


# Year 7 PSHE Programme 2024 - 2025

## KS3 Curriculum

Year 7 Core Themes					
Health and wellbeing	Health and wellbeing	Living in the wider world	Relationships	Relationships	Living in the wider world

 = Diversity involved in lesson

At **key stage 3**, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

### **BIG PICTURE**

As year 7 make the transition from primary to secondary school they experience a great deal of change in their lives; from social changes to greater independence and freedom. The focus of the Year 7 PSHE plan is to ensure that students are equipped with practical skills to help them navigate these changes as well as emotional resilience. It is therefore essential that they understand the physical, health and wellbeing challenges of growing up and the impact these will have on their relationship with others through the Relationship Sex Education curriculum.


## Block 1: Transition

Lesson	Lesson Title	Learning Outcomes: Students will be able to...	PSHE Association Link		
1	Starting in Secondary School	<ul style="list-style-type: none"> <li>• Manage the challenges of moving to a new school</li> <li>• Consider the differences of moving to a new school</li> <li>• Know where to go in school for support</li> <li>• Identify, express and manage their emotions in a healthy way</li> </ul>	H2	R13	L1 L2
2	Making new friends	<ul style="list-style-type: none"> <li>• Understand how to make new friends and understand our differences</li> <li>• Understand that people's brains function differently which leads to difference in behaviour</li> </ul>	H2		
3	Healthy phone use and communication online	<ul style="list-style-type: none"> <li>• Understand the importance of communicating online in a kind way.</li> <li>• Consider the advantages and disadvantages of online communication.</li> <li>• Distinguish between healthy and unhealthy phone use.</li> <li>• Set boundaries around online communication and phone use, and accept others' boundaries.</li> </ul>	H1 H2	R13	L1 L2
4	Respectful behaviours	<ul style="list-style-type: none"> <li>• Understand why it is important to treat people with respect</li> <li>• Identify respectful and disrespectful behaviours, including actions and body language</li> <li>• Recognise the need to treat also those with respect that are difference from you or that are not your friends</li> </ul>	H30	R13	



## Block 2: Independence




Lesson	Lesson Title	Learning Outcomes: Students will be able to...	PSHE Association Link		
1	Personal hygiene	<ul style="list-style-type: none"> <li>• To understand what hygiene means</li> <li>• Be clear on routines should be left to personal choice</li> <li>• Consider their hygiene routines and reflect on how often they do each routine</li> <li>• Explain what good oral hygiene looks like and how to achieve it</li> </ul>	H5 H13 H14		
2	Eating and sleeping	<ul style="list-style-type: none"> <li>• Understand about influences on diet and exercise choices</li> <li>• Understand what makes up a healthy diet</li> <li>• Recall the importance of sleep and maintaining healthy sleep habit</li> </ul>	H5 H15 H32		
3	Evaluating influences	<ul style="list-style-type: none"> <li>• Know how to distinguish between healthy and unhealthy friendships</li> <li>• Compare how friends can influence one another positively and negatively</li> <li>• Know how to recognise passive, aggressive and assertive behaviour</li> </ul>	H1	R9 R11	
4	CPR delivered by agency - <b>EBR to send dates out to PSHE staff</b>	<ul style="list-style-type: none"> <li>• Know emergency first aid skills relating to CPR, defibrillators, wounds and choking</li> </ul>	H30	R13	L1


## Block 3: Community

Lesson	Lesson Title	Learning Outcomes: Students will be able to...	PSHE Association Link		
<p style="text-align: center;">1</p> 	<p style="text-align: center;">Appreciating diversity - What is a community?</p>	<ul style="list-style-type: none"> <li>• Identify what communities you are part of and how the feeling of belonging contributes to wellbeing</li> <li>• How to demonstrate respect in the school community</li> </ul>		R3	
<p style="text-align: center;">2</p>	<p style="text-align: center;">Identifying and understanding bullying</p>	<ul style="list-style-type: none"> <li>• describe why harassing or bullying others is hurtful and disrespectful</li> <li>• develop compassion and the ability to empathise with peers including recognising loneliness and isolation, and strategies to include others</li> <li>• recognise all kinds of bullying including the difference between banter and bullying</li> </ul>		R38	
<p style="text-align: center;">3</p>	<p style="text-align: center;">Challenging bullying - the bystander effect</p>	<ul style="list-style-type: none"> <li>• describe why harassing or bullying others is hurtful and disrespectful</li> <li>• develop compassion and the ability to empathise with peers including recognising loneliness and isolation, and strategies to include others</li> <li>• recognise all kinds of bullying including the difference between banter and bullying</li> <li>• practice strategies for challenging bullying, including online</li> </ul>		R40	

## Block 4/5: Relationships

Lesson	Lesson Title	Learning Outcomes: Students will be able to...	PSHE Association Link		
<p style="text-align: center;">1</p> 	<p>Knowing your body - Reproductive system</p>	<ul style="list-style-type: none"> <li>• describe the body parts involved with sexual health and reproduction</li> <li>• describe the functions of the parts involved in the reproductive system</li> <li>• acknowledge that it is normal to be curious and have questions about their bodies and sexual functions</li> <li>• acknowledge that everyone's body is unique and that variations exist in size, shape, functioning and characteristics</li> </ul>	H1	R9	
<p style="text-align: center;">2</p> 	<p>Knowing your body - Sex</p>	<ul style="list-style-type: none"> <li>• describe the body parts involved with sexual health and reproduction</li> <li>• describe the functions of the parts involved in the reproductive system</li> <li>• acknowledge that it is normal to be curious and have questions about their bodies and sexual functions</li> <li>• acknowledge that everyone's body is unique and that variations exist in size, shape, functioning and characteristics</li> <li>• understand what happens during sex</li> </ul>	H1	R11	

<p>3</p> 	<p>Body image and self care</p>	<ul style="list-style-type: none"> <li>• show acceptance of a variety of physical appearances</li> <li>• acknowledge that physical appearance does not determine a person's worth as a human being</li> <li>• know how to manage influences on body satisfaction, e.g. media</li> <li>• explore ways to develop self confidence and feelings of self worth</li> </ul>		<p>R9</p>	
<p>4</p> 	<p>Bodily changes through puberty</p>	<ul style="list-style-type: none"> <li>• acknowledge that physical, emotional, social and cognitive changes are a normal part of adolescence</li> <li>• consider the impact of puberty on emotional wellbeing and self concept</li> <li>• compare the similarities and differences between girls and boys</li> <li>• recognise puberty may be particularly challenging for some children</li> </ul>		<p>R24</p>	
<p>5</p> 	<p>Developing sexual awareness</p>	<ul style="list-style-type: none"> <li>• describe sexual arousal and what might happen during it</li> <li>• consider how puberty helps us to recognise whether we experience sexual attraction and who that might be</li> <li>• acknowledge that having erections, wet dreams or other sexual responses are a normal part of puberty</li> <li>• explain that during puberty boys and girls become more aware of their responses to sexual attraction and stimulation</li> <li>• describe asexuality, abstinence and celibacy</li> </ul>		<p>R16</p>	

6	Privacy and Consent	<ul style="list-style-type: none"> <li>• develop an understanding of consent, boundaries and privacy</li> <li>• understand that everyone has a right to privacy and bodily autonomy</li> <li>• apply this to real-life situations online and offline</li> <li>• describe the relationship between personal boundaries and human rights</li> <li>• define unwanted sexual attention</li> <li>• recognize that unwanted sexual attention towards both boys and girls is a violation of privacy and the right to decide about one's own body</li> <li>• communicate assertively to maintain privacy and counter unwanted sexual attention</li> </ul>		R14	
7 	Introduction to periods	<ul style="list-style-type: none"> <li>• consider menstrual well-being and strategies to manage it</li> <li>• recall how gender inequality can contribute to feelings of shame and fear during menstruation</li> <li>• recognise that it is important for all people who menstruate to have access to period products, clean water and private toilet facilities during their menstruation</li> </ul>		R16	




## Block 6: Skills

Lesson	Lesson Title	Learning Outcomes: Students will be able to...	PSHE Association Link		
1	An introduction to active listening	<ul style="list-style-type: none"> <li>• Reflect upon their own listening skills.</li> <li>• Understand the signs someone uses to show that they are listening.</li> </ul>			L4
2	Listening in action	<ul style="list-style-type: none"> <li>• Describe verbal and non-verbal cues to indicate listening.</li> <li>• Describe types of interrupting and when the is appropriate and not appropriate.</li> </ul>			L1
3	Managing distractions	<ul style="list-style-type: none"> <li>• Understand how your environment can impact on your ability to listen well.</li> <li>• Describe other factors that affect our ability to listen.</li> <li>• Reflect upon ways that support us to listen.</li> <li>• Practice verbal cues to show they are listening.</li> </ul>			L9 L10
4	Listening and respectful conversation	<ul style="list-style-type: none"> <li>• Understand the importance of managing emotions during difficult conversations.</li> <li>• Understand how speaking respectfully can achieve better outcomes.</li> <li>• Understand the difference between intention and impact and how to apologise if you have hurt someone.</li> <li>• Know top tips for disagreeing respectfully.</li> </ul>			L10

# Year 8 PSHE Programme 2024 - 2025

## KS3 Curriculum

Year 8 Core Themes					
Health and wellbeing	Health and wellbeing	Relationships	Relationships	Relationships	Living in the wider world

 = Diversity involved in lesson

At **key stage 3**, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

### **BIG PICTURE**


In year 8 the focus in PSHE is about being healthy, by exploring how to look after your mental and physical health. This will be around greater self-responsibility and understanding different coping strategies people display. This covers taking responsibility of your behaviours and understanding in greater depth about the changing nature of relationships with others. In this curriculum students will also be introduced to concepts of financial responsibility.

## Block 1: Mental and Physical Health

Lesson	Lesson Title	Learning Outcomes: Students will be able to...	PSHE Association Link		
1	Physical and mental health	<ul style="list-style-type: none"> <li>• Understand the link between mental and physical health</li> <li>• Develop ways to maintain positive mental health and wellbeing</li> <li>• Consider what healthy habits can support good physical health</li> </ul>	H5		
2	Attitudes to Mental Health	<ul style="list-style-type: none"> <li>• learn how to recognise different emotions and their cause</li> <li>• develop ways to manage emotions</li> </ul>	H3		
3	Alcohol and smoking/vaping	<ul style="list-style-type: none"> <li>• Identify what alcohol is and why do people consume it</li> <li>• Identify the risks of alcohol consumption</li> <li>• Identify what cigarettes and vapes are, why they are used and what are the risks</li> <li>• Understand the laws in the UK around alcohol, cigarettes and vapes</li> </ul>	H29		
4	Drugs	<ul style="list-style-type: none"> <li>• Identify what drugs are and the effects drugs have</li> <li>• Understand the laws in the UK around drugs</li> <li>• Understand how you can develop healthy relationships with substances</li> <li>• Understand how you can respond to peer pressure and respect others' choices</li> </ul>	H24		

