

PSHE is divided into 3 Areas : Health and Wellbeing, Relationships, Living in the Wider World. The curriculum has been mapped using the PSHE Association mapping tool which groups learning into the areas below.

HEALTH AND WELLBEING	RELATIONSHIPS	LIVING IN THE WIDER WORLD
Self concept H1 – H5 Mental Health and Emotional Wellbeing H6-12 Healthy lifestyles H13-H22 Drugs, alcohol and tobacco H23-H29 Managing risk and personal safety H30-H33 Puberty and sexual health H34 – H36	Positive relationships R1 – R8 Relationship values R9 – R11 Forming and maintaining respectful relationships R13 – R23 Consent R24 – R31 Contraception and parenthood R32 – R36 Bullying abuse and discrimination R37	Learning Skills L1 – L6 Choices and pathways L7 – L10 Work and Career L11 – L12 Employment rights and responsibilities L13-L14 Financial choices L15-L27

PSHE is taught in small groups. All three areas are considered holistically throughout the year. All staff model, reinforce and encourage the skills and knowledge in the subject area. The learning is supported by additional professionals including our Careers' Advisor, school nurse, T3 and sexual health practitioners.

AUTUMN HALF TERM 1	SKILLS	KNOWLEDGE
<p>R1 R14 Positive behaviour (including in school and wider society)</p> <p>R2 Positive and unhealthy relationships</p> <p>R9 Personal values in friendship, love and sexual relationships.</p> <p>R10 Trust.</p> <p>R18 Manage strong feelings.</p> <p>R21 Relationship breakdown.</p> <p>R15 Team work - Collaboration.</p> <p>R16 Active listening.</p> <p>R18 Manage strong feelings.</p> <p>R19 Conflict management (restorative justice – saying sorry)</p> <p>R38 Bullying</p> <p>R39 Impact of stereotyping , prejudice and discrimination.</p> <p>R40 Unacceptability of prejudice-based language.</p> <p>R41 Promote inclusion and challenge discrimination</p> <p>Equalities Act 2010.</p> <p>Wear Yellow for Young Minds 10 Oct</p>	<p>All students can recognise qualities in a friend.</p> <p>All students can attempt tasks together.</p> <p>All students recognise the different types of bullying.</p> <p>Some students can recognise when a friend is not a friend.</p> <p>Some students can complete tasks in collaboration.</p> <p>Some students recognise that we can all bully at times.</p> <p>A few students can reflect on their own treatment of others and consider ways to improve this.</p> <p>A few students are able to lead tasks and also accept the lead from peers.</p> <p>A few students recognise the law in relation to discrimination.</p>	<p>All students know why we have laws and rules and that they should be followed.</p> <p>All students know that not all relationships are healthy.</p> <p>All students know where to get support for bullying and other relationship concerns.</p> <p>Some students know the different types of stereotyping.</p> <p>Some students know how to challenge discriminatory language.</p> <p>A few students know the characteristics of healthy and unhealthy relationships.</p> <p>A few students know how to support others with unhealthy friendships.</p> <p>A few students know about aspects of the Equalities Act 2010.</p>
AUTUMN HALF TERM 2	SKILLS	KNOWLEDGE
<p>R38 Bullying</p> <p>R7 How media portrays relationships.</p> <p>R8 Portrayal of sex in the media – ESAFETY (and consent)</p> <p>R13 Forming positive relationships, including online.</p> <p>H3 Media and social media.</p> <p>How to test the reliability of news.</p> <p>H1 Recognising and demonstrating strengths, build confidence.</p> <p>H3 Impact on social media</p> <p>H4 Healthy coping strategies and building resilience.</p> <p>GROWTH MINDSET</p>	<p>All students recognise that there are different types of bullying.</p> <p>All students can identify and report online abuse.</p> <p>All students can identify some strengths and weaknesses as a learner.</p> <p>Some students can recognise when a friend is not a friend that we can all bully at times.</p> <p>Some students can read different texts and take time to relate the content to the person writing it</p> <p>A few students can recognise bias in texts.</p>	<p>All students know some positives and areas for development in their learning styles.</p> <p>All know how to stay safe online.</p> <p>All students know some healthy coping strategies.</p> <p>Some students know that there are different versions of the same story.</p> <p>A few students know some positive mantras to help support them.</p>

