

Long Term Plan PSHCEE

Wellbeing for Me and My World

Key

Protected characteristics

- age.
- disability.
- gender reassignment.
- marriage and civil partnership.
- pregnancy and maternity.
- race.
- religion or belief.
- sex.

Gatsby Benchmarks

Lessons to be re-taught

KS3

Wellbeing for Me and My World

Half term	Unit title	Key knowledge/ Content to learn and retain.	Essential skills to acquire (subject & generic)	Link to subject ethos and driver (rename)	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Y7 HT1	Being Me in My World	Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation	Courage - to be an individual	BIG QUESTIONS		Spiral curriculum builds on all previous Y7 work in this strand	Spiral curriculum is built on throughout KS3 and 4	Discussion allows for high attainers to stretch themselves	Throughout every PSHCEE lesson pupils are taught to take responsibility for their behaviour and that their behaviour has consequences for themselves personally and other as well.	Visiting speaker opportunity - Cornerhouse, The Warren	Personal responsibility and appropriate behaviour.
HT2	Celebrating Difference	Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes	Courage and community - to challenge bullying.	BIG QUESTIONS		Spiral curriculum builds on all previous Y7 work in this strand	Spiral curriculum is built on throughout KS3 and 4	Discussion allows for high attainers to stretch themselves	In the 'Celebrating Difference' piece of the PSHCEE curriculum pupils study protected characteristics, race and religion and recognising prejudice. Pupils look	Visiting speaker opportunity - Beats Bus	Equality Act 2010

									specifically at roles in society and making a difference in their world in the 'Celebrating Difference' strand of the PSHCEE curriculum.		
HT3	Dreams and Goals	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, exploitation, emergency first aid	Wisdom - to learn from our mistakes	BIG QUESTIONS		Spiral curriculum builds on all previous Y7 work in this strand	Spiral curriculum is built on throughout KS3 and 4	Discussion allows for high attainers to stretch themselves	Roles in society, social mobility, self monitoring, legislation and young people in the workplace are all studied at KS3 through the 'Celebrating Difference' and 'Dreams and Goals' strands of the PSHCEE curriculum. Protected characteristics and individuals roles in society are also studied throughout Y7 and Y8.	Visiting speaker opportunity - Prison Me, No Way	How to plan for your goals, planning skills, looking at employment.
HT4	Healthy Me	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Courage to know yourself	BIG QUESTIONS		Spiral curriculum builds on all previous Y7 work in this strand	Spiral curriculum is built on throughout KS3 and 4	Discussion allows for high attainers to stretch themselves	Pupils study aspects of the law when looking at drugs and alcohol in the 'Healthy Me' element of the curriculum.	Visiting speaker opportunity - The Warren, The message Trust	Managing stress

HT5	Relationships	Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting	Courage to know yourself, respect for each other and ourselves	BIG QUESTIONS		Spiral curriculum builds on all previous Y7 work in this strand	Spiral curriculum is built on throughout KS3 and 4	Discussion allows for high attainers to stretch themselves	Internet safety is monitored through our internet safety officer as well as studied in the 'Relationships' segment of the curriculum.	Visiting speaker opportunity - Cornerhouse	Appropriate relationships in the workplace
HT6	Changing Me	Puberty changes, FGM, breast attening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support.		BIG QUESTIONS		Spiral curriculum builds on all previous Y7 work in this strand	Spiral curriculum is built on throughout KS3 and 4	Discussion allows for high attainers to stretch themselves		Visiting speaker opportunity - Cornerhouse	Self esteem
Half term	Unit title	Key knowledge/ Content to learn and retain.	Essential skills to acquire (subject & generic)	Link to subject ethos and driver (rename)	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Y8 HT1	Being Me in My World	Self-identity, family and identity, stereotypes, personal beliefs and	Wisdom to be kind, respect for others, belief in	BIG QUESTIONS		Spiral curriculum builds on all previous Y7 work in this	Spiral curriculum is built on throughout KS3 and 4	Discussion allows for high attainers to stretch	Every lesson of PSHCEE offers pupils a way to be entirely reflective of	Visiting speaker opportunity - MESMAC	Active listening is a skill employers are keen to

