**PSHE CURRICULUM MAP 2020-2021**

* Great PSHE is not simply a series of one-off, disconnected lessons – they should be placed within a spiral curriculum, that moves beyond factual content to the development of skills such as critical thinking and empathy.
* There are two statutory elements to the PSHE curriculum – Health and RSE. Both are included within this document.
* The curriculum map refers to the core themes and content listed by the PSHE asscocuation programme of study.

**INTENTION**

* At KS3, students build on 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 opportunities and challenges of life, Students will learn to manage diverse relationships, their online lives and the increasing influence of peers and the media.
* At KS4, students deepen knowledge and understanding, extend and rehearse skills and explore further attitudes, values and attributes acquired during KS3. PSHE education at KS4 reflected the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.
* **Statutory content: RSE and Health Education.**The statutory guidance is comprehensively covered by learning opportunities across all three core themes. Even though much of ‘Living in the wider world’ is not included in statutory requirements, the theme as a whole remains vitally important for pupils’ personal development and economic wellbeing, as well as in supporting schools to meet the Gatsby Benchmarks for careers education as part of the DfE Careers Strategy. This can be seen in more detail in the *Curriculum Map document*.
* **Spiral Curriculum:** PSHE education addresses both pupils’ current experiences and preparation for their future. The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. This is grounded in the established evidence base for effective practice in PSHE education. This is why there are few ‘one off lessons’ as these are less meaningful that thematic revisited content
* **Age appropriate:** The PSHE content must be age appropriate. This is why the curriculum is a spiral – content such as consent can be revisited each year with age appropriate issues and examples. For example, consent to post an image on line is appropriate for year 7, and sexual consent appropriate for year 9 and above.

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|  | **Autumn 1**  Health & wellbeing | **Autumn 2**  Living in the wider world | **Spring 1**  Relationships | **Spring 2**  Health & wellbeing | **Summer 1**  Relationships | **Summer 2**  Living in the wider world |
| **Year 7** | **Transition and safety**  Transition to secondary school and personal safety in and outside school, including road saferty and first aid | **Developing skills and aspirations: Careers**  Careers, teamwork and enterprise skills, and raising aspirations | **Diversity**  Diversity, prejudice, and bullying | **Health and puberty**  Healthy routines, influences on health, puberty, unwanted contact, and FGM | **Building relationships**  Self-worth, romance and friendships (including online) and relationship boundaries | **Financial decision making**  Saving, borrowing, budgeting and making financial choices |
| **Year 8** | **Drugs and alcohol**  Alcohol and drug misuse and pressures relating to drug use | **Community and careers**  Research project and competition | **Media and me**  The impact of the media on our self esteem, values and expecations of relatiosnhips | **Emotional wellbeing**  Mental health and emotional wellbeing, including body image and coping strategies | **Identity and relationships**  Gender identity, sexual orientation, consent,.  **Discrimination**  Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia | **Digital literacy**  Online safety, digital literacy, media reliability, and gambling hooks |
| **Year 9** | **Peer influence, substance**  **use and gangs**  Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation | **Respectful relationships**  Families and parenting, healthy relationships, conflict resolution, and relationship changes | **Setting goals**  Learning strengths, career options and goal setting as part of the GCSE options process | **Healthy lifestyle**  Diet, exercise, lifestyle balance and healthy choices, and first aid | **Intimate relationships**  Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography | **Employability skills**  Employability and online presence |

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|  | **PSHE and Careers are taught on rotation – half of the year is PSHE and the other Careers. The PSHE content is detailed below** | | |
|  | Health & wellbeing | Living in the wider world | Relationships |
| **Year 10** | **Mental health**  Mental health and ill health, stigma, safeguarding health, including during periods of transition or change | **Financial decision making**  The impact of financial decisions, debt, gambling and the impact of advertising on financial choices | **Healthy relationships**  Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography  **Families**  Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships |
| **Year 11** | **Building for the future**  Self-efficacy, stress management, and future opportunities  **Independence**  Responsible health choices, and safety in independent contexts | **Addressing extremism and radicalisation**  Communities, belonging and challenging extremism | **Communication in relationships**  Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse |

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| **YEAR 7**  **Half term** | **Topic** | **In this unit of work, students learn...** |
| **Autumn 1** Health & wellbeing | **Transition and safety**  Transition to secondary school and personal safety in and outside school, including first aid  PoS refs: H1, H2, H30, H33, R13, L1, L2 | * how to identify, express and manage their emotions in a constructive way * how to manage the challenges of moving to a new school * how to establish and manage friendships * how to improve study skills * how to identify personal strengths and areas for development * personal safety strategies and travel safety, e.g. road, rail and   water   * how to respond in an emergency situation * basic first aid |
| **Autumn 2** Living in the wider world | **Developing skills and aspirations**  Careers, teamwork and enterprise skills, and raising aspirations  PoS refs: R15, R39, L1, L4, L5, L9, L10, L12 | * 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 |
| **Spring 1**  Relationships | **Diversity**  Diversity, prejudice, and bullying  PoS refs: R3, R38, R39, R40, R41 | * 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 |
| **Spring 2** Health & wellbeing | **Health and puberty**  Healthy routines, influences on health, puberty, unwanted contact, and FGM | * how to make healthy lifestyle choices including diet, dental health, physical activity and sleep * how to manage influences relating to caffeine, smoking and   alcohol |

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|  |  | * 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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| PoS refs: H5, H13, H14, H15, H16, H17, |
| H18, H20, H22, H34 |
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| **Summer 1** | **Building relationships** | * 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 |
| Relationships | Self-worth, romance and friendships (including online) and relationship  boundaries |
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|  | PoS refs: H1, R2, R9, R11, R13, R14,  R16, R24 |
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| **Summer 2** | **Financial decision making** | * how to make safe financial choices |
| Living in the wider world | Saving, borrowing, budgeting and making financial choices | * about ethical and unethical business practices and consumerism * about saving, spending and budgeting |
|  |  | * how to manage risk-taking behaviour |
|  | PoS refs: H32, L15, L16, L17, L18 |  |

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| **Year 8 Half term** | **Topic** | **In this unit of work, students learn...** |
| **Autumn 1** | **Drugs and alcohol** | * 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 |
| Health & wellbeing | Alcohol and drug misuse and pressures  relating to drug use |
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|  | PoS refs: H23, H24, H25, H26, H27, |
|  | H29, H31, H5, R42, R44 |
| **Autumn 2** | **Community and careers** | * 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 |
| Living in the | Equality of opportunity in careers and life |
| wider world | choices, and different types and patterns |
|  | of work |
|  | PoS refs: R39, R41, L3, L8, L9, L10, L11, |
|  | L12 |
| **Spring 1** | **Discrimination** | * how to manage influences on beliefs and decisions * about group-think 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 |
| Relationships | Discrimination in all its forms, including: |
|  | racism, religious discrimination, disability,  discrimination, sexism, homophobia, |
|  | biphobia and transphobia |
|  | PoS refs: R39, R40, R41, R3, R4, R42, |
|  | R43 |

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| **Spring 2** Health & wellbeing | **Emotional wellbeing**  Mental health and emotional wellbeing, including body image and coping strategies  PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24 | * 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 |
| **Summer 1** | **Identity and relationships** | * 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 |
| Relationships | Gender identity, sexual orientation, consent, ‘sexting’, and an introduction to  contraception |
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|  | PoS refs: H35, H36, R4, R5, R10, R16, |
|  | R18, R24, R25, R26, R27, R29, R30, R32 |
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| **Summer 2** | **Digital literacy** | * 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 |
| Living in the wider world | Online safety, digital literacy, media  reliability, and gambling hooks |
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|  | PoS refs: H3, H30, H32, R17, L19, L20, |
|  | L21, L22, L23, L24, L25, L26, L27 |
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| **Year 9**  **Half term** | **Topic** | **In this unit of work, students learn...** |
| **Autumn 1** | **Peer influence, substance use and gangs** | * 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 |
| Health & | Healthy and unhealthy friendships, |
| wellbeing | assertiveness, substance misuse, and  gang exploitation |
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|  | PoS refs: H24, H25, H27, H28, H29, R1, |
|  | R20, R37, R42, R44, R45, R46, R47 |
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| **Autumn 2** | **Setting goals** | * 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 |
| Living in the | Learning strengths, career options and |
| wider world | goal setting as part of the GCSE options |
|  | process |
|  | PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, |
|  | L13, L14 |
| **Spring 1** | **Respectful relationships** | * 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 |
| Relationships | Families and parenting, healthy  relationships, conflict resolution, and |
|  | relationship changes |
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|  | PoS refs: H2, R1, R6, R19, R21, R22, R23, |
|  | R35, R36 |