L1-L9 Strengths and weaknesses as a learner – study skills, target setting, life long learning. Different options available – vocational and academic opportunities and progression.	A few students can remember the difference between Growth Mindset and Set Mindset. A few students can remember the difference between Growth Mindset and Set Mindset.	
SPRING TERM 1	SKILLS	KNOWLEDGE
H5 Influences on health and wellbeing. H12 Recognising when help is needed and where to go. H13 Balance between school, work, leisure, exercise. H14 Physical activity H15 Sleep H17 Healthy lifestyle, choices. H18, H19 Keeping physically healthy – self examination. . H21 Hygiene, health services, H22 FGM H34, H35, H36 Puberty, contraception and consent, STIs. R4 – R5 (sexual attraction) – PRIDE – celebration of diversity in gender identity and sexual orientation. H15 Sleep and work.	All students can wash their hands effectively and maintain personal hygiene. All students can access health information in school and through other services. All students can name ways to keep themselves healthy. Some students can examine themselves and identify any concerns. Some students can find appropriate support beyond NHS online.	All students know how to wash themselves and maintain personal hygiene. All know that being clean supports wellbeing. All students know how to seek health advice. Some students can examine themselves effectively. Some students know that STIs are caught from sexual intercourse. A few students know about FGM and other harmful practices. A few students can name some STIs and know how to access treatment.
SPRING TERM 2	SKILLS	KNOWLEDGE
H23 Positive and negative uses of drugs H24 Myths, misconceptions etc of drug, alcohol and tobacco use H25, H26 Health risks associated with use and personal and social risks H27 Risks associated with drug use. H28 The law in relation to drugs H29 Addiction including gambling. R20 Influence of drugs and alcohol in relationships.	All students can name harms of substances. All students can describe what addiction is. Some can access support online and at different agencies. Some can identify how drugs/alcohol abuse can affect relationships negatively. A few can speak with empathy and without judgement about issues around family breakup and addiction.	All students know that drugs/medicines can be helpful and/or harmful and all are harmful if taken inappropriately. All students know there are health risks, including addiction, associated with drug, alcohol and tobacco. All students know that some change is not positive and where to seek help. All students know how to recognise addiction. Some know the damage caused to relationships from substance misuse.

<p>R22 Dealing with change, including loss, divorce and bereavement.</p> <p>R23 Services available to support healthy relationships.</p>		<p>A few know the law in detail regarding drugs, vape and alcohol sales.</p>
SUMMER TERM 1	SKILLS	KNOWLEDGE
<p>H2 Wellbeing and resilience H6, H7, H8, H9, H10 Mental and emotional health. Resilience and coping strategies. Healthy coping strategies including physical activity. H11 Causes and triggers for unhealthy coping strategies (self-harm, eating disorders).. H12 Recognising when help is needed and where to go.</p> <p>R12 You can delay sex – values in relationships. R9 Personal values in friendship, love and sexual relationships. R11 Gender roles.</p> <p>R24, R25, R27, R28, R29 Consent</p>	<p>All students can access mental health support. All students can recognise when they or others need help. All can name specific consent laws. Some students can identify coping strategies to help themselves. Some can identify triggers. Some can name relationship values. A few can discuss gender roles.</p>	<p>All students know where to seek support. All students know that consent law is there to protect them. Some students know about unhealthy coping strategies and where to seek support.</p>
SUMMER TERM 2	SKILLS	KNOWLEDGE
<p>R42 Peer influence R43 Peers R44 Peer approval R45 Joining gangs. R46 Strategies to manage pressure to join a gang. R47 Carrying weapons. Peer influence and develop strategies to manage H33 First aid (CPR) training</p> <p>Common ailments – asthma.</p> <p>Celebrating success.</p>	<p>All students can identify good influences and bad influences. Some can use a script to avoid peer pressure. Some can name ABC and other first aid strategies. A few can identify symptoms to common ailments.</p>	<p>All know where to get help with concerns around gangs and gang membership. All students know where the nearest can be found. Most students know the law around <i>joint enterprise</i>. Most students know what a defibrillator is. Some know how to keep a casualty safe and how to call for help.</p>