

Subject: PSHCE (Personal, Social, Health, Careers and Economic Education).

- **PSHCE follows a spiral curriculum. It is being introduced as a new subject in 2023 to replace SMSC.**
- **In Years 7, 8 and 9, students will follow the curriculum outlined below, and they will receive one lesson a week.**
- **The order and content of lessons may occasionally alter to address particular trends and influences.**
- **In Years 10 and 11, students will receive one lesson a fortnight, and they will be taught the lessons contained in Y9 topics, 'Peer influence, Substance use and Gangs', 'Respectful Relationships', and 'Healthy Lifestyle'. This is because they will not have previously received this input.**
- **In 2024-25, students in Years 10 and 11 will also receive one lesson a week, and will follow the curriculum outlined below.**

Year 7: Year Overview

Unit of Learning	1	2	3	4	5	6
Topic	<u>Transition and Safety</u>	<u>Opportunities in the world</u>	<u>Relationships</u>	<u>Health and Puberty</u>	<u>Relationships 2</u>	<u>Who am I and what can I do?</u>
Skills	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge.	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge
Knowledge (Lessons)	<ol style="list-style-type: none"> 1. Introduction to PSCE and starting secondary school 2. How is school going? 3. Making friends 4. Study skills 5. Safety and travel 6. Emergency situations 7. Basic First Aid 	<ol style="list-style-type: none"> 1. When I grow up I want to be.... 2. Broadening horizons wildlife conservation and engineers 3. AI ethics, social media, fact checking 4. Food production, infrastructure 5. Cybercrime, AI-based medical research 6. Equality of opportunity (including social and economic) 7. How to challenge stereotypes 	<ol style="list-style-type: none"> 1. Identity, rights and responsibilities 2. British society (diverse) 3. Prejudice, stereotypes and discrimination 4. Signs and effects of bullying 5. What to do about bullying 6. How to support others 	<ol style="list-style-type: none"> 1. Living a healthy lifestyle (diet, dental, exercise and sleep) 2. Caffeine, smoking, vaping and alcohol 3. Puberty (managing the changes plus FGM) 4. Periods (plus menopause) 5. Personal hygiene 6. Saying no 	<ol style="list-style-type: none"> 1. Self-worth 2. Positive relationships (how to spot them) 3. Negative relationships (how to sport them) 4. Challenging media stereotypes 5. Expectations of romantic relationships 6. Consent 	<ol style="list-style-type: none"> 1. How finding your passion changes everything 2. How to find your passion (dealing with limitation and distraction) 3. Dream dreams 4. Realise your gifts 5. 'Disabilities' might become gifts 6. Fear and faintheartedness
Assessment	In class questioning Self and Peer assessment Low stakes quizzes Focus group assessments	In class questioning Self and Peer Assessment Low-stakes quizzes Focus group assessments	In class questioning Self and Peer Assessment Low-stakes quizzes Focus group assessments	In class questioning Self and Peer Assessment Low-stakes quizzes Focus group assessments	In class questioning Self and Peer Assessment Low-stakes quizzes Focus group assessments	In class questioning Self and Peer Assessment Low-stakes quizzes Focus group assessments
Statutory requirements	B4, B1, B2, E1, E2, G1, E6, M2, M1, M3,	Helping to meet the Gatsby Benchmarks	Equality Act, B8, Fundamental British values, B3, B5, F2, E5	G1, G2, J2, J5, J3, N1, N2, J1, B1, C1, C2	E2, E5, F1, A1, A2, B1, B2, A7, B3, D1, C2	Helping to meet the Gatsby benchmarks

