Curriculum Vision: PSHE

Curriculum Vision:

PSHE education equips students to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. PSHE education contributes to personal development by helping students to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Curriculum Intent:

Aims to provide students with:
- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

Objectives:

The PSHE and RSE programme aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking, and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education). This fully builds on the primary requirements for PSHE and RSE, allowing students to further develop their knowledge and understanding of these three important areas of the curriculum.

Health and Wellbeing inclusions:

- to give students the information that they need to make good decisions about their own health and wellbeing.
    - it should enable them to recognise what is normal and what is an issue in themselves and others
    - when issues arise, students should know how to seek support as early as possible from appropriate sources.
- the knowledge that good physical health contributes to good mental wellbeing, and vice versa.
- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the ability to have self-control and ability understand how to self-regulate, and strategies for doing so.
    - this will enable students to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant
    - this will also enable students to understand how to respond calmly and rationally to setbacks and challenges
- providing students with basic first aid knowledge and training, including:
    - basic treatment for common injuries.
    - life-saving skills, including how to administer CPR.
    - the purpose of defibrillators and when one might be needed.
- providing facts and information about legal and illegal harmful substances and associated risks, including that of smoking, alcohol consumption and drug-taking
    - students are to be made aware of the physical and psychological risks associated with these activities
- pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health.
    - including the impact of puberty for boys and girls
- aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness
- pupils should be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns

Living in the Wider World inclusions:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- careers education including employability skills
- deliberate cultivation and practice of resilience and character in the individual
- students to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations
- students learn how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability

- about the range of opportunities available to them for career progression, including in education, training and employment
- about young people's employment rights and responsibilities
- that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events
- students learn to recognise prejudice and discrimination and understand how to deal with this if it affects them or those they know
    - to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern

Relationships inclusions:

- The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship
- provide students with substantial knowledge surrounding contraception and having safe relationships
    - NOTE: effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others.
- it is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues.
- that there are different types of committed, stable relationships. help young people understand acceptable behaviours in relationships.
- what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1: Being Me in my World	**Term 1: Being Me in my World**	**Term 1: Being Me in my World**	**Term 1: Being Me in my World**	**Term 1: Being Me in my World**	**Term 1: Being Me in my World**	**Term 1: Being Me in my World**
Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling
Term 2: Celebrating Difference	**Term 2: Celebrating Difference**	**Term 2: Celebrating Difference**	**Term 2: Celebrating Difference**	**Term 2: Celebrating Difference**	**Term 2: Celebrating Difference**	**Term 2: Celebrating Difference**
Identifying talents Being special Families Where we live Making friends Standing up for yourself	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy
Term 3: Dreams and Goals	**Term 3: Dreams and Goals**	**Term 3: Dreams and Goals**	**Term 3: Dreams and Goals**	**Term 3: Dreams and Goals**	**Term 3: Dreams and Goals**	**Term 3: Dreams and Goals**
Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments
Term 4: Healthy Me	**Term 4: Healthy Me**	**Term 4: Healthy Me**	**Term 4: Healthy Me**	**Term 4: Healthy Me**	**Term 4: Healthy Me**	**Term 4: Healthy Me**
Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress
Term 5: Relationships	**Term 5: Relationships**	**Term 5: Relationships**	**Term 5: Relationships**	**Term 5: Relationships**	**Term 5: Relationships**	**Term 5: Relationships**
Family life Friendships Breaking friendships Falling out Dealing with bullying	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings

Being a good friend	Self-acknowledgement Being a good friend to myself Celebrating special relationships	Expressing appreciation for special relationships	Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Showing appreciation to people and animals	Reducing screen time Dangers of online grooming SMARRT internet safety rules	Power and control Assertiveness Technology safety Take responsibility with technology use
Term 6: Changing Me	**Term 6: Changing Me**	**Term 6: Changing Me**	**Term 6: Changing Me**	**Term 6: Changing Me**	**Term 6: Changing Me**	**Term 6: Changing Me**
Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Year 7	Year 8	Year 9	Year 10	Year 11
Term 1: Health and Wellbeing	**Term 1: Health and Wellbeing**	**Term 1: Health and Wellbeing**	**Term 1: Health and Wellbeing**	**Term 1: Health and Wellbeing**
1. What do we mean by a healthy lifestyle?	1. How can I improve my skills and behaviour?	1. Why do we need to keep to rules in order to succeed?	1. How can we manage our time effectively to help us succeed?	1. What are positive and negative 'risks' and how can we make better decisions?
2. How do I keep healthy? Food groups, diet and nutrition	2. How can self-confidence boost our achievement?	2. How can we foster a growth mindset to succeed and achieve?	2. Can tattoos and piercings be dangerous?	2. Why is gambling so addictive and how do online gambling sites hook us in?
3. How can I eat responsibly? Food labels and health hazards	3. How can I manage my behaviour to achieve targets and goals?	3. How can I develop interpersonal skills to help me succeed?	3. Why do some people commit suicide?	3. Why is gambling so addictive and how do online gambling sites hook us in?
4. What role can exercise and keeping active play in creating a healthy lifestyle?	4. Why do teenage parents have it so tough?	4. How can we manage the stress of school and exams?	4. How can we manage grief and bereavement?	4. Perseverance and Procrastination: Why is the ability to persevere an essential life skill?
5. What are the consequences of not eating healthily?	5. How can we avoid teenage pregnancy?	5. Why do people take illegal drugs and what does the law say about drug used?	5. How can we manage social anxiety?	5. What is 'privilege' and how does it affect our lives?
6. What's the big deal about energy drinks?	6. What challenges can disabled people face?	6. Why do people become self-obsessed and what consequences can this have?	6. Why do some people become homeless and why is homelessness on the rise?	6. Why do we need sleep and how does sleep deprivation affect us?
7. Why is smoking bad for us and why must we try to avoid second hand smoke?	7. How can we look after ourselves and others in an emergency? Personal safety and first aid.	7. What are the short and long-term consequences of excess alcohol drinking?	7. What are hate crimes and why do these still happen?	7. Why is our digital footprint important?
8. Why is alcohol bad for us?	8. What is vaping and is it as bad as smoking?	8. What is self-harm and why do people do this?	8. What is binge drinking, what are the risks and why do people still do it despite the risks?	8. How can we celebrate diversity and our identities?
Term 2: Health and Wellbeing	**Term 2: Health and Wellbeing**	**Term 2: Health and Wellbeing**	**Term 2: Health and Wellbeing**	**Term 2: Health and Wellbeing**
1. Puberty – what happens, when and why?	1. What is mindfulness?	1. Why can't some people access education?	1. How can we harness the power of memory and the mind?	1. What is body positivity and why is this controversial?
2. Puberty – what happens, when and why?	2. How can mindfulness aid positive mental health?	2. How are we protected from prejudice and discrimination?	2. How can we harness the power of memory and the mind?	2. What is body positivity and why is this controversial?
3. What is FGM and why is it dangerous?	3. Emotional Literacy – why is self-awareness in our actions towards others so important?	3. Mental health – how can I deal with and manage anxiety?	3. Why is social media considered a negative influence in today's society?	3. Personal safety – how can I keep myself and my friends safe?
4. How do we keep good mental health and recognise symptoms of depression?	4. Emotional literacy – why is self-awareness in our actions towards others so important?	4. Acid attacks – Why are these on the increase and what can we do if we witness one?	4. Why is social media considered a negative influence in today's society?	4.What do we need to know about fertility and reproductive health?

Column 1		Column 2		Column 3		Column 4		Column 5	
5. How dangerous are drugs and what are the different types?		5. What is cancer awareness?		5. Responsible health choices – Why should we donate blood?		5. How much is too much screen time and why does it matter?		5.What do we need to know about fertility and reproductive health?	
6. How do we control our anger?		6. What is cancer awareness?		6. Responsible health choices – Why should I be vaccinated?		6. How can we live more sustainably and reduce our carbon footprint?		6. What is CPR? How do we perform this and find sources of life-saving help?	