		<p>judgements, managing expectations, first impressions, respect for the beliefs of others.</p> <p>Active listening</p>	your community			strand		themselves	<p>their own beliefs, religious or otherwise. For example in the 'Being me in my world' section of the curriculum pupils are encouraged to reflect on their place in society on a personal and individual basis but also on a wider basis, as part of a group, a diaspora, nation and as part of the whole world. This includes looking at protected characteristics and understanding that other cultures and traditions may have 'different' values to ours but these should be respected and valued as well.</p>		see in prospective staff
HT2	Celebrating Difference	<p>Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, race and religion, prejudice.</p>	<p>Courage to challenge inequality, Courage to be yourself, wisdom to know yourself, community as one.</p>	BIG QUESTIONS		<p>Spiral curriculum builds on all previous Y7 work in this strand</p>	<p>Spiral curriculum is built on throughout KS3 and 4</p>	<p>Discussion allows for high attainers to stretch themselves</p>	<p>Through each curriculum piece of the PSHCEE map pupils are taught how to understand the difference between right and wrong in</p>	<p>Visiting speaker opportunity - MESMAC, The cornerhouse</p>	<p>Community planning and working as a team is a key life skill</p>

		LGBT+ bullying							differing circumstances. for example in the scheme of learning 'Celebrating Difference' pupils are taught how to correctly respond to bullying, prejudice and discrimination. A sense of responsibility is instilled in the pupils throughout this scheme and feeds into the other strands of the PSHCEE curriculum and remit.		
HT3	Dreams and Goals	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues.	Wisdom to know not to gamble, courage to be happy.	BIG QUESTIONS	That having money can bring its own issues	Spiral curriculum builds on all previous Y7 work in this strand	Spiral curriculum is built on throughout KS3 and 4	Discussion allows for high attainers to stretch themselves	Roles in society, social mobility, self monitoring, legislation and young people in the workplace are all studied at KS3 through the 'Celebrating Difference' and 'Dreams and Goals' strands of the PSHCEE curriculum. Protected characteristics and individual roles in society are also studied throughout Y7 and Y8. Internet	Visiting speaker opportunity - Gambcare Andy Limbert	Building a career, how to manage your online presence, how to build a positive online presence, legal responsibilities

									safety is monitored through our internet safety officer as well as studied in the 'Relationships' segment of the curriculum.		
HT4	Healthy Me	<p>Long-term physical health, responsibility for own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation.</p> <p>Blood donation</p>	Respect for your body, wisdom to reject drugs	BIG QUESTIONS		Spiral curriculum builds on all previous Y7 work in this strand	Spiral curriculum is built on throughout KS3 and 4	Discussion allows for high attainers to stretch themselves	In the 'Celebrating Difference' piece of the PSHCEE curriculum pupils study protected characteristics, race and religion and recognising prejudice. Pupils study aspects of the law when looking at drugs and alcohol in the 'Healthy Me' element of the curriculum.	Visiting speaker opportunity - RE-Fresh	Dealing with stress due to work
HT5	Relationships	<p>Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships,</p>	Courage to be kind to yourself, respect for yourself.	BIG QUESTIONS		Spiral curriculum builds on all previous Y7 work in this strand	Spiral curriculum is built on throughout KS3 and 4	Discussion allows for high attainers to stretch themselves	Morals and ethics are explored throughout PSHCEE and in every lesson. Difference is taught to be celebrated and respected, be this cultural, religious, a persons sexuality or	Visiting speaker opportunity - The message Trust	Online etiquette, avoiding having an issue with employers seeing inappropriate online information

		sources of support.							personal preference. Pupils look at the benefits of a diverse and accepting society and are encouraged to maintain an interest in the way that society views 'difference' and that this is a fluid concept that is never set in stone.		
HT6	Changing Me	Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour	Wisdom to know what a good or bad relationships	BIG QUESTIONS		Spiral curriculum builds on all previous Y7 work in this strand	Spiral curriculum is built on throughout KS3 and 4	Discussion allows for high attainers to stretch themselves	Through each curriculum piece of the PSHCEE map pupils are taught how to understand the difference between right and wrong in differing circumstances. for example in the scheme of learning 'Celebrating Difference' pupils are taught how to correctly respond to bullying, prejudice and discrimination. A sense of responsibility is instilled in the pupils throughout this	Visiting speaker opportunity - MESMAC, The Cornerhouse	Legal status - law as a career

									scheme and feeds into the other strands of the PSHCEE curriculum and remit.		
Half term	Unit title	Key knowledge/ Content to learn and retain.	Essential skills to acquire (subject & generic)	Link to subject ethos and driver (rename)	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Y9 - HT1	Being Me in My World	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative self-identity, abuse and coercion, coercive control	Wisdom to understand private relationships, courage to challenge grooming, community to work together against radicalisation	BIG QUESTIONS	'Loving' relationships where there is coercive control - 'he/she is protective not controlling'. Issues around consent, stealthing	Spiral curriculum builds on all previous Y8 and Y7 work in this strand	Spiral curriculum is built on throughout KS3 and 4	Discussion allows for high attainers to stretch themselves	As part of the Y9 PSHCEE curriculum pupils complete a 'Young Leaders Award' series of lessons and tasks that are designed to allow pupils to make positive contributions to their school or the surrounding area through fund raising events and collaborations. In Y10 pupils study their environmental footprint, cultural norms and political influence in society through the 'Being Me in My World' strand of learning.	Visiting speaker opportunity - Beats Bus, The Cornerhouse	Roles in the police/social work/teaching