## Block 2: Online Wellbeing

Lesson	Lesson Title	Learning Outcomes: Students will be able to...	PSHE Association Link		
1	Fake news and echo chambers	<ul style="list-style-type: none"><li>• Know how to critically analyse different sources of information and how to assess the reliability of media sources and critique social media content</li><li>• Understand the risks of echo chambers on social media</li></ul>	H8		
2	Online safety, grooming and self-esteem	<ul style="list-style-type: none"><li>• Recognise signs and causes of low self esteem and developing the skills of high self esteem</li><li>• Learn strategies to deal with seeing unwanted content online, in particular on social media</li><li>• Know how to recognise online grooming in different forms eg in relation to sexual or financial exploitation, extremism and radicalisation</li><li>• Know how to respond and seek support in cases of online grooming</li></ul>	H9		


3	Media influence	<ul style="list-style-type: none"> <li>• recognise and manage the impact of the media and advertising on decision making, including online</li> <li>• know about age restrictions when accessing different forms of media and how to make responsible decisions</li> <li>• recognize the power of media to influence values, attitudes and behaviour relating to sexuality and gender and how to challenge media stereotypes</li> <li>• describe what sexually explicit media (pornography) and analyze why sexually explicit media (pornography) is so common</li> <li>• understand that sexually explicit media often portrays men, women and sexual relations unrealistically</li> <li>• identify ways to talk to a trusted adult</li> </ul>	H8		
4 	Media influence on body image	<ul style="list-style-type: none"> <li>• evaluate messages in the media about health including diet culture</li> <li>• know that information online can be manipulated, misrepresented or fake</li> <li>• know that physical appearance is determined by heredity, environment, and health habits</li> <li>• describe how the appearance of a person's body can affect how other people feel about and behave towards them, and compare how this differs for intersections of society and stereotypes associated with them</li> <li>• know about unhealthy coping strategies and to know about healthy coping strategies</li> </ul>	H9	R42	

## Block 3: Relationships

Lesson	Lesson Title	Learning Outcomes: Students will be able to...	PSHE Association Link		
1	Introduction to relationships	<ul style="list-style-type: none"> <li>• Learn about what relationships are</li> <li>• Reflect on and recognise the importance of different forms of relationships</li> <li>• Reflect on important relationships in your own life</li> <li>• Understand characteristics of healthy relationships and the importance of trust</li> </ul>		R1	
2	Introduction to family relationships	<ul style="list-style-type: none"> <li>• Learn about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering.</li> <li>• Understand that families have different values</li> <li>• Reflect on the ways in which their own family has influenced their views and decisions in this regard.</li> <li>• Identify in which ways families can support gender equality through distributing responsibilities and rights.</li> </ul>		R3	
3	Maintaining healthy family relationships	<ul style="list-style-type: none"> <li>• Reflect on what it means to be a good parent/carer.</li> <li>• Learn how to manage conflict within the family</li> <li>• Understand possible strategies when someone does not have a good relationship with their family and ways to get support, including in case of homelessness</li> </ul>		R3	





## Block 4: Healthy and Unhealthy Relationships

Lesson	Lesson Title	Learning Outcomes: Students will be able to...	PSHE Association Link		
<p style="text-align: center;">1</p> 	<p>Unhealthy relationships, boundaries and consent</p>	<ul style="list-style-type: none"> <li>• Understand that it is healthy to have boundaries when interacting with your friends and learn ways to manage any disagreements or clashes that can arise in friendship groups.</li> <li>• Learn about the characteristics of unhealthy relationships and friendships.</li> <li>• Explore ways to communicate what they do not want and learn about signals of consent.</li> </ul>		R4	
<p style="text-align: center;">2</p>	<p>Relationships and intimacy online</p>	<ul style="list-style-type: none"> <li>• Learn how to safely navigate relationships online, including strategies to stay safe.</li> <li>• Understand advantages and disadvantages of communicating online.</li> <li>• Learn about digital intimacies, its risks and benefits as well as ways to handle pressure to engage in it.</li> <li>• Understand that image-based sexual abuse is wrong and fault lies with the person forwarding or sharing images, not the person that has taken them.</li> </ul>		R10	
<p style="text-align: center;">3</p>	<p>Healthy friendships</p>	<ul style="list-style-type: none"> <li>• Identify what makes a good friend</li> <li>• Explore why you need to focus on people who makes you happy than people who affects your mental health</li> </ul>		R29	



## Block 5: Intimate Relationships

Lesson	Lesson Title	Learning Outcomes: Students will be able to...	PSHE Association Link		
<p style="text-align: center;">1</p> 	<p>Romantic relationships</p>	<ul style="list-style-type: none"> <li>• Understand what a romantic relationship is and that it can come in different forms and shapes.</li> <li>• Understand that skills are needed for having healthy romantic relationships. These can and need to be learned and improved on.</li> <li>• Evaluate expectations for romantic relationships and reflect on media representations.</li> <li>• Recognize that there are many ways to express friendship and love to another person</li> <li>• Learn about good and bad ways you can let someone else know you are romantically interested.</li> </ul>		R10	
<p style="text-align: center;">2</p> 	<p>Physical intimacy</p>	<ul style="list-style-type: none"> <li>• Understand that sexuality involves emotional and physical attraction to others.</li> <li>• Describe ways that human beings feel pleasure from physical contact (e.g. kissing, touching, caressing, sexual contact) throughout their life.</li> <li>• Develop a clear sense of sexual boundaries.</li> <li>• Learn about strategies to assess readiness for intimacy and manage pressure in relationships.</li> </ul>		R18	