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Year 8: Year overview

Unit of Learning	1	2	3	4	5	6
Topic	<u>Drugs and Alcohol</u>	<u>How much money will I need?</u>	<u>Discrimination</u>	<u>Emotional wellbeing</u>	<u>Identity and relationships</u>	<u>Digital literacy</u>
Skills	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge
Knowledge (Lessons)	<ol style="list-style-type: none"> 1. Medicinal and recreational drugs 2. Energy drinks (overconsumption of) 3. Habit and dependence 4. Using prescription drugs safely 5. How to assess the risks of alcohol 6. How to assess the risks of tobacco, vapes and nicotine 7. Substance use (managing influences) 8. Promoting positive social norms 	<ol style="list-style-type: none"> 1. Pay and taxes 2. Budgeting 3. Budgeting on a limited income 4. How to make safe financial choices 5. Consumerism and advertising 6. Saving and pensions 7. How to manage risk-taking behaviour (debt) 	<ol style="list-style-type: none"> 1. Managing influences on our beliefs 2. Group-think and persuasion 3. Developing self-worth and confidence 4. Gender identity, transphobia and gender-based discrimination 5. Challenging homophobia and biphobia 6. Challenging racism, disability and religious discrimination 	<ol style="list-style-type: none"> 1. Attitudes towards mental health 2. Daily wellbeing 3. Managing emotions 2 4. Developing digital resilience 5. Unhealthy coping strategies (including self-harm and eating disorders) 6. Healthy coping disorders 	<ol style="list-style-type: none"> 1. The qualities of positive, healthy, romantic relationships. 2. Identifying unhealthy behaviours in romantic relationships 3. Forming new relationships and developing them 4. The law in relation to consent 5. Effectively communicating consent in relationships 6. The risks of sending explicit images 	<ol style="list-style-type: none"> 1. How to use social networking sites safely 2. How to recognise online grooming in relation to sexual and financial exploitation 3. How to recognise online grooming in relation to extremism and radicalisation 4. How to recognise biased or misleading information online 5. How to assess and manage risks in relation to gambling
Assessment	In class questioning Self and Peer assessment Low stakes quizzes	In class questioning Self and Peer assessment Low stakes quizzes	In class questioning Self and Peer assessment Low stakes quizzes	In class questioning Self and Peer assessment Low stakes quizzes	In class questioning Self and Peer assessment Low stakes quizzes	In class questioning Self and Peer assessment Low stakes quizzes
Statutory requirement links	J1, J2, J5, J4, F1, J3, J6	F1, A7	B3, B2, B1, E5, F1, F2, B8, A1, B4	B4, F1, F2, E4, E3, E1, E2, E6, H1, G1, E5, G2	B1, B2, D1, C1, C2	B1, F2

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Year 9: Year overview

Unit of Learning	1	2	3	4	5	6
Topic	<u>Peer influence, substance use and gangs</u>	<u>Setting goals</u>	<u>Respectful relationships</u>	<u>Healthy Lifestyle</u>	<u>Intimate relationships</u>	<u>Employability skills</u>
Skills	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge
Knowledge (Lessons)	<ol style="list-style-type: none"> Distinguishing between unhealthy and healthy friendships How to assess and manage influences How 'group think' affects behaviour Passive, aggressive, and assertive behaviour Managing risk in relation to gangs Legal and physical risks of carrying knives Positive social norms in relation to drug and alcohol use Health risks in relation to drug and alcohol use 	<ol style="list-style-type: none"> Transferable skills, abilities and interests How to demonstrate strengths Different types of career and pathways How to manage feelings relating to employment How to set meaningful, realistic goals Skills for decision making 	<ol style="list-style-type: none"> Different types of families and legal status of marriage Positive relationships at home (reducing homelessness) Causes of conflict Conflict resolution strategies How to manage relationship and family changes How to access support (homelessness etc.) 	<ol style="list-style-type: none"> Relationship between physical and mental health Balancing work, leisure, exercise and sleep Making healthy eating choices Managing influences on body image Making independent health choices Breast and testicular self-examination 	<ol style="list-style-type: none"> Readiness for sex (including the choice to delay sex or enjoy intimacy without sex) Facts and misconceptions about consent STIs/condoms/safer sex Other contraception and consequences of unprotected sex (pregnancy) How media and pornography might affect expectations Sending/sharing/passing on sexual images 	<ol style="list-style-type: none"> Young people's employment rights and responsibilities Skills for 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 online
Assessment	In class questioning Self and Peer assessment Low stakes quizzes Focus group assessments	In class questioning Self and Peer assessment Low stakes quizzes Focus group assessments	In class questioning Self and Peer assessment Low stakes quizzes Focus group assessments	In class questioning Self and Peer assessment Low stakes quizzes Focus group assessments	In class questioning Self and Peer assessment Low stakes quizzes Focus group assessments	In class questioning Self and Peer assessment Low stakes quizzes Focus group assessments
Statutory requirement links	B1, B2, A7, B5, F1, E5, F2, E5, A7, B6, M2, J3, J4, J1	Helping to meet the Gatsby Benchmarks	A1, A2, A3, A4, A5, A6, A7, E2, B1, N1, N2, K5, D12	E5, E6, G1, K5, G2, H1, F1, F2, N2	D1, D2, D4, D5, C1, C2, D9, D10, D12, D6, D8, B6, B7, F2	Helping to meet the Gatsby framework

