

PSHE & RSE Curriculum Overview



	KS3 Year 7	KS3 Year 8	KS3 Year 9	KS4 Year 10	KS4 Year 11
Autumn 1 - Healthy Lifestyles	<p>Healthy Eating:</p> <p>What makes a healthy diet.</p> <p>Risks associated with unhealthy eating (including, under eating, obesity, cancer, heart disease, different eating disorders and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>	<p>Taking Care of Physical Health:</p> <p>Things needed for a healthy body.</p> <p>The importance of sufficient good quality sleep, protecting the body from the sun, maintaining heart and lung health.</p> <p>Risks associated with alcohol, tobacco, vaping and drugs.</p>	<p>Mental Wellbeing:</p> <p>Different strategies which can help with mental wellbeing.</p> <p>Engaging with narratives or scenarios related to mental wellbeing.</p> <p>Signs of mental wellbeing concerns in self and others.</p> <p>Features and dangers of eating disorders.</p> <p>Neurodivergence and how this links to mental wellbeing.</p>	<p>Healthy Eating:</p> <p>What constitutes a healthy diet.</p> <p>Causes, symptoms, and effects of different eating disorders.</p> <p>Taking care of physical health.</p> <p>Maintaining heart and lung health through exercise.</p> <p>Advantages and disadvantages of different forms of exercise.</p> <p>Keeping well.</p> <p>Steps of first aid procedures.</p> <p>Mental wellbeing.</p> <p>Activities which can promote good mental health.</p>	<p>Healthy Eating:</p> <p>To be able to plan and source healthy meals.</p> <p>Plan a meal out in the community.</p> <p>Taking care of physical health.</p> <p>To be able to plan a healthy lifestyle.</p> <p>Health and fitness activities in the local communities.</p> <p>Keeping well.</p> <p>Daily living skills.</p> <p>Self-care life skills.</p> <p>Mental wellbeing.</p> <p>Self-regulation strategies.</p>

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Autumn 2 - Self-care, Support and Safety	<p>Trust and Consent:</p> <p>Different kinds of touch or physical action can be safe or unsafe.</p> <p>The concept of consent.</p> <p>The concept and importance of trust.</p>	<p>Keeping Safe / Cyber Safety</p> <p>Different agencies which offer advice on safety.</p> <p>Consequences of risky legal and illegal behaviours.</p> <p>Potential dangers on the internet.</p>	<p>Taking Care of Ourselves at Home and in the Community:</p> <p>Substances people might swallow, drink or inhale that could be harmful to their health.</p> <p>Risks associated with medicines and drugs including addiction.</p> <p>Risks within different environments and how they can be avoided.</p> <p>Fire prevention and fire evacuation procedures.</p> <p>Basic first aid.</p>	<p>Taking Care of Ourselves:</p> <p>Government guidance, safe and unsafe limits, legal age, and risks related to alcohol consumption.</p> <p>Medical and social problems related to legal drugs.</p> <p>Keeping Safe:</p> <p>Identifying risks within different environments and how they can be avoided.</p> <p>Safety laws and the responsibility of individuals to keep themselves safe.</p>	<p>Taking Care of Ourselves:</p> <p>Strengths / alcohol content.</p> <p>Risks and issues related to vaping, smoking and alcohol.</p> <p>Keeping Safe:</p> <p>Health and safety risks and prevention in different environments.</p> <p>Fire prevention and evacuation procedures and individual responsibility to keep things safe.</p>

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Autumn 2 - Self-care, Support and Safety				<p>Trust:</p> <p>Identifying risky situations in which to say no or remove trust.</p> <p>Keeping Safe Online:</p> <p>To be able to identify multiple risks of sharing information on the internet and how to avoid them.</p>	<p>Trust:</p> <p>Risks when meeting someone new and how to get help if something goes wrong.</p> <p>How others can abuse trust or deliberately mislead.</p> <p>Keeping Safe Online:</p> <p>How to keep safe online.</p>

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Spring 1 - Managing Feelings	<p>Identifying and Expressing Feelings and Managing Difficult Feelings:</p> <p>The causes and effects of stress and the physical and mental effects of stress and coping strategies.</p> <p>How to recognise signs of mental wellbeing issues.</p>	<p>Self Esteem and Respect:</p> <p>Communication skills to express positive emotions about ourselves.</p> <p>Understanding that feeling good is often connected with other people.</p> <p>Understanding of how kind and unkind words can affect other people.</p> <p>Personality traits, words and actions that promote positive relationships with others.</p> <p>Ways to build self confidence.</p>	<p>Abuse and Bullying:</p> <p>Resilience and strategies to cope with bullying or hurtful behaviour from others.</p> <p>Organisations that offer advice and support about bullying and to know how to ask for help.</p> <p>Characteristics of peer pressure.</p> <p>Different forms and signs of abuse.</p> <p>Warning signs of an abusive relationship.</p>	<p>Identifying and Expressing Feelings:</p> <p>How events link to different emotions including trauma.</p> <p>How to cope with difficult emotions.</p> <p>Managing Difficult Feelings</p> <p>Mental illness.</p> <p>Causes and effects of stress.</p> <p>Self Esteem and Respect:</p> <p>The importance of recognising own strengths for personal development.</p>	<p>Identifying and Expressing Feelings:</p> <p>To be able describe how an event has affected our own emotional reactions.</p> <p>Managing Difficult Feelings:</p> <p>To be aware of different mental illnesses and how they can be treated or supported.</p> <p>Self Esteem and Respect:</p> <p>To be able to demonstrate understanding of the concept and legislation around equal opportunities.</p>

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Spring 1 - Managing Feelings					Abuse and Bullying: To be confident in ways to cope with bullying.
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Spring 2 - Changing and Growing	Puberty and Feelings: Key changes to male and female bodies that happen during puberty. Different stages of the menstrual cycle. Hormones and changes during puberty that affect physical and mental feelings.	Baby to Adulthood - Families: Key biological steps of how babies are made and are born. Parental responsibilities and legal obligations and how these change throughout life. Characteristics of successful parenting.	Intimate Relationships, Safety, and Consent: Risks of sharing personal information or images online and ways to avoid the risks. Features of healthy positive friendships.	Baby to Adulthood: Male and female reproductive anatomy. What happens to the body during pregnancy and childbirth. Puberty.	Baby to Adulthood: The different stages of life. To identify feelings related to transition into adulthood and steps we can take to make the process easier.