HT2	Celebrating Difference	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, victimisation, Prejudice, discrimination and stereotyping	Courage to protect protected characteristics, courage to challenge bullying, hate crime etc, wisdom to understand Equality Act 2010	BIG QUESTIONS		Spiral curriculum builds on all previous Y8 and Y7 work in this strand	Spiral curriculum is built on throughout KS3 and 4	Discussion allows for high attainers to stretch themselves	Pupils study protected characteristics, recognising prejudice, intolerance and extremism and recognising equality in the 'Celebrating Difference' piece of the PSHCEE curriculum. Pupils are taught about what is right and what is wrong in every aspect of the PSHCEE curriculum and it is an integral part of the subject.	Visiting speaker opportunity - MESMAC, The Warren	Protected characteristics in the workplace
HT3	Dreams and Goals	Personal strengths, health goals, SMART planning, links between body image and mental health, non-narcissistic dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression	Wisdom to know your goals, courage to seek help with anxiety and mental health issues	BIG QUESTIONS		Spiral curriculum builds on all previous Y8 and Y7 work in this strand	Spiral curriculum is built on throughout KS3 and 4	Discussion allows for high attainers to stretch themselves	Morals and ethics are explored throughout PSHCEE and in every lesson. Difference is taught to be celebrated and respected, be this cultural, religious, a person's sexuality or personal preference. Pupils look at the benefits of a diverse and accepting	Visiting speaker opportunity - The message trust	SMART planning, personal strengths, interview skills

									society and are encouraged to maintain an interest in the way that society views 'difference' and that this is a fluid concept that is never set in stone.		
HT4	Healthy Me	<p>Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply and possession legislation, emergency situations.</p> <p>First aid, CPR, substances and safety, sources of advice and support</p>	Wisdom to understand the dangers of alcohol and drugs, wisdom to understand CPR	BIG QUESTIONS		Spiral curriculum builds on all previous Y8 and Y7 work in this strand	Spiral curriculum is built on throughout KS3 and 4	Discussion allows for high attainers to stretch themselves	In the 'Celebrating Difference' piece of the PSHCEE curriculum pupils study protected characteristics, race and religion and recognising prejudice. Pupils study aspects of the law when looking at drugs and alcohol in the 'Healthy Me' element of the curriculum.	Visiting speaker opportunity - RE-Fresh	Any career in the medical fields/police
HT5	Relationships	<p>Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice</p>	Wisdom to understand coercive control, community against coercive control, wisdom to understand our choices regarding contraception	BIG QUESTIONS	Coercive control, consent, pornography and the law, legal ramifications of sexting,	Spiral curriculum builds on all previous Y8 and Y7 work in this strand	Spiral curriculum is built on throughout KS3 and 4	Discussion allows for high attainers to stretch themselves	Individuality in relationships, healthy attitudes on sex and healthy relationships are studied in Y10 and Y11. Pupils are encouraged to reflect on their individual right to make their	Visiting speaker opportunity - Cornerhouse, MESMAC	Social work

		services	n		STIs, local support service s				own choices and forge their own way through life. Consent and saying no is also studied in the 'Relationships' strand of the curriculum. Throughout the whole of the PSHCEE subject pupils are taught to know, understand and exercise their rights. This is taught in the safe and supporting environment of our school		
HT6	Changing Me	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes.	Courage to challenge mental health stigma,	BIG QUESTIONS		Spiral curriculum builds on all previous Y8 and Y7 work in this strand	Spiral curriculum is built on throughout KS3 and 4	Discussion allows for high attainers to stretch themselves	Creative lessons, including group work allows pupils to use their individual creative skills to help them learn more about themselves and the world around them. Pupils are encouraged at the end of every lesson to reflect on the 'finishing facts' of the lesson. At this point pupils can review their	Visiting speaker opportunit y - The message Trust	Social work, psychology/p sychologist

									learning and their experiences and make links between the two.		
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Long Term Plan PSHCEE

KS4

Wellbeing for Me and My World

Half term	Unit title	Key knowledge/ Content to learn and retain.	Essential skills to acquire (subject & generic)	Link to subject ethos and driver (rename)	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Y10 - HT1	Being Me in My World	Human rights and societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, social media and culture, use of online data, threats to online safety, online identity, assessing and managing	Wisdom to understand the dangers of social media, community to work together to challenge the threat to online safety	BIG QUESTIONS	Online safety, Dark/Deep web, social media and scams, risk online	Spiral curriculum builds on all previous Y9, Y8 and Y7 work in this strand	Spiral curriculum is built on throughout KS3 and 4	Discussion allows for high attainers to stretch themselves	In Y10 pupils study their environmental footprint, cultural norms and political influence in society through the 'Being Me in My World' strand of learning	Visiting speaker opportunity - The Message Trust, Cornerhouse	Law, policing, teaching

		risk									
HT2	Celebrating Difference	Equality including in the workplace, in society, in relationships, Equality and vulnerable groups, Power and control	Courage to defend others, community to work together to help the vulnerable	BIG QUESTIONS	Equality Act 2010	Spiral curriculum builds on all previous Y9, Y8 and Y7 work in this strand	Spiral curriculum is built on throughout KS3 and 4	Discussion allows for high attainers to stretch themselves	Pupils study protected characteristics, recognising prejudice, intolerance and extremism and recognising equality in the 'Celebrating Difference' piece of the PSHCEE curriculum. Substance abuse and alcohol abuse as well as consumer rights are studied in Y10 and Y11. Pupils are taught about what is right and what is wrong in every aspect of the PSHCEE curriculum and every lesson and it is an integral part of the subject.	Visiting speaker opportunity - The Message Trust, The Warren	Social work, community cohesion

HT3	Dreams and Goals	Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals	Wisdom to understand the benefits of physical health for our mental health, wisdom to understand work life balance, community to work together to educate about online safety	BIG QUESTIONS	Links between physical and mental health	Spiral curriculum builds on all previous Y9, Y8 and Y7 work in this strand	Spiral curriculum is built on throughout KS3 and 4	Discussion allows for high attainers to stretch themselves	Cultural norms and prejudices are studied as is how and why diversity and difference occurs. Every PSHCEE lesson has a strong sense of our Christian Values and this is demonstrated in each lesson taught. Bullying, conflict and altruism are all studied at KS4 in PSHCEE. Pupils are taught to respect all race and religion regardless of whether they are similar or different to their own. Pupils are expected to demonstrate these values within every lesson, the whole school environment and in the wider	Visiting speaker opportunity - Tigers Trust, The Message Trust	Protecting your online presence for future employers, work-life balance
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									community, including the online community		
HT4	Healthy Me	<p>Improving health, sexual health, blood-borne infections, self-examination, diet and long-term health, misuse of prescription drugs, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics.</p> <p>Organ donation Stem cells</p>	Community - blood and organ donation, volunteering	BIG QUESTIONS	Blood borne infections, STIs, issues with long term use of prescription drugs.	Spiral curriculum builds on all previous Y9, Y8 and Y7 work in this strand	Spiral curriculum is built on throughout KS3 and 4	Discussion allows for high attainers to stretch themselves	The central idea of this strand looks at how an individual can benefit their community in various different ways, for example through blood and organ donation but also through being vaccinated	Visiting speaker opportunity - Cornerhouse, MESMAC	CV opportunity - volunteering
HT5	Relationships	Sustaining long-term relationships.	Courage to stand up to bullies, wisdom to	BIG QUESTIONS	Fake news, so called 'revenge porn',	Spiral curriculum builds on all previous	Spiral curriculum is built on throughout	Discussion allows for high attainers to	Democracy and the rule of law are covered in	Visiting speaker opportunity - MESMAC,	Law, working with young people, social work,

		<p>relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and rumour-mongering, abuse in teenage relationships. Legislation, support and advice</p>	<p>understand consequences,</p>		<p>sharing images w</p>	<p>Y9,Y8 and Y7 work in this strand</p>	<p>KS3 and 4</p>	<p>stretch themselves</p>	<p>'Relationships' element of the PSHCEE curriculum..</p>	<p>Cornerhouse, The message Trust</p>	<p>community support, community cohesion</p>
HT6	Changing Me	<p>Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it</p>	<p>Courage to support LGBTQ+ peoples, community to be inclusive</p>	<p>BIG QUESTIONS</p>	<p>Spectrum of sexuality, gender normative roles/non conformist</p>	<p>Spiral curriculum builds on all previous Y9,Y8 and Y7 work in this strand</p>	<p>Spiral curriculum is built on throughout KS3 and 4</p>	<p>Discussion allows for high attainers to stretch themselves</p>	<p>Morals and ethics are explored throughout PSHCEE and in every lesson. Difference is taught to be celebrated and respected, be this cultural,</p>	<p>Visiting speaker opportunity - MESMAC, Cornerhouse</p>	<p>Law, social work, teaching</p>

		successfully, decision making, sexual identity, gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.							religious, a persons sexuality or personal preference. Pupils look at the benefits of a diverse and accepting society and are encouraged to maintain an interest in the way that society views 'difference' and that this is a fluid concept that is never set in stone.		
Half term	Unit title	Key knowledge/ Content to learn and retain.	Essential skills to acquire (subject & generic)	Link to subject ethos and driver (rename)	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Pre 6th HT1	Being Me in My World -	Equality in relation to disability including hidden consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural societies, impact of	Community promotes equality	BIG QUESTIONS	Equality Act	Spiral curriculum builds on all previous Y10, Y9, Y8 and Y7 work in this strand	The Jigsaw curriculum is created directly in line with the PSHE Association's SoL. ASA continue's their pshe curriculum through Enrichment in KS5 which is in line with the PSHE Ass. KS5	Discussion allows for high attainers to stretch themselves	Cultural norms and prejudices are studied as is how and why diversity and difference occurs. Every PSHCEE lesson has a strong sense of our Christian Values and this is	Visiting speaker opportunity - MESMAC, Cornerhouse, The Warren	Disability rights, Law, Equality Act 2010

		unfair treatment on mental health, misuse of power, campaigning for equality					SoL		demonstrated in each lesson taught. Bullying, conflict and altruism are all studied at KS4 in PSHCEE. Pupils are taught to respect all race and religion regardless of whether they are similar or different to their own. Pupils are expected to demonstrate these values within every lesson, the whole school environment and in the wider community.		
HT2	Dreams and Goals	Aspiration on; career, finances, relationships, health. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill	Wisdom to have aspirations, the courage to stick to your goals, respecting yourself	BIG QUESTIONS	Understanding that mobile phone games are often gambling aimed at young adults.	Spiral curriculum builds on all previous Y10, Y9, Y8 and Y7 work in this strand	The Jigsaw curriculum is created directly in line with the PSHE Association's SoL. ASA continue their pshe curriculum through Enrichment in KS5 which is in line with	Discussion allows for high attainers to stretch themselves	Creative lessons, including group work, allows pupils to use their individual creative skills to help them learn more about themselves and the world around them. Pupils	Visiting speaker opportunity - The Warren, Andy Limbert @ GambCare	Aspirations in your career, goal planning, skills building

		set, education and training options, long-term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong.					the PSHE Ass. KS5 SoL		are encouraged at the end of every lesson to reflect on the 'finishing facts' of the lesson. At this point pupils can review their learning and their experiences and make links between the two.		
HT3	Healthy Me	Managing anxiety and stress, exam pressure, concentration strategies, work-life balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility, contraception, pregnancy facts and myths, identifying a range of health risks and strategies for	Courage to reject sexual pressure when possible, the community to support your decisions	BIG QUESTIONS	STIs and the various ways of contracting them	Spiral curriculum builds on all previous Y10, Y9, Y8 and Y7 work in this strand	The Jigsaw curriculum is created directly in line with the PSHE Association's SoL. ASA continue's their pshe curriculum through Enrichment in KS5 which is in line with the PSHE Ass. KS5 SoL	Discussion allows for high attainers to stretch themselves	The central remit of PSHCEE lessons is to allow pupils to learn about what makes them 'them' and celebrating this as well as exploring the world around them and where these two things sit together. Pupils are taught how to see the world from others points of views. Strategies to manage their personal and other	Visiting speaker opportunity - MESMAC, Cornerhouse, The Warren, The Message Trust	Work life balance

		staying safe							relationships are taught in order to allow pupils to understand and feel comfortable in their place in the wider world.		
HT4	Relationships	Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence.	Community to support all people, the wisdom to know when you are ready to commit to a sexual relationship, the community to support ALL members of the community including minority members	BIG QUESTIONS	Understanding the spectrum of sexuality, gender non conformist, Cis/Trans/non binary etc, coming out is YOUR choice and YOUR right, media and its' power, media stereotypes of LGBTQ+ people, FGM, honor based violence	Spiral curriculum builds on all previous Y10, Y9, Y8 and Y7 work in this strand	The Jigsaw curriculum is created directly in line with the PSHE Association's SoL. ASA continue their pshe curriculum through Enrichment in KS5 which is in line with the PSHE Ass. KS5 SoL	Discussion allows for high attainers to stretch themselves	Consent and saying no is also studied in the 'Relationships' strand of the curriculum. Throughout the whole of the PSHCEE subject pupils are taught to know, understand and exercise their rights. This is taught in the safe and supporting environment of our school.	Visiting speaker opportunity - MESMAC, Cornerhouse	Equality Act within the workplace

KS5

Wellbeing for Me and My World

Rotation: Gateway (HT1 for all groups)	Unit title	Key knowledge/ Content to learn and retain.	Essential skills to acquire (subject & generic)	Link to subject ethos and driver (rename)	Anticipated misconceptions	Links to previous KS	Links to future	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	Gateway to Sixth Form	Starting the Post-16 Journey Creating Your own Pathway Time Management Study Skills Resilience and Growth Mindset Working Relationships with Teachers Prepare to Perform Keeping on Track	Secure knowledge and understanding of how post-16 study differs from Pre-Sixth study	Courage to make the step up to a new level of challenge Wisdom to make sensible choices that could affect your future	Students will possibly not expect how independent they are going to be expected to be at Post-16	Dreams and Goals: Can I rely on myself to achieve my goals? Is success only achieved when physical and emotional needs are in balance?	HE and Employ ment	Discussion of future in education byond Post-16 study, e.g. how success at this stage feeds success in elite universities	BV - Individual Liberty: Supporting pupils to develop their self-knowledge, self-esteem and self-confidence Encouraging pupils to take responsibility for their behaviour, as well as knowing their rights SMSC - Moral: Responsibility for actions and behaviours are taught alongside consequences of actions SMSC - Social: Students engage in class discussion in all lessons and are encouraged to be kind and sensitive to	Ability to self-reflect & set goals Self- motivation Regulation management Developing self-worth/respect/ esteem Developing aspirations Self-organisation Presentation skills Time- management, social & assertiveness skills	GB 3: Addressing the needs of each pupil. GB 8: Personal guidance

									others' views and needs.		
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Rotation:	Unit title	Key knowledge/ Content to learn and retain.	Essential skills to acquire (subject & generic)	Link to subject ethos and driver (rename)	Anticipated misconceptions	Links to previous KS	Links to future	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
2	Careers and Financial Education	<p>Personal budgeting: Plan a budget to reflect individual need over the short to medium term</p> <p>Money Matters: Understand and plan for financial responsibilities</p> <p>Evaluate the impact of financial decisions</p> <p>Appraise the risks of debt, including illegal activities</p> <p>My Career Ambitions: Consider future goals in terms of study and career aspirations</p> <p>The link between personal values and career choices</p> <p>Awareness of the global job market and changing nature of careers</p> <p>Work or Study?: Understand the range of career and study opportunities</p>	<p>Self-regulation</p> <p>Self-awareness</p> <p>Organisation</p> <p>Perspective</p> <p>Make appraisals</p> <p>Set goals</p>	<p>Wisdom to make sensible choices that could affect your future</p> <p>Courage to take risks to make the next steps</p>	<p>Personal spending does not have to take account of financial commitments</p> <p>Likely to think that tax issues take care of themselves via employers</p> <p>There is no one best route to achieving future goals.</p> <p>University is not for me.</p> <p>A job post 6th form is the only way for me to achieve my career goals</p>	<p>Changing Me: Am I an adult at 16?</p> <p>What does it mean to live in the adult world?</p> <p>How the choices I make can influence my future</p>	<p>HE and the world of employment</p>	<p>Discussion of interest rates and mortgage calculations</p> <p>Discussion of taxation and personal liability</p> <p>Hypothetical discussion of future careers, including abstract concepts like machine learning and AI and how these may affect future careers</p> <p>Discussion of moral and ethical dilemmas about personal choices</p> <p>Discussion of employment legislation</p>	<p>BV - Individual Liberty:</p> <p>Encouraging pupils to take responsibility for their behaviour, as well as knowing their rights</p> <p>SMSC - Moral: Responsibility for actions and behaviours are taught alongside consequences of actions</p> <p>SMSC - Social: Students engage in class discussion in all lessons and are encouraged to be kind and sensitive to others' views and needs.</p>	<p>Making sensible and prudent decisions in financial and career situations</p> <p>Problem solving in financial and career situations</p>	<p>GB 3: Addressing the needs of each pupil.</p> <p>GB 4: Linking curriculum learning to careers</p> <p>GB 7: Encounters with further and higher education</p> <p>GB 8: Personal guidance</p>