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Year 10: Year Overview

Unit of Learning	1	2	3	4	5	6
Topic	<u>Mental Health</u>	<u>Financial decision making</u>	<u>Healthy relationships</u>	<u>Exploring influence</u>	<u>Addressing extremism and radicalisation</u>	<u>Work experience</u>
Skills	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge
Knowledge (Lessons)	<ol style="list-style-type: none"> Managing challenges in adolescence Reframing negative thinking Helping with overthinking Strategies to promote mental health and wellbeing. Signs of emotional or mental ill-health How to access support and treatment Portrayal of mental health in the media How to challenge stigma, stereotypes and misinformation 	<ol style="list-style-type: none"> How to prevent and manage debt Credit ratings and pay day lending) Data generation, collection and sharing and targeted advertising How gambler's fallacy increases susceptibility to gambling The relationship between gambling and debt The law and financial activities How to manage risk in relation to financial activities. 	<ol style="list-style-type: none"> Assumptions and misconceptions about sex Challenges in intimate relationships The role of pleasure in intimate relationships Challenges in intimate relationships as people get older Opportunities and risks of online relationships How to manage the impact of the media and pornography on sexual expectations 	<ol style="list-style-type: none"> Positive and negative role models The media's impact on perceptions of gang culture The impact of drugs and alcohol How to manage peer influence Exit strategies for pressurised or dangerous situations How to seek help for substance use and addiction. 	<ol style="list-style-type: none"> Communities, inclusion, respect and belonging Equality Act, diversity and values How social media distorts, misleads and targets How to manage misleading information How to challenge discrimination How to recognise and respond to extremism and radicalisation. 	<ol style="list-style-type: none"> Managing feelings about work experience Strategies for overcoming challenges or adversity About responsibilities in the workplace How to manage practical problems and health and safety How to maintain a positive presence online How to evaluate and build on the learning from work experience
Assessment	In class questioning Self and Peer assessment Low stakes quizzes	In class questioning Self and Peer assessment Low stakes quizzes	In class questioning Self and Peer assessment Low stakes quizzes	In class questioning Self and Peer assessment Low stakes quizzes	In class questioning Self and Peer assessment Low stakes quizzes	In class questioning Self and Peer assessment Low stakes quizzes
Statutory requirement links	K5, N1, N2, E1, E2, E5, E6, E3, E4, F2, B3, F1	A7, F1	B6, B7, D1, D2, D4, D5, D3, D7, C1, C2, D11, D12	E5, F1, B2, E5, D12	B1, B2, B3, B8, F1, F2, B4	Helping to meet the Gatsby benchmarks

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Year 11: Year Overview

Unit of Learning	1	2	3	4	5
Topic	<u>Building for the Future</u>	<u>Next Steps</u>	<u>Families</u>	<u>Independence</u>	<u>Communication in relationships</u>
Skills	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge
Knowledge (Lessons)	<ol style="list-style-type: none"> How to manage the judgement of others How to balance ambition and unrealistic expectations How to develop self-efficacy How to maintain a healthy self-concept The nature, causes and effects of stress Stress management strategies (including sleep) Positive and safe ways to create content online How to balance time online 	<ol style="list-style-type: none"> How to use feedback constructively when planning for the future. Effective revision techniques and strategies Options post-16 and career pathways About the application process How to maximise employability – broadening experience and managing online presence Writing personal statements Writing personal statements 	<ol style="list-style-type: none"> Different types of families and parenthood Fertility Pregnancy, birth and miscarriage Unplanned pregnancy options Managing change, loss, grief and bereavement 'Honour based' violence and forced marriage 	<ol style="list-style-type: none"> Assess and manage risk and safety in social situations Emergencies (first aid) Links between lifestyle and some cancers Vaccinations and immunisations Doctors, sexual health clinics, opticians etc Blood, organ and stem cell donation 	<ol style="list-style-type: none"> Core values and emotions Gender identity, gender expression Sexual orientation How to communicate assertively our wants and needs How to handle unwanted attention (including online) How to challenge harassment and stalking (including online)
Assessment	In class questioning Self and Peer assessment Low stakes quizzes Focus group assessments	In class questioning Self and Peer assessment Low stakes quizzes Focus group assessments	In class questioning Self and Peer assessment Low stakes quizzes Focus group assessments	In class questioning Self and Peer assessment Low stakes quizzes Focus group assessments	In class questioning Self and Peer assessment Low stakes quizzes Focus group assessments
Statutory requirement links	A7, B1, E5, A7, F1, K5, G1, E6	Helping to meet the Gatsby Benchmarks	A1, A2, A3, A4, A7, D3, D7, D12, D8, A4, C1	A7, M1, M2, M3, H1, K4, D12	A1, A2, E1, E2, B3, A7, C2, B1, B2, E5

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