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Spring 2 - Changing and Growing	<p>Different emotions and feelings related to puberty and to know where to seek help.</p>	<p>Legislation related to married and unmarried couples.</p> <p>Different kinds of families and relationships, including those which are not based on a heterosexual relationship.</p> <p>Warning signs that someone may not be trustworthy.</p>	<p>To be able to identify positive circumstances and the process of sexual reproduction.</p> <p>Contraception, healthy relationships, STIs and how to have safe sex.</p> <p>Consent and sexual harassment / assault.</p>	<p>Hormones and changes during puberty which affect physical and mental feelings.</p> <p>Intimate Relationships, Safety, and Consent:</p> <p>To be able to identify positive circumstances and the process of sexual reproduction.</p> <p>Families:</p> <p>Healthy and unhealthy family relationships.</p>	<p>Puberty:</p> <p>Difficult feelings around growing up.</p> <p>Intimate Relationships, Safety, and Consent:</p> <p>Different features of contraceptive methods as well as how you might make a choice of method.</p> <p>Families:</p> <p>To be able to identify positive features of close relationships and define romantic love.</p>

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Summer 1 - Self-Awareness	<p>Who am I? Likes and Dislikes:</p> <p>To evaluate your own abilities.</p> <p>To identify things you like and dislike about school.</p> <p>To identify things which motivate and inspire.</p>	<p>Kindness:</p> <p>Communication skills to recognise that everyone should be treated fairly and that kindness creates a more positive world for all.</p> <p>Different forms of prejudice and discrimination and be aware that they are unacceptable.</p> <p>To be able to identify more subtle forms of bullying.</p> <p>To be able to recognise and avoid peer pressure.</p>	<p>What Am I Good At? What Do I Need to Learn?</p> <p>Self-empathy and self-esteem.</p> <p>To be able to identify own strengths and areas for improvement.</p> <p>Strategies to plan ahead in order to achieve goals.</p> <p>To be able to link what we have learnt to our dreams and ambitions and help us find employment.</p> <p>Ways to manage emotional difficulties in a professional environment.</p>	<p>Who am I?</p> <p>To be able to demonstrate the ability to recognise strengths in others.</p> <p>Strategies to manage negative opinions and comments of others.</p> <p>What am I Good at? What do I Need to Learn?:</p> <p>Strategies to plan ahead in order to achieve goals.</p> <p>Kindness.</p> <p>To be able to recognise and avoid peer pressure.</p>	<p>Who am I? Likes and Dislikes:</p> <p>To be able to recognise the value of reflection and self-assessment.</p> <p>To be able to identify personal aspirational targets.</p> <p>To be able to identify employability skills and select which ones you could improve upon.</p> <p>Create an action plan for positive personal goals.</p> <p>What Am I Good At? What Do I Need to Learn?:</p> <p>To understand how to write a SMART target and ways to</p>

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Summer 1 - Self-Awareness					<p>improve employability.</p> <p>Kindness.</p> <p>To be able to identify how to be kind and how this improves life at home, in your relationship and family.</p>
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Summer 2 - The World We Live In	<p>Community Values - Laws and Rights:</p> <p>The importance of looking after our living environment.</p>	<p>Equality and Diversity:</p> <p>Different religious groups and belief systems.</p>	<p>Finances:</p> <p>How money is used and how to keep it safe.</p> <p>Negative consequences of overspending</p>	<p>Community Values:</p> <p>Recognise ways to have a positive influence of the people and animals around you.</p> <p>Rights and responsibilities.</p>	<p>Community Values:</p> <p>Choose and plan an enterprise project</p>

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Summer 2 - The World We Live In	<p>Taking care of our local communities.</p> <p>Ways to have a positive influence of the people and animals around you.</p> <p>School rules.</p> <p>Different laws, crimes, and punishments</p> <p>Political groups.</p>	<p>Differences and similarities in different belief systems and how generalisations and assumptions can be harmful.</p> <p>Different forms of discrimination and prejudice including unconscious bias and cultural beliefs which persecute certain groups.</p> <p>Benefits of a diverse society.</p> <p>To be able to manage situations where you may experience prejudice or injustice.</p>	<p>Ways to manage income and outcome effectively.</p> <p>Debit and credit.</p> <p>Class or school mini enterprise project.</p>	<p>Equality and Diversity:</p> <p>Different forms of discrimination and prejudice including unconscious bias and cultural beliefs which persecute certain groups.</p> <p>The benefits of a diverse society.</p> <p>Laws and rights.</p> <p>Signs of false information or fake news.</p> <p>To recognise that political groups can be manipulative in order to promote their own agenda.</p> <p>Finances:</p> <p>Ways to manage finances effectively.</p>	<p>Equality and Diversity:</p> <p>To be able to manage situations where you may experience prejudice or injustice.</p> <p>Human rights and equal opportunities.</p> <p>Laws and Rights.</p> <p>How to prevent or report crime.</p> <p>Rules, laws, and rights on the internet.</p> <p>Finances:</p> <ul style="list-style-type: none"> To be aware of financial services and what they do