

PSHE Curriculum 2024-25

Intent: PSHE lessons are designed to help students to prepare for a happy, safe, fulfilling and considerate life in the 21st Century. Students are to be empowered to make well-informed decisions which take into account the needs of others, and which support them in becoming healthy, productive and respected members of their community.

The PSHE Curriculum has been carefully planned to ensure that students from Year 7 – 11 will be considering aspects of one of the following themes at the same time:

- Living in the Wider World
- Relationships
- Health and Wellbeing.

This enables us to take a more holistic approach to delivery and presents us with more opportunities to contribute to the wider school life through assemblies and invited guest speakers.

PSHE Lessons will be taught in a Timetabled hour once per fortnight, allowing for consistency and encouraging students engage in meaningful discussions around the PSHE content.

Lessons in Years 10 and 11 will also incorporate **elements of core Religious Education**, enabling students to be adequately prepared to be accepting and tolerant individuals in an ever-increasing multifaith society. Alongside the PSHE topics of Living in the Wider World, Relationships and Health and Wellbeing, students will be encouraged to consider the worldviews of those of faith and of none, thus giving them a broad and balanced understanding of the world in which we live.

PSHE Curriculum 2024-25

Year	Au 1 Health & Wellbeing	Au2 Living in the Wider World	Sp1 Relationships	Sp2 Health & Wellbeing	Su1 Relationships	Su2 Living in the Wider World
7	Transition	Developing Skills & Aspirations	Diversity	Health & Puberty	Building Relationships	Financial Decision Making
	<ul style="list-style-type: none"> Managing the challenges of a new school How can we identify, express and manage their emotions in a constructive way? How do we establish and manage friendships?? How can I improve my study skills How can I stay safe? E.g. road, rail and water. How should I respond in an emergency situation? 	<ul style="list-style-type: none"> How can I be enterprising? E.g. building skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity. What skills do I need for different career paths? How can I make sure everyone is given an equal opportunity? How should I challenge stereotypes? 	<ul style="list-style-type: none"> What are my rights and responsibilities? Why is Manchester a multicultural city? How can I understand my human rights? How can I challenge prejudice, stereotypes and discrimination? How do I spot the signs and effects of all types of bullying, including online? How should I respond to bullying of any kind, including online? How do I address HBT (Homophobia, Biphobia, Transphobia) 	<ul style="list-style-type: none"> How do I make healthy lifestyle choices? How to manage influences relating to caffeine, smoking and alcohol? How do I manage physical and emotional changes during puberty? What is good personal hygiene? How do I recognise and respond to inappropriate and unwanted contact? What is FGM and how do I access help and support? 	<ul style="list-style-type: none"> How do I develop self-worth and self-efficacy? What makes a positive relationship? How do I recognise unhealthy relationships? How do I recognise and challenge media stereotypes? How do I evaluate expectations for romantic relationships? What is consent, and how do I seek and assertively communicate consent? How do I report sexual abuse? 	<ul style="list-style-type: none"> How do I make safe financial choices? What are the differences between ethical and unethical business practices? What is consumerism? How do I save and spend responsibly How do I manage risk-taking behaviour?

8	Drugs & Alcohol	Community & Careers	Discrimination	Emotional Wellbeing	Identity & Relationships	Digital Literacy
	<ul style="list-style-type: none"> • What is the difference between medicinal and recreational drugs? • How do I manage the risks and influences of energy drinks? • How do I manage the risks and influences of tobacco? • How do I assess the risks of alcohol, nicotine and e-cigarettes /vapes? • How do I manage influences in relation to substance use • How do I recognise and promote positive social norms and attitudes? 	<ul style="list-style-type: none"> • What is meant by equality of opportunity in life and work? • How do I challenge stereotypes and discrimination in relation to work and pay? • What is meant by employment, self-employment and voluntary work? • How do I set aspirational goals for future careers and challenge expectations that limit choices? • How do I become an effective leader? 	<ul style="list-style-type: none"> • How do I manage influences on my beliefs and decisions? • What is meant by group-think and persuasion? • How do I develop self-worth and confidence? • What are the laws on discrimination? • What is meant by gender identity, transphobia and gender-based discrimination? • How do I recognise and challenge disability discrimination? • How do I recognise and challenge racism and religious discrimination? 	<ul style="list-style-type: none"> • What is meant by mental health? • How do I challenge misconceptions / stigma? • How do I manage my emotions? • How do I develop digital resilience? • Understanding the impact of social media influencers and realistic expectations? • How do I recognise unhealthy coping strategies (e.g. self-harm and eating disorders)? • What are healthy coping strategies? 	<ul style="list-style-type: none"> • How do I form new partnerships and develop healthy relationships? • What is meant by gender identity and sexual orientation? • What is the legal and moral duty around consent? • How do I effectively communicate about consent in relationships? • How do I manage the risks and influence of ‘sexting’? (What does the law say?) • How do I manage requests or pressure to send an image? • What is contraception? 	<ul style="list-style-type: none"> • How do I use social networking sites safely? • How do I recognise online grooming in different forms, e.g. sexual or financial exploitation, extremism, radicalisation? • How do I recognise biased or misleading information? • What is the difference between public and private? • What are the age restrictions (different forms of media)? • How do I protect my financial security online? • How do I assess and manage risks (gambling)?

9	Peer Influence, Substance Abuse, Gangs	Setting Goals	Respectful Relationships	Healthy Lifestyle	Intimate Relationships	Employability Skills
	<ul style="list-style-type: none"> • What are the legal and health risks in relation to drug and alcohol use, including addiction and dependence? • How do I recognise passive, aggressive and assertive behaviour? • How do I communicate assertively to manage risk in relation to gangs? • What are the legal and physical risks of carrying a knife? 	<ul style="list-style-type: none"> • What are my transferable skills, abilities and interests? • How do I demonