

PSHE Department: Curriculum Overview 2023-24

In PSHE, our curriculum intent is for all students to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality, family and relationships.
- Understand how young people can keep themselves safe, including online.

Themes
Relationships
Health and Body
Wellbeing
Wider World

Year 7	Term 1		Term 2			Term 3	End Points
	Half Term 1 [3 lessons]	Half Term 2 [4 lessons]	Half Term 3 [3 lessons]	Half Term 4 [3 lessons]	Half Term 5 [3 lessons]	Half Term 6 [3 lessons]	
Topic	Mental Health and Wellbeing	Building Positive Relationships	Navigating Adolescence	Financial Literacy	Challenging Discrimination and Negative Relationships	Equalities	
Skill	<ul style="list-style-type: none"> - Expressing thoughts and feelings confidently. - Understanding of diversity in society. - Being able to reflect on their own lives and make informed decisions in terms of: <ul style="list-style-type: none"> - Their relationships - Future aspirations - Changing and growing - Leading a healthy lifestyle. 						Confidence and understanding in articulating emotions/feelings around a range of health and relationship topics.
Content	<ul style="list-style-type: none"> - Mental Health - Mental Wellbeing - Exercise and Mental Wellbeing 	<ul style="list-style-type: none"> - Building stable relationships - Respectful Relationships - Positive Friendships - Romantic Relationships 	<ul style="list-style-type: none"> - Puberty - Tobacco and e-cigarettes - Personal hygiene 	<ul style="list-style-type: none"> - Consumer rights - Budgeting - Making financial choices 	<ul style="list-style-type: none"> - Stereotypes and discrimination - Illegal behaviour in relationships - Bullying 	<ul style="list-style-type: none"> - Diversity, sexism and racism - First Aid - Climate change 	By the end of the year students should understand:
Prior Knowledge Required	- Key Stage 2 elements of statutory RSE curriculum on mental wellbeing.	- Key Stage 2 elements of statutory RSE curriculum on healthy relationships.	Not statutory at KS2, but many schools discuss changes they may experience.	None	- Key Stage 2 elements of statutory RSE curriculum on healthy and respectful relationships.	Ideally students can reflect on this through issues/topics covered at KS2, but it is not statutory.	<ul style="list-style-type: none"> - That their body is experiencing changes. - How to respond to negative peer influences. - Behaviours that may constitute unhealthy relationships. - Things they can do to maintain their mental wellbeing.
Feedback Points	Summative test/reflection at end of mini-topic.						
Key Questions	What can I do to maximise my mental wellbeing?	What are the three most important elements of a <i>healthy relationship</i> ?	<p>What things can we do to make the changes occurring in our body easier?</p> <p>Why do young people sometimes choose to experiment with smoking?</p>	<ul style="list-style-type: none"> - What can you do if you are not happy with something you buy? - What decisions can we make that will make our money go further? 	- What are the warning signs of an unhealthy relationship or behaviour?	- How can we challenge injustices in society?	
Direct Vocab Instruction	<ul style="list-style-type: none"> - Anxiety - Empathy - Community - Wellbeing - Serotonin 	<ul style="list-style-type: none"> - Self esteem - Trust - Clarity - Boundaries - Respect - Intimacy 	<ul style="list-style-type: none"> - Addiction - Dopamine - Hormones - Testosterone - Oestrogen - Hygiene - Perspiration 	<ul style="list-style-type: none"> - Receipt - Refund - Honour - Budget - Deferred 	<ul style="list-style-type: none"> - Stereotypes - Coercion - Control 	<ul style="list-style-type: none"> - Diversity - Culture - Greenhouse effect - Man-made 	
Standardised Homework	Mental health diary	None, as per Fullbrook Homework Policy					

Topic	Equality in the law and careers	Challenging unhealthy relationships	Healthy lifestyles and decisions	Exploring influences on our self esteem	Unhealthy external relationships	Building for the future	End Points
Skill	<ul style="list-style-type: none"> - Expressing thoughts and feelings confidently. - Understanding of diversity in society. - Being able to reflect on their own lives and make informed decisions in terms of: <ul style="list-style-type: none"> - Their relationships - Future aspirations - Changing and growing - Leading a healthy lifestyle. 						
Content	<ul style="list-style-type: none"> - Ableism - Careers - Consumer rights 	<ul style="list-style-type: none"> - Grooming and exploitation online (2 lessons) - Illegal behaviour in relationships - Consent 	<ul style="list-style-type: none"> - Sleep and a healthy lifestyle - Tattoos and cosmetic procedures - Healthy diet and lifestyle (inc. Dangers of alcohol) 	<ul style="list-style-type: none"> - Mental health coping strategies - Confident Me resource - Role models in the media 	<ul style="list-style-type: none"> - Families - Criminal coercion and bullying - Attitudes to pornography 	<ul style="list-style-type: none"> - Climate change - Law and harassment - Online rights and responsibilities 	Students should feel equipped to recognise coercion and other unhealthy traits in relationships and online.
Prior Knowledge Required	Year 7 <i>Financial Literacy</i> topic. Year 8 <i>Careers</i> topic.	Year 8 <i>Boundaries</i> topic.	Year 8 <i>Body Image</i> lesson. Year 7 lesson: <i>Exercise and mental wellbeing</i> .	Year 7 topic on <i>Mental Wellbeing</i> . Year 8 lesson on <i>Body Image</i> .	Year 8 topic on <i>Relationships in a changing world</i> .	Year 8 <i>Navigating the Online World</i> topic. Previous <i>Climate Change</i> topics.	
Feedback Points	Summative test/reflection at end of mini-topic.						
Key Questions	Can all disabilities be seen? Are some forms of discrimination not obvious?	When does a relationship become coercive (and why)? What checks can we put in place to check the legitimacy of someone online?	What does sleep do for us? Why are so many young people getting tattoos?	How can we distinguish fake from reality online?	What influence do our homes, peers and a sexualised media have on our sense of wellbeing and reality?	When does pestering someone or overstepping boundaries become illegal?	
Direct Vocab Instruction	<ul style="list-style-type: none"> - Ableism - Disability - Genetics - Empathy - Micro-aggression 	<ul style="list-style-type: none"> - Grooming - Predatory - Exploitation - Privacy - Coercion - Control 	<ul style="list-style-type: none"> - Circadian rhythm - Sleep hygiene - Serotonin - Body dysmorphia - Endorphins 	<ul style="list-style-type: none"> - Anxiety - Empathy - Community - Wellbeing - Self image 	<ul style="list-style-type: none"> - Addiction - Oxytocin - Endorphins - Coercion - County lines 	<ul style="list-style-type: none"> - Harassment - Assault - Stalking - Respect 	
Standardised Homework	None, as per Fullbrook Homework Policy						

Year 10 will have 50-minute lessons

Year 10 50 MINUTE LESSONS	Term 1		Term 2			Term 3	End Points
	Half Term 1 [3 lessons]	Half Term 2 [4 lessons]	Half Term 3 [3 lessons]	Half Term 4 [3 lessons]	Half Term 5 [3 lessons]	Half Term 6 [3 lessons]	
Topic	Online pressures	Consent and healthy relationships	Sexual health and managing risks	Substance Use and Terminal Illnesses	Communication in relationships	Skills for next steps	
Skill	<ul style="list-style-type: none"> - Expressing thoughts and feelings confidently. - Understanding of diversity in society. - Being able to reflect on their own lives and make informed decisions in terms of: <ul style="list-style-type: none"> - Their relationships - Future aspirations - Changing and growing - Leading a healthy lifestyle. 						
Content	<ul style="list-style-type: none"> - Social media and body image - Gambling - Healthy lifestyle and wellbeing 	<ul style="list-style-type: none"> - Consent and healthy relationships - Practical steps for healthy relationships - Work experience 	<ul style="list-style-type: none"> - STI's lesson - Contraception and STI's. - Alcohol and risky behaviour 	<ul style="list-style-type: none"> - Supply and possession of drugs - Substance use and assessing risk - Terminal illnesses and self-examination – plus Basic First Aid 	<ul style="list-style-type: none"> - Pornography and consent - Communicating consent. - Pleasure and readiness for sex. 	<ul style="list-style-type: none"> - Learning skills - Climate change - Financial literacy 	<p>Students should finish year feeling equipped to make informed decisions around:</p> <ul style="list-style-type: none"> - Alcohol - Drugs - Sex
Prior Knowledge Required	Previous <i>Mental Wellbeing</i> topics.	Year 9 <i>Careers</i> topic Previous <i>Consent and Healthy Relationships</i> topics.	Year 8 <i>Contraception</i> topic	Previous half term's content	Year 9 <i>Pornography</i> content Previous topics on <i>intimate relationships</i> .	Year 7 <i>Financial Literacy</i> topic. Previous <i>Climate Change</i> topics	
Feedback Points	Summative test/reflection at end of mini-topic.						Students should be aware of signs of addiction.
Key Questions	Are young people more addicted to things than previous generations?	What steps can we take to make romantic relationships fulfilling for both partners?	How can we manage risks when engaging in new behaviour for the first time?	Why is possession of some drugs punished more harshly than others?	Is violent pornography leading to nonconsensual sexual relationships and how can we stay safe?	How can we make ourselves ready for work in the 21 st Century?	
Direct Vocab Instruction	<ul style="list-style-type: none"> - Addiction - Dopamine - FOMO - Social validation 	<ul style="list-style-type: none"> - Assertiveness - Equality - Trust - Goals 	<ul style="list-style-type: none"> - Inhibitions - Consciousness - Infection - Fertility 	<ul style="list-style-type: none"> - Depressant - Stimulant - Hallucinogenic - Legal high 	<ul style="list-style-type: none"> - Boundaries - Body language - Emphatic consent - Verbal consent - Orgasm - Nonconsensual violence 	<ul style="list-style-type: none"> - Transferable skill - Vocation - Interest rate - Mortgage 	Students should feel equipped to make their post-16 choices, within a longer term plan.
Standardised Homework	None, as per Fullbrook Homework Policy						

Year 11 content in tutor sessions

Year 11 25-minute tutor sessions	Term 1		Term 2			Term 3	End Points
	Half Term 1 [3 lessons]	Half Term 2 [4 lessons]	Half Term 3 [3 lessons]	Half Term 4 [3 lessons]	Half Term 5 [3 lessons]	Half Term 6 [3 lessons]	
Topic	Safe relationships	Staying safe online	Parenthood and fertility	Sexual health: getting advice	Healthy body, healthy mind		
Skill	<ul style="list-style-type: none"> - Expressing thoughts and feelings confidently. - Understanding of diversity in society. - Being able to reflect on their own lives and make informed decisions in terms of: <ul style="list-style-type: none"> - Their relationships - Future aspirations - Changing and growing - Leading a healthy lifestyle. 						
Content	<ul style="list-style-type: none"> - Harassment - Consent within relationships - Abusive relationships (inc. friendships) 	<ul style="list-style-type: none"> - Careers - Sexualised behaviour online - Mental health (avoiding negative influences) - N/A (mocks) 	<ul style="list-style-type: none"> - Abortion - Fertility issues - Parenthood 	<ul style="list-style-type: none"> - Parenthood (session 2) - Sexual health: getting advice - FGM and forced marriages 	<ul style="list-style-type: none"> - Nutrition and lifestyle - Sleep - Revision strategies 		Students should finish year feeling equipped to make informed decisions around: <ul style="list-style-type: none"> - Alcohol - Drugs - Sex
Prior Knowledge Required	Previous relationships topics on consent	- Coercive relationships	- Substance misuse and sexual health topics	- Sexual health	- <i>Healthy lifestyle and revision lessons</i>		
Feedback Points	Throughout sessions						
Key Questions	- How do our relationships shape our outlook on life?	- Does my online life impact my wellbeing?	- What are the complexities in a couple deciding to have children?	- What are my best sources of advice for sexual health?	- How can I put my mind and body in the best position for success?		Students should be aware of signs of addiction.
Direct Vocab Instruction	<ul style="list-style-type: none"> - Consent - Harassment 	- Coercion	<ul style="list-style-type: none"> - Infertility - Rights - Responsibility 	<ul style="list-style-type: none"> - Clinic - Confidentiality 	<ul style="list-style-type: none"> - Circadian rhythm - Calories 		
Standardised Homework	None, as per Fullbrook Homework Policy						Students should feel equipped to make their post-16 choices, within a longer term plan.