Term 3: Living in the Wider World (repeated across all five columns)

Column 1		Column 2		Column 3		Column 4		Column 5	
1. How do we become aspirational students and reach our full potential?		1. Internet safety – what is online grooming and why must we be so careful?		1. How does knife crime impact on our communities, why do teens get involved and what are the consequences?		1. What is Fake News and why do we need critical thinking skills?		1. How can we prepare for adult life? Working, studying and living independently	
2. How does self-esteem help us to achieve?		2. How can we care for our environment?		2. How does the law deal with young offenders?		2. How effective are you at spotting Fake News?		2. The Dark Web – What is it and what do we need to know?	
3. How can I successfully manage my money?		3. Why is our environment changing?		3. Employability skills – How can I prepare for and apply to the world of work and careers?		3. What is anti-social behaviour and how does this affect communities?		3. How is plastic pollution damaging our environment and what can we do about it?	
4. What are the implications of savings, loans and interest rates?		4. Careers and development focus – How can we develop our communication skills?		4. What other skills do we need to develop for the work environment?		4. What rights and responsibilities do we have in the workplace?		4. How can we protect animal rights and aid sustainability?	
5. How can we make ethical financial decisions?		5. Careers and development focus – How can we develop our teamwork skills?		5. What is sustainability and why is this essential to our environment?		5. What is money laundering and why are some students taken in by this crime?		5. How can trade unions protect our rights at work?	
6. How can we make ethical financial decisions?		6. How can we become entrepreneurs?		6. How can I navigate accounts, savings, loans and financial institutions?		6. What are employers looking for in CVs?		6. Internet Safety: How can we protect ourselves from fraudsters and scams?	

Term 4: Living in the Wider World (repeated across all five columns)

Column 1		Column 2		Column 3		Column 4		Column 5	
1. What are the different types of financial transactions?		1. What are LGBT rights like across the world?		1. What rights do we have as shopper sand consumers?		1. British Values – how does the criminal justice system work?		1. Why is Health and Safety in the workplace essential?	
2. What are the different types of financial products?		2. Finance – What is income and expenditure?		2. How can I stay financially savvy and avoid debt?		2. What is overt and covert racism and why are people still prejudice?		2. What is globalisation and how does it impact our lives?	
3. What are wants and needs and why are the differences important?		3. Finance – What is budgeting and saving?		3. What can we learn from successful business people and entrepreneurs?		3. Why do some religious people become terrorists?		3. What is multiculturalism and what do we gain from this?	
4. How can we enjoy social media but keep our accounts safe and private?		4.Finance – What are national insurance and income tax?		4. Should we send aid to foreign countries – is aid the answer?		4. County Lines – What is this and how are young people being exploited?		4. What is right-wing extremism and why is this on the increase?	
5.What is stereotyping and prejudice? Racism focus.		5. Careers and Finance – How do you read a payslip?		5. How can extreme views lead to human rights abuses and atrocities?		5. County Lines – What is this and how are young people being exploited?		5. What is right-wing extremism and why is this on the increase?	

Term 5: Relationships (RSE) (repeated across all five columns)

Column 1		Column 2		Column 3		Column 4		Column 5	
1. How do we maintain genuine friendships and avoid toxic ones?		1. How can we have safe sex and use different forms of contraception?		1. Who are the LGBT+ community and what would they like us to know?		1. Why do some people have same-sex relationships and what is it like to be in one?		1. How can we manage break-ups amicably and get over a broken heart?	
2. Families – What are the different types and does it matter what kind of family I have?		2. How do we keep good sexual health and avoid STIs?		2. Why are British communities so diverse? Immigration and diversity focus.		2. What are forced and arranged marriages and what do we need to know?		2. What makes 'good sex' and is it best to wait for someone you care about?	
3. What are the different types of long-term commitment?		3. What is consent and why is it important we know about it?		3. What is domestic violence and what are abusive relationships?		3. Why is it important we learn about sex, gender and trans identity?		3. What makes 'good sex' and is it best to wait for someone you care about?	
4. What is falling in love and how can I deal with these new feelings?		4. What is sexting and why is it so risky to send personal images?		4. What are healthy and unhealthy relationships?		4. How can we manage conflict successfully?		4. Consent, rape and sexual harassment – How can we establish clear sexual boundaries?	