3	Introduction to contraception	<ul style="list-style-type: none"> <li>• Learn about what contraception is and what the difference is between contraception and protection against STIs</li> <li>• Learn about pregnancy risk in different scenarios</li> <li>• Learn that there are different types of contraception that are available of which some protect against STIs.</li> <li>• Learn how to put on a condom</li> <li>• Learn about factors that can influence negotiation of contraception.</li> <li>• Reflect about gender dynamics influencing use of contraception.</li> </ul>		R30	
4	Consent	<ul style="list-style-type: none"> <li>• describe what consent is and why it's important</li> <li>• describe the myths and misconceptions surrounding consent</li> <li>• understand the law in the uk regarding consent</li> <li>• know how they can make sure they protect themselves and those around them when it comes to consent</li> </ul>		R27	


## Block 6: Finance

Lesson	Lesson Title	Learning Outcomes: Students will be able to...	PSHE Association Link		
1	Understanding payslips	<ul style="list-style-type: none"><li>• To be able to know the important information contained on the payslip</li><li>• Students will understand the importance of checking payslips and ensuring deductions are correct</li></ul>			L15
2	Understanding credit and debt	<ul style="list-style-type: none"><li>• To understand the meaning of credit and debt</li><li>• To understand the difference between planned and unplanned borrowing</li><li>• To understand the importance budgeting plays in managing money well</li></ul>			L16
3	Securing my money	<ul style="list-style-type: none"><li>• Recognise certain types of fraud and scam</li><li>• Know how to protect yourself and others from being caught out by fraud and scams</li></ul>			L18
4	How can money affect my mental health	<ul style="list-style-type: none"><li>• Students will understand the possible consequences of gambling and debt</li><li>• Students know about money mule schemes and how to avoid them</li></ul>			L17

# Year 9 PSHE Programme 2024 - 2025

## KS3 Curriculum

Year 9 Core Themes					
Health and wellbeing	Living in the wider world	Relationships	Relationships	Relationships	Living in the wider world

 = Diversity involved in lesson

At **key stage 3**, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.



### **BIG PICTURE**

In year 9 the focus in PSHE is about body positivity and independence. These lessons we discuss mental health, lifestyle choices and the need of accepting ourselves for who we are. We will introduce and explore sexual health and exposure to risks such as drugs/alcohol use and peer pressure. This curriculum opens-up to student's discussions about valuing and understand diversity.

## Block 1: Mental Health

Lesson	Lesson Title	Learning Outcomes: Students will be able to...	PSHE Association Link		
1	Dealing with change in life	<ul style="list-style-type: none"> <li>• explore types of change in life and the feelings that are involved in it.</li> <li>• explore ways to manage loss and change including the opportunities that change can bring.</li> <li>• develop the ability to support other people through loss and change.</li> </ul>	H6		
2	Managing stress	<ul style="list-style-type: none"> <li>• recognise feelings of anxiety and stress</li> <li>• manage their feelings through coping mechanisms</li> <li>• develop their adaptability and resilience skills</li> <li>• understand the benefits of having a growth mindset</li> <li>• develop learning skills to help with exam</li> </ul>	H10		
3	Basics of mental health	<ul style="list-style-type: none"> <li>• describe common mental health concerns</li> <li>• understand that having a mental health concern is common and we should build confidence in discussing mental health in the same way as physical health</li> <li>• know how to seek support for their mental health</li> </ul>	H8		
4	Managing mental health including self harm	<ul style="list-style-type: none"> <li>• Understand what self-harm is and why people do it</li> <li>• Know how to support themselves and others with mental health concerns</li> </ul>	H6		

## Block 2: Appreciating Diversity

Lesson	Lesson Title	Learning Outcomes: Students will be able to...	PSHE Association Link		
<p style="text-align: center;">1</p> 	<p style="text-align: center;">Discrimination and Prejudice</p>	<ul style="list-style-type: none"> <li>• To know what discrimination and prejudice is</li> <li>• To know what the difference between equality and equity is</li> <li>• To acknowledge that everyone has a responsibility to defend people who are being stigmatized or discriminated against</li> <li>• To know strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010)</li> </ul>		R37	
<p style="text-align: center;">2</p>	<p style="text-align: center;">Understanding Racism</p>	<ul style="list-style-type: none"> <li>• understand the history of racism</li> <li>• understand the meaning of overt and covert racism and how this can look on a daily basis</li> <li>• be aware of statistics relating to ethnic minorities that show racial inequalities are still prevalent</li> </ul>		R40	
<p style="text-align: center;">3</p> 	<p style="text-align: center;">Anti-Racism</p>	<ul style="list-style-type: none"> <li>• understand the systemic and structural nature of racism</li> <li>• understand that racism is perpetuated on different levels including law &amp; politics, interpersonal interactions, bias and stereotypes</li> <li>• think about how they can challenge systemic racism and why it's so important to do so</li> </ul>		R40	