		Appraise next steps and plan learning accordingly									
		Workplace Legislation: Understanding of legislation in the workplace to protect individuals									
		Reflect on the role of organisations that work to protect individuals and groups in the workplace									

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The following aspects of the Year 11 PSHE curriculum will need reinforcing/re-teaching due to COVID-related disruption:

Y11 Relationships:

Gender identity and LGBTQ+ (<https://docs.google.com/presentation/d/19ZEIOoKlzVM48CEWLTrYvhZjDID-NP5F/edit#slide=id.p7>)

LGBTQ+ (<https://docs.google.com/presentation/d/1sYYEtqIpomyO6HnLsM4xN3RBjW2e9E34/edit#slide=id.p2>)

Managing relationships (UK 15-16 5-RL Piece 4.pptx)

Honour-based violence, hate crimes, FGM (UK 15-16 5-RL Piece 5.pptx)

Y11 Healthy Me:

Self-Examination and STIs (https://docs.google.com/presentation/d/1Zg2ilsgg2nkPdGjW_zsyjTzotmp1RSU/edit#slide=id.p2)

Sexual Relationships and Decision Making (https://docs.google.com/presentation/d/1Q4_RVBei8L_Stqnr66s1MtVn9oP1QDGi/edit#slide=id.p16)

Contraception and Pregnancy (https://docs.google.com/presentation/d/1ZnPsUv0kJuBdwesxPUv0JdtBi9M_n2y1/edit#slide=id.p2)

Unhealthy sexual relationships (<https://docs.google.com/presentation/d/1bEa9WwhRA7mlrvBleRH7DlcytWWfiCF49/edit#slide=id.p2>)

Teachers will need to look at the content of the above lessons and where the same content appears in the current curriculum plan below, begin new learning by checking prior knowledge and correcting any misconceptions that have not been corrected because the students have not experienced the relevant Year 11 lesson above.

3	PSHE/RSE	Consent, date rape and sexual assault Gender identity and transgender	Understanding that personal identity is always fluid and that there	Wisdom to make sensible choices that could affect	Being in a long term relationship is incompatible with rape and sexual abuse	Changing Me: What factors can make personal	Flourishing in personal and professional relationships	Discussion of gender identity and use of pronouns	BV - Individual Liberty: Encouraging pupils to take responsibility for	Age appropriate Relationship and Sex education from KS3 through to KS5	GB 4: Linking curriculum learning to careers
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		<p>Healthy and Controlling relationships</p> <p>Marriage and unplanned pregnancy</p> <p>Sex, Hormones and Emotions</p> <p>Sexually transmitted diseases and infections</p> <p>Toxic versus positive masculinity</p>	<p>is equal value to all identities.</p> <p>Know which situations to avoid to enable personal flourishing</p>	<p>your personal, physical, social, emotional and sexual wellbeing</p> <p>Courage to protect yourself and others from harmful and/or abusive behaviours</p> <p>Courage to become yourself with confidence</p> <p>Respect our own and others' personal dignity</p>	<p>Mis-understanding of the various gender identities</p>	<p>relationships happy and fulfilling?</p>			<p>their behaviour, as well as knowing their rights</p> <p>SMSC - Moral: Responsibility for actions and behaviours are taught alongside consequences of actions</p> <p>SMSC - Social: Students engage in class discussion in all lessons and are encouraged to be kind and sensitive to others' views and needs.</p>	<p>in a non judgemental and inclusive way;</p> <p>The study of LGBTQ+ sexuality and the spectrum of such is vital to this element of PSHE.</p>	<p>GB 8: Personal guidance</p>
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4	Philosophy and Ethics	<p>Why is there evil and suffering in the world?</p> <p>What do you think happens after we die?</p> <p>What makes a moral life?</p>		<p>Wisdom to make sensible choices that could affect your personal, physical,</p>		<p>Study of different religious perspectives in RE lessons</p> <p>The</p>		<p>Philosophical engagement with challenging concepts in morality and ethics</p>	<p>BV - Individual Liberty:</p> <p>Encouraging pupils to take responsibility for their behaviour, as</p>		<p>GB 8: Personal guidance</p>