5. Bullying or banter? What is and what isn't acceptable.	[yellow, red, teal, purple, grey, blue]	5. What is pornography and why can it be dangerous?	[purple]	5. CSE – How are children and young people lured into dangerous relationships?	[teal, teal]	5. Why do sexism, gender prejudice and stereotypes still exist?	[teal, teal]	5. Why is happiness and positivity so important to our health?	[yellow, red, purple, blue]
6. What is homophobic bullying?	[yellow, red, blue, grey]	6. How can we prevent radicalisation and recognise the signs of extremism?	[olive, teal]	6. What do CSE relationships look like?	[teal]	6. What is community cohesion and why is this important? (British Values)	[teal]	6. What are the different types of relationships and sexualities?	[yellow, blue, red, grey, magenta, teal, olive]
7. What is cyberbullying? Why do people bully online?	[yellow, red, teal]	7. Where does extremism come from?	[teal, grey]	7. Body Image and the Media – What is the impact on girls?	[teal, red]	7. Revenge Porn – what is this and how can we prevent ourselves from being victims?	[teal, red]	7. What do we mean when we talk about 'safe sex' and 'chem sex'?	[blue]
8. How can I deal with cyberbullying?	[red]	8. How do religious extremists attract converts?	[teal, grey]	8. Body Image and the Media – What is the impact on girls?	[teal, red]	8. Do we have healthy or unhealthy relationships with our role models?	[teal, red]	8. What do we mean when we talk about 'safe sex' and 'chem sex'?	[yellow, blue, red, teal]

Term 6: Relationships (RSE)		Term 6: Relationships (RSE)		Term 6: Relationships (RSE)		Term 6: Relationships (RSE)			
1. How do we keep safe and positive relationships?	[yellow, red, purple, grey]	1. Islamophobia – do Muslims really want Sharia law in Britain?	[yellow, grey]	1. Body Image and the Media – does the media contribute to eating disorders?	[red]	1. Harassment and stalking – what are these things and what does the law say about it?	[blue, purple]		
2.How do we keep safe and positive relationships?	[red]	2. Stereotyping, discrimination and prejudice – How do they relate to religion?	[yellow, grey, red, teal]	2. Body Image and the Media – does the media contribute to eating disorders?	[red]	2. Harassment and stalking – what are these things and what does the law say about it?	[blue, purple]		
3. What does it mean to be a British citizen?	[red, olive, grey]	3. Domestic conflict – why do people run away from home and why is this so dangerous?	[yellow, grey, red, teal]	3. Can we respect and celebrate British values and the religion and culture of our choice?	[yellow, red]	3. What is body shaming? Is it bullying and why do people do this?	[blue, yellow, red]		
4. What is online radicalisation and why is it a problem?	[teal, purple]	4. Body image and the media – how can boys be impacted?	[yellow, red]	4. What is peer-pressure? Why is it so powerful and how can we overcome this?	[yellow, red]	4. Being a new parent – what is this like and why can it be so challenging?	[olive]		
5. What is online radicalisation and why is it a problem?	[teal, purple]	5. Body image and the media – how can boys be impacted?	[yellow, red]	4. What is peer-pressure? Why is it so powerful and how can we overcome this?	[olive, purple, magenta]	5. Being a new parent – what is this like and why can it be so challenging?	[blue, yellow, red, purple]		

Key

- Are reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values [yellow]

- Have a sense of enjoyment and fascination in learning about themselves, others and the world around them [blue]

- Use imagination and creativity in their learning [magenta]

- Reflect on their experiences [red]

- Know difference between right and wrong and apply this in school and in their own lives [teal]

- Understand the consequences of their behaviour and actions [purple]

- Develop social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds [olive]

- Accept and engage with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain. [yellow]