4

Forms of discrimination and allyship




- Reflect on how personal identity and core values have changed or evolved over time and explore reasons/influences on this
- Explore relationship between identity with the words 'racism', 'masculinity', 'feminism', 'discrimination', 'homophobia', 'biphobia', 'transphobia', 'ally', 'bystander'
- Developing empathy towards those marginalised in society because of differences



R39




### Block 3: Positive relationship with your body


Lesson	Lesson Title	Learning Outcomes: Students will be able to...	PSHE Association Link		
1	Cultivating a positive relationship with your body	<ul style="list-style-type: none"> <li>• know how sleep supports energy and mental health</li> <li>• discuss strategies to observe moods and how they influence behaviour and connection with others</li> <li>• develop tools to connect to the body in order to develop a positive relationship with it to make healthy.</li> <li>• know how to access appropriate support in relation to mental and physical health</li> </ul>	R7		
2	Depictions of relationships and sexuality  	<ul style="list-style-type: none"> <li>• identify and critique unrealistic images in the media concerning sexuality and sexual relationships</li> <li>• examine the impact of these images on gender stereotyping</li> </ul>	R7		
3	Beauty standards	<ul style="list-style-type: none"> <li>• Describe differences in what people find attractive when it comes to physical appearance</li> <li>• Acknowledge that what people think is physically attractive changes over time</li> <li>• Developing knowledge of variation in body types and acquiring positive body image and self esteem</li> <li>• Acknowledge that media influences ideals of beauty and gender stereotypes</li> </ul>	R8		

## Block 4: Sexual Health

Lesson	Lesson Title	Learning Outcomes: Students will be able to...	PSHE Association Link		
<p style="text-align: center;">1</p> 	Sexual Violence and Harrassment	<ul style="list-style-type: none"> <li>• List examples of gender-based violence</li> <li>• identify spaces where sexual violence may occur, including at school, in the home, in public or online</li> <li>• understand the facts and figures related to sexual violence explore toxic masculinity and how this can be harmful</li> </ul>	R37		
<p style="text-align: center;">2</p>	Consent	<ul style="list-style-type: none"> <li>• Normalising consent-seeking behaviour</li> <li>• Learning about myths and misconceptions surrounding consent</li> <li>• Practise seeking, giving or refusing/revoking consent</li> </ul>	R25		
<p style="text-align: center;">3</p> 	Sexual health and STI's	<ul style="list-style-type: none"> <li>• describe what sexuality and sexual desire is</li> <li>• understand how and why do we form these feelings and why they might change over time</li> <li>• understand how to know what they are comfortable with and how they can express this</li> </ul>	R33		

## Block 5: Body Awareness

Lesson	Lesson Title	Learning Outcomes: Students will be able to...	PSHE Association Link		
<p style="text-align: center;">1</p> 	<p style="text-align: center;">Body changes through puberty</p>	<ul style="list-style-type: none"> <li>• Distinguish between puberty and adolescence</li> <li>• Assess and categorise examples of the different changes that occur during adolescence</li> <li>• Feel empowered by the knowledge of hormones affecting their brains and bodies during puberty</li> <li>• Reflect on relationship with changing body parts, hair and skin</li> </ul>	R3		
<p style="text-align: center;">2</p>	<p style="text-align: center;">Period poverty</p>	<ul style="list-style-type: none"> <li>• Describe the menstrual cycle and identify the various physical symptoms and feelings that girls may experience during this time</li> <li>• Appreciate the importance of knowing your own body and tracking patterns and when to seek support if they change</li> <li>• Describe how to access, use and dispose of sanitary pads or other menstrual aids</li> <li>• Develop an appreciation of factors which might limit access to menstrual products and period poverty</li> <li>• Demonstrate positive and supportive strategies for girls to feel comfortable during their menstruation</li> </ul>	R3		

<p>3</p> 	<p>Developing readiness for sex</p>	<ul style="list-style-type: none"> <li>• What is sexuality and sexual desire?</li> <li>• How and why do we form these feelings and why might they change over time?</li> <li>• What are you comfortable with and how do you express it?</li> </ul>	<p>R28</p>		
<p>4</p>	<p>Contraception methods</p>	<ul style="list-style-type: none"> <li>• describe the common types of contraception and in which kind of scenarios which ones may be suitable</li> <li>• understand importance of talking to a partner about contraception and practise open communication.</li> </ul>	<p>R32</p>		


## Block 6: Independence

Lesson	Lesson Title	Learning Outcomes: Students will be able to...	PSHE Association Link		
1	Managing peer pressure	<ul style="list-style-type: none"> <li>• know how to manage peer influence in relation to substances, including energy drinks, nicotine and alcohol</li> <li>• know strategies to make responsible decisions and manage situations in relation to drugs, alcohol and tobacco</li> </ul>		R42	
2	Drugs and drug related emergencies	<ul style="list-style-type: none"> <li>• know exit strategies in risky situations</li> <li>• understand the risks and consequences of substance misuse</li> </ul>	H23		
3	Alcohol and alcohol related emergencies	<ul style="list-style-type: none"> <li>• know exit strategies in risky or dangerous situations and how to access support</li> <li>• revisit and further develop first aid and life-saving skills</li> <li>• understand the risks and consequences of binge drinking and alcohol poisoning</li> </ul>	H23		
4	Scams and gambling	<ul style="list-style-type: none"> <li>• To know how to assess and manage risks in relation to gambling and chance-based transactions</li> <li>• To identify common forms of fraud and online scams</li> <li>• To know how to identify and access support for concerns relating to life online</li> </ul>	H32		

# Year 10 PSHE Programme 2024 - 2025

## KS4 Curriculum

Year 10 Core Themes		
Health and Wellbeing	Living in the wider world	Relationships


 = Diversity involved in lesson

At **key stage 4**, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

### **BIG PICTURE**

In year 10 the PSHE curriculum is predominantly delivered by tutors in tutor time and agencies, year 10 will be off timetable for a day three times in the year. Each day will cover a core theme: living in the wider world, health and wellbeing and relationships and sex education. All students will have four lessons in each block. This curriculum aims to focus on current issues student face helping them to make informed independent decisions. As well as providing and signposting guidance to help and inform students. Some elements of living in the wider world will be covered under the careers programme which is set out separately.

## Health and Wellbeing



Topic (drop-down day 1)	Learning Outcomes: Students will be able to...	PSHE Association Link		
Importance of physical activity	<ul style="list-style-type: none"> <li>To identify why being active improves your mental health</li> <li>To explore different strategies that you can use to be active and discuss what would work best for you</li> </ul>	H11		
Alcohol, drugs, smoking and vaping	<ul style="list-style-type: none"> <li>To know exit strategies in risky or dangerous situations and how to access support</li> <li>To understand the risks and consequences of substance misuse</li> </ul>	H19		
LGBT+ 	<ul style="list-style-type: none"> <li>Deepen your understanding of gender identity and gender expression</li> <li>Demonstrate ways to treat people with respect and include all</li> </ul>		R38	
Self-esteem and resilience	<ul style="list-style-type: none"> <li>Recognise signs and causes of low self-esteem and develop the skills of high self-esteem</li> </ul>	H4		



## Living in the wider world

Topic (drop-down day 2)	Learning Outcomes: Students will be able to...	PSHE Association Link		
Work experience preparation	<ul style="list-style-type: none"> <li>• To gain an insight of the world of work</li> <li>• To identify the skills required in the workplace such as team working and good time keeping skills</li> <li>• To understand the links between their school subjects and the world of work</li> </ul>			L1
Risk management and gambling	<ul style="list-style-type: none"> <li>• To identify the risk of gambling</li> <li>• To receive useful information on where to get the support</li> </ul>	H25		
Finance	<ul style="list-style-type: none"> <li>• To explore payslips, deductions and tax</li> <li>• To develop a deeper understanding of current accounts, debt and credit cards.</li> </ul>			L20
Apprenticeships	<ul style="list-style-type: none"> <li>• To explore what apprenticeships are and identify if they are the right course for you</li> </ul>			L6

## Relationships and Sex Education

Topic (drop-down day 3)	Learning Outcomes: Students will be able to...	PSHE Association Link		
Contraception	<ul style="list-style-type: none"> <li>To learn the factors that can influence negotiation of contraception.</li> <li>To explore why and how contraception is used</li> <li>To reflect about gender dynamics influencing use of contraception.</li> </ul>		R23	
Sexual violence / harassment  	<ul style="list-style-type: none"> <li>To learn about the definition of sexual violence and its prevalence within society, including digital sexual violence</li> <li>To understand the impact that any sexual violence can have on an individual</li> <li>To know where to go if need support</li> </ul>		R30	
STI's	<ul style="list-style-type: none"> <li>To learn the difference between contraception and protection against STI's</li> <li>Learn about types of contraception that can be used to protect you from STI's</li> </ul>		R24	
Misogyny  	<ul style="list-style-type: none"> <li>Recognise and identify sexualised behaviours and differentiate between those which are a part of healthy sexual development and those which are problematic.</li> <li>To reflect on your own values and understand how they can impact your decision making.</li> </ul>		R31	


# Year 11 PSHE Programme

## 2024 - 2025

### KS4 Curriculum

#### Year 11 Core Themes

Health and wellbeing	Relationships	Living in the wider world	Living in the wider world	Health and wellbeing	Finance
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 = Diversity involved in lesson

At **key stage 4**, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

### **BIG PICTURE**

In year 11 the PSHE curriculum is delivered one lesson a week. All three core themes will be studied: health and wellbeing, living in the wider world and relationships and sex education. The curriculum will focus on current issues students face and helping them to make informed independent decisions. At the start of the year students will explore the transition from school to adulthood and how to deal with stress, ahead of their examination year. Throughout the rest of the year students will explore how to make healthy choices, through their mental health and relationships.

## Block 1: Transition & Online Wellbeing

Lesson	Lesson Title	Learning Outcomes: Students will be able to...	PSHE Association Link		
1	Adulthood, self worth and celebrating success	<ul style="list-style-type: none"> <li>• Learn about the challenges and opportunities transition to adulthood brings</li> <li>• Learn how to build self-worth by reflecting on and celebrating successes and reframing setbacks or perceived failures</li> </ul>	H1		
2	What's next? Thinking about the future and leaving home	<ul style="list-style-type: none"> <li>• Learn about skills and strategies to confidently manage transitional life phases</li> <li>• Think about what would be options for the future for example paid employment, university, apprenticeship etc.</li> </ul>	H1		
3	Connecting with body and emotions mindfully - stress	<ul style="list-style-type: none"> <li>• Learn about the nature, causes and effects of stress</li> <li>• Learn about some stress management strategies, including maintaining healthy sleep habits</li> <li>• Recognise social media as a potential source of stress and think about how to balance time online and FOMO (fear of missing out)</li> </ul>	H8		
4	Connecting with body and emotions mindfully - self-concept and motivation	<ul style="list-style-type: none"> <li>• Know how to develop self-efficacy, including motivation, perseverance and resilience</li> <li>• Know how to maintain a healthy self-concept</li> </ul>	H8		


5	Online wellbeing	<ul style="list-style-type: none"> <li>• Evaluate how rights affect the online world</li> <li>• Evaluate and manage the opportunities and risks of establishing and conducting relationships online</li> <li>• Know how to behave legally, ethically and responsibly online, including in online aspects of relationships</li> <li>• Understand strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010) including online</li> </ul>			L22
6	Media influence and gangs	<ul style="list-style-type: none"> <li>• Critically reflect on the media's impact on perceptions of gang culture</li> <li>• Know how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</li> <li>• Know exit strategies for pressurised or dangerous situations</li> </ul>			L26
7	Media influence, radicalisation and extremism	<ul style="list-style-type: none"> <li>• Recognise and respond to extremism and radicalisation</li> <li>• Recognise when social media disproportionately features inaccurate information or extreme viewpoints; how to evaluate the potential impact of this</li> <li>• Understand about extremism, how to reduce the risks and where to seek help</li> </ul>			L24

8	Conversations about mental health	<ul style="list-style-type: none"><li>• Recognise what a conversation about mental health looks like</li><li>• Understand the barriers to talking about mental health</li><li>• Examine how society's attitudes to mental health has changed and what more needs to be done</li></ul>	H5		
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## Block 2: Sexual choices

Lesson	Lesson Title	Learning Outcomes: Students will be able to...	PSHE Association Link		
1	Developing sexuality and readiness for sex	<ul style="list-style-type: none"> <li>• Summarise key elements of sexual pleasure and responsibility and justify why good communication (including of boundaries and limits) can enhance a sexual relationship</li> <li>• Reflect on how gender, racial, cultural norms and stereotypes influence people’s expectations and experience of sexual pleasure</li> <li>• Recognise that understanding their body’s sexual response can help them understand their body, and can help identify when things are not functioning properly so they can seek help</li> <li>• Acknowledge that both sexual partners are responsible for preventing unintended pregnancy and STIs, including HIV</li> </ul>	R2		
2	Consent - Pressure and rejection	<ul style="list-style-type: none"> <li>• Understand how our ideas around consent been shaped by the media and society</li> <li>• Understand how expectations around consent change for different genders/ sexualities</li> <li>• Understand what nuances around consent are and how we have to read situations carefully and with moral integrity</li> </ul>	R9		



<p>3</p> 	<p>STI's and symptoms</p>	<ul style="list-style-type: none"> <li>• describe what 'safer sex' is</li> <li>• understand STIs symptoms but also that they don't all carry symptoms</li> <li>• understand that inequalities exist that mean some ethnicity groups are more susceptible to contracting STIs than others</li> <li>• know how can they can ensure they're practicing safer sex</li> </ul>	<p>R23</p>	<p>H25</p>	
<p>4</p>	<p>Parenthood and fertility - routes to parenthood, infertility and miscarriages</p>	<ul style="list-style-type: none"> <li>• Compare the different ways that adults can become parents (eg intended and unintended pregnancy, adoption, fostering, with medical assistance and surrogate parenting)</li> <li>• Know how to access appropriate advice and support in relation to pregnancy, including miscarriage</li> <li>• Recognise that fertility changes over time and evaluate the implications of this</li> <li>• Strategies to manage grief and loss, including bereavement and how to access support for self or others</li> <li>• Understand how to show compassion and empathy for others who are experiencing challenging situations</li> </ul>	<p>R25</p>		

5	Managing intimate relationships	<ul style="list-style-type: none"> <li>• Develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy</li> <li>• Evaluate different degrees of emotional intimacy in relationships, the role of pleasure and how they understand the difference between 'love' and 'lust'</li> </ul>	R11		
6	Ending and improving relationships	<ul style="list-style-type: none"> <li>• Learn how to improve and support relationships and negotiate difficulties.</li> <li>• Understand that it is normal that friendships and relationships might end.</li> <li>• Manage the ending of relationships and friendships safely and respectfully, including online.</li> <li>• Develop strategies to recognise, de-escalate and exit aggressive social situations.</li> </ul>	R17		
7	Body image in media - pornography	<ul style="list-style-type: none"> <li>• Evaluate ways that sexually explicit media can contribute to unrealistic expectations about men, women, sexual behaviour, sexual response and body appearance</li> <li>• Acknowledge that sexually explicit media can reinforce harmful gender and racial stereotypes and can normalise violent or non-consensual behaviour</li> <li>• Reflect on how sexually explicit media can impact their self-image, self-confidence, self-esteem and perception of others as a result of unrealistic portrayals of men, women and sexual behaviour</li> </ul>	R8		