		Anti-Racism Freedom Ethics		social, emotional and sexual wellbeing Courage to protect yourself and others from harmful and/or abusive behaviours Courage to become yourself with confidence Respect our own and others' personal dignity Understand the nature of our diverse world community		problem of evil Morality and Ethics			well as knowing their rights SMSC - Moral: Responsibility for actions and behaviours are taught alongside consequences of actions SMSC - Social: Students engage in class discussion in all lessons and are encouraged to be kind and sensitive to others' views and needs.		
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The following aspects of the Year 11 PSHE curriculum will need reinforcing/re-teaching due to COVID-related disruption:

Y11 Relationships:

Media representations of sexuality ([UK 15-16 5-RL Piece 1.pptx](#))

Teachers will need to look at the content of the above lessons and where the same content appears in the current curriculum plan below, begin new learning by checking prior knowledge and correcting any misconceptions that have not been corrected because the students have not experienced the relevant Year 11 lesson above.

5	Media Literacy and British Values	<p>E-Safety: Online harms - sexting, radicalisation and fake news</p> <p>Building a positive online profile: Understand the concept of a digital footprint and act to ensure ours remains positive in its reflection of who we are.</p> <p>Protect one's online identity and reputation</p> <p>Market Yourself: How to create an effective CV for jobs</p> <p>Personal statements for university</p> <p>Understand 'cultural capital'</p> <p>Propaganda and conspiracies: Tools and techniques of propaganda</p> <p>Representations of sexuality in the media: How realistic these are</p> <p>*See any missed content above before delivering this lesson*</p>	<p>Understand how to identify how online material can be harmful</p> <p>Know how to avoid coming to harm online.</p> <p>Understand how propaganda works</p> <p>Misinformation and disinformation</p>	<p>Wisdom to make sensible choices that could affect your personal, physical, social, emotional and sexual wellbeing</p> <p>Courage to protect yourself and others from harmful and/or abusive behaviours</p> <p>Courage to become yourself with confidence</p> <p>Respect our own and others' personal dignity</p>	<p>I am in control of my online world</p> <p>Fake news only comes from social media sites rather than online sites of traditional media</p> <p>Conspiracy theories are a new phenomenon arising out of social media</p> <p>Depictions of sex in media are realistic and attainable</p>	Being Me in My World: How to control online and offline worlds I inhabit	<p>Ensuring how we are judged in the future can be affected by how we have behaved in the past.</p> <p>Mastering the worlds - online and offline - we inhabit</p>	<p>Consideration of the disconnect there sometimes exists between personal perception and the perception others have of us, and where this comes from</p> <p>Discussion of how to recognise when we are being propagandised and how to react; understanding of the psychology of conspiracism (COVID context may be fruitful here).</p> <p>Opportunities to read widely: Francis Wheen, <i>Mumbo Jumbo</i>, David Aaronovitch, <i>Voodoo Histories</i>,</p>	<p>BV - Individual Liberty:</p> <p>Encouraging pupils to take responsibility for their behaviour, as well as knowing their rights</p> <p>SMSC - Moral: Responsibility for actions and behaviours are taught alongside consequences of actions</p> <p>SMSC - Social: Students engage in class discussion in all lessons and are encouraged to be kind and sensitive to others' views and needs.</p>	<p>Media literacy: recognising bias, mis- and dis-information, especially in the online sphere</p>	<p>GB 3: Addressing the needs of each pupil.</p> <p>GB 4: Linking curriculum learning to careers</p> <p>GB 7: Encounters with further and higher education</p> <p>GB 8: Personal guidance</p>
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		<p>Maintaining a healthy diet on a budget.</p> <p>Being a Resilient Student: Balancing mental health needs with requirements of successful studying</p> <p>Common mental health issues and strategies: Factors affecting mental health, getting help</p> <p>Managing Study/Exam Stress: Recognising signs of deteriorating mental health as a result of study pressure</p> <p>Mental health planning</p> <p>Prioritising my mental health: Who to turn to for help, recognising symptoms of some mental health conditions</p>	<p>Nutritional requirements, healthy take-away options.</p> <p>Self-awareness of one's own mental health needs and managing our own mental health through a range of strategies</p>	<p>mental health needs</p>	<p>Being mentally unhealthy is not something we should reveal to others.</p> <p>Suffering from poor mental health is something health care professionals can be effective in remedying</p>	<p>of my mental health?</p>	<p>in university life or in the workplace</p>		<p>taught alongside consequences of actions</p> <p>SMSC - Social: Students engage in class discussion in all lessons and are encouraged to be kind and sensitive to others' views and needs.</p>	<p>and higher education</p> <p>GB 8: Personal guidance</p>
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