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|  | **Healthy lifestyle**  Diet, exercise, lifestyle balance and healthy choices, and first aid  PoS refs: H3, H14, H15, H16, H17, H18, H19, H21 | * 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 |
| **Summer 1** | **Intimate relationships** | * 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 |
| Relationships | Relationships and sex education including consent, contraception,  the risks of STIs, and attitudes to |
|  | pornography |
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|  | PoS refs: R7, R8, R11, R12, R18, R24, |
|  | R26, R27, R28, R29, R30, R31, R32, R33, |
|  | R34, L21 |
| **Summer 2** | **Employability skills** | * 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 |
| Living in the | Employability and online presence |
| wider world |  |
|  | PoS refs: R13, R14, L2, L4, L5, L8, L9, |
|  | L14, L21, L24, L27 |

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| **Year 10**  **Half term** | **Topic** | **In this unit of work, students learn...** |
| **Autumn 1** | **Mental health** | * how to manage challenges during adolescence |
| Health & wellbeing | Mental health and ill health, stigma, safeguarding health, including during periods of transition or change | * how to reframe negative thinking * strategies to promote mental health and emotional wellbeing * about the signs of emotional or mental ill-health |
|  |  | * how to access support and treatment |
|  | PoS refs: H2, H5, H6, H7, H8, H9, H10 | * about the portrayal of mental health in the media |
|  |  | * how to challenge stigma, stereotypes and misinformation |
| **Autumn 2** | **Financial decision making** | * how to effectively budget and evaluate savings options * how to prevent and manage debt, including understanding credit rating and pay day lending * how data is generated, collected and shared, and the influence of targeted advertising * how thinking errors, e.g. gambler’s fallacy, can increase susceptibility to gambling * strategies for managing influences related to gambling, including   online   * 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 |
| Living in the wider world | The impact of financial decisions, debt,  gambling and the impact of advertising |
|  | on financial choices |
|  | PoS refs: H25, R38, L16, L17, L18, L19, |
|  | L20, L25 |
| **Spring 1** | **Healthy relationships** | * about relationship values and the role of pleasure in relationships * about myths, assumptions, misconceptions and social norms about sex, gender and relationships * about the opportunities and risks of forming and conducting relationships online * how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours |
| Relationships | Relationships and sex expectations,  myths, pleasure and challenges, including |
|  | **Families** |
|  | responsibilities, pregnancy, marriage  and forced marriage and changing relationships |

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|  | PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31, | * about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent * how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support * how to recognise and challenge victim blaming * about asexuality, abstinence and celibacy * about different types of families and changing family structures * how to evaluate readiness for parenthood and positive parenting qualities * about fertility, including how it varies and changes * about pregnancy, birth and miscarriage * about unplanned pregnancy options, including abortion * about adoption and fostering * how to manage change, loss, grief and bereavement   about ‘honour based’ violence and forced marriage and how to safely access support |

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| **YEAR 11** |
| **Half term** | **Topic** | **In this unit of work, students learn...** |
| **Autumn 1** | **Building for the future** | * how to manage the judgement of others and challenge stereotyping * how to balance ambition and unrealistic expectations * how to develop self-efficacy, including motivation, perseverance   and resilience   * how to maintain a healthy self-concept * about the nature, causes and effects of stress * stress management strategies, including maintaining healthy   sleep habits   * about positive and safe ways to create content online and the opportunities this offers * how to balance time online * how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) * emergency first aid skills * how to assess emergency and non-emergency situations and contact appropriate services * about the links between lifestyle and some cancers * about the importance of screening and how to perform self examination * about vaccinations and immunisations * about registering with and accessing doctors, sexual health clinics, opticians and other health services * how to manage influences and risks relating to cosmetic and aesthetic body alterations   about blood, organ and stem cell donation |
| Health & | Self-efficacy, stress management, and |
| wellbeing | future opportunities |
|  | PoS refs: H2, H3, H4, H8, H12, L22 |
|  | **Independence: responsible health choices, and safety in independent contexts** |
| **Autumn 2** | **Addressing exterimism and radicalisation** |  |
| Living in the wider world |  |
| **Spring 1** | **Communication in relationships** | * about core values and emotions |
| Relationships | Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse | * about gender identity, gender expression and sexual orientation * how to communicate assertively * how to communicate wants and needs * how to handle unwanted attention, including online |
|  |  | * how to challenge harassment and stalking, including online |

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|  | PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32 | * about various forms of relationship abuse * about unhealthy, exploitative and abusive relationships * how to access support in abusive relationships and how to overcome challenges in seeking support |