### Block 3: Independence

Lesson	Lesson Title	Learning Outcomes: Students will be able to...	PSHE Association Link		
1	Making healthy choices - cosmetic and plastic surgery	<ul style="list-style-type: none"> <li>• Understand the difference between cosmetic and plastic surgery</li> <li>• Know how to manage influences and risks relating to cosmetic and aesthetic body alterations</li> <li>• Understand the risks associated with surgery</li> <li>• Discuss the positives and negatives of having surgery</li> </ul>	H17		
2	Making healthy choices - organ donations, vaccinations and health clinics	<ul style="list-style-type: none"> <li>• Know about vaccinations and immunisations</li> <li>• Know to register with and accessing doctors, sexual health clinics, opticians and other health services</li> <li>• Understand blood, organ and stem cell donation</li> </ul>	H15		
3	Making healthy choices - preventing cancer and heart disease	<ul style="list-style-type: none"> <li>• explore how to balance work, leisure, exercise and sleep</li> <li>• understand how to make informed healthy eating choices</li> <li>• know about health prevention measures and cancer awareness</li> <li>• take increased responsibility for physical health and the importance of self-examination, especially for early detection of cancer</li> </ul>	H15		

4	Making healthy choices - preventing illness	<ul style="list-style-type: none"> <li>• Take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening</li> <li>• Consistently access reliable sources of information and evaluate media messages about health</li> <li>• Know how to make informed decisions about health, including vaccination/immunisation</li> </ul>	H13		
5	Know your rights	<ul style="list-style-type: none"> <li>• Analyse local and/or national laws and policies governing various human rights.</li> <li>• Advocate for local and/or national laws that support human rights</li> <li>• Think about how our own actions have an impact on human rights in other countries</li> </ul>			L10
6	First aid - Revising essential skills and deepening understanding	<ul style="list-style-type: none"> <li>• Know how to perform first aid and evaluate when to summon emergency services</li> <li>• Understand when to call emergency services irrespective of any potential legal implications</li> </ul>	H24		

## Block 4: Community

Lesson	Lesson Title	Learning Outcomes: Students will be able to...	PSHE Association Link		
1	Identities and mental health	<ul style="list-style-type: none"> <li>• Explain influence of identity, personal belief system, culture, values and ethnicity on mental health</li> <li>• Describe how our individual core values influence our decisions and behaviour in all aspects of life</li> </ul>	H6		
2 	Gender norms	<ul style="list-style-type: none"> <li>• Identify how societal norms shape identity, desires, practices and behaviour and recognize that beliefs about gender norms are created by societies</li> <li>• Acknowledge that gender roles and expectations can be changed</li> <li>• Demonstrate ways to treat people without bias</li> </ul>			L28
3 	Gender identities	<ul style="list-style-type: none"> <li>• Deepen their understanding of gender identity and gender expression</li> <li>• Demonstrate ways to treat people without bias and include all</li> </ul>			L29

<p>4</p> 	<p>Appreciating diversity</p>	<ul style="list-style-type: none"> <li>• To analyse how stigma and discrimination impact negatively upon individuals, communities and societies</li> <li>• To summarise existing laws against stigma and discrimination</li> <li>• To acknowledge that it is important to challenge discrimination against those perceived to be 'different'</li> <li>• To know ways to support someone being excluded, to advocate against stigma and discrimination and for inclusion, non-discrimination, and respect for diversity</li> </ul>			<p>L29</p>
<p>5</p>	<p>Exploring privilege</p>	<ul style="list-style-type: none"> <li>• Recognise what privileges and disadvantages we all have based on ethnicity, wealth, gender, sexual orientation etc.</li> <li>• Learn about the concept of intersectionality as a tool for thinking about privilege and oppression</li> </ul>	<p>R31</p>		
<p>6</p>	<p>Grief</p>	<ul style="list-style-type: none"> <li>• Explain what grief is and that people grieve in different ways</li> <li>• Acquire strategies for managing loss and change and how to empathise with</li> <li>• Show appreciation for how different religion, culture and traditions deal with change and loss</li> </ul>	<p>R11</p>		

## Block 5: Health and Wellbeing

Lesson	Lesson Title	Learning Outcomes: Students will be able to...	PSHE Association Link		
1	FGM	<ul style="list-style-type: none"><li>• understand what FGM is</li><li>• understand the reasons behind FGM</li><li>• understand the negative consequences of FGM on the child, the family and society</li><li>• know how to safely access help for myself or others if concerned about FGM</li></ul>		R28	
2	Mental wellbeing	<ul style="list-style-type: none"><li>• Recognise some common mental health issues young people face</li><li>• Identify what support and treatment is available for mental health issues</li><li>• Understand strategies they can employ to support or improve their mental health</li></ul>	H5		
3	Alcohol and drug misuse	<ul style="list-style-type: none"><li>• Understand how you can stay safe around drugs and alcohol</li><li>• Explain drink spiking is and how you can keep yourself safe</li><li>• Understand why it is important to know your personal limits</li></ul>	H20		

4	Alcohol and drug abuse	<ul style="list-style-type: none"> <li>• Recognise what substance abuse is and the signs of addiction</li> <li>• Explore why certain people may be more vulnerable to substance abuse</li> <li>• Identify how to seek help and/or support others</li> </ul>	H23		
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### Block 5: Finance

Lesson	Lesson Title	Learning Outcomes: Students will be able to...	PSHE Association Link		
1	Financial survival skills (Part 1)	<ul style="list-style-type: none"> <li>• Understand how to choose a current account and use of credit cards</li> <li>• Identify what to consider when renting accommodation</li> <li>• Recognise factors that go into your credit score</li> </ul>			L18
2	Finance survival skills (Part 2)	<ul style="list-style-type: none"> <li>• Explore debt and credit</li> <li>• Understand some of the most common types of fraud, scams and identity</li> </ul>			L19