the negative impacts of substance use and misuse as a method of managing stress. Finally, aspects of positive relationships, personal space, control and power in relationships are explored.

In Year 9

Students explore the concept of intimacy in relationships, peer pressure and grooming. This includes county lines, radicalisation, sexual exploitation and where support can be sought. Risky behaviours are covered with further discussion around consent and abusive/coercive behaviour. Students learn the meaning of protected characteristics and discuss the legal consequences of phobic and racist language, bullying, hate crime, sexism

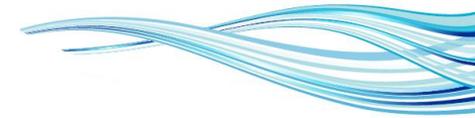
and ageism. Individual dreams and goals are covered, with the aim of promoting resilience should an obstacle prevent them from reaching their goals. Students also learn the dangers of substance misuse, with a particular focus on alcohol and cigarettes. Healthy relationships are discussed with particular attention given to sexual relationships, contraception and the consequences of unprotected sex. The promotion of positive mental health is explored, with a focus on managing change, promoting resilience and the importance of sleep on a person's mental health and wellbeing.

In Year 10

Students initially explore the concept of grief and bereavement. They then look at the dangers of social media and how to keep themselves safe online. The definition of disability is explored and how [The Equality Act](#) offers protection to people with disabilities. Students also learn the benefits of living in a multi-cultural society and the physical and mental impacts of treating people unequally. Relationship and health goals are discussed and the importance of establishing a work life balance. Students also explore a range of threats to a person's health, such as cardio-vascular disease, cancer and diabetes. This leads on to discussions around maintaining healthy long-term relationships and how a range of relationships can come to an end for example through divorce or separation. Strategies to manage these relationship changes are covered. Finally, students look at managing change and how this can be both positive and negative. Specific attention is given to change related to a person's sexual identity and gender.

In Year 11

Students look at what it means to turn 16 and the changes in legislation that may affect them. Laws are covered in detail relating to a range of areas- including relationships, the internet and substance use. Other areas that will become increasingly important to them such as securing jobs, identifying their skill sets, managing money and debt will be looked at as well as what to do if things go wrong. Time is also given to explore some of the more sensitive and emotive areas of the PSHE curriculum, such as honour based violence and female genital mutilation. Sexual relationships and consent are also discussed and the dangers of sexually transmitted infections. Contraception, pregnancy and choices related to this are also covered.



PSHE and RSE Curriculum Overview 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	How do I fit into the world I live in?	Do we need to feel 'the same as' to belong?	Can my choices affect my dreams and goals?	To what extent am I responsible for my mental and physical health?	What can make a relationship healthy or unhealthy?	How do I feel about becoming an adult?
Year 8	Can I choose how I fit into the world?	How different are we really?	Can the choices I make now influence my future?	Can I become more responsible for my health and happiness?	Because I'm worth it ... or am I?	What factors can make an intimate relationship healthy and happy?
Year 9	To what extent does the world I live in affect my identity?	Is being different a good thing?	What do I dream of becoming?	How can substances impact on wellbeing?	Can relationships ever be equal?	How can change affect mental health?
Year 10	Is managing my online and offline world within my control?	Does difference result in inequality?	Is success only possible when physical and emotional needs are in balance?	When it comes to health, to what extent am I in control?	Is love all you need?	Can all change be positive in some way?
Year 11	Are we in the adult world at 16?	Can I rely on myself to achieve my goals, or do I need luck or destiny?	Should relationships, sex and sexual health be discussed more openly?	Is it possible to stay true to yourself and be in healthy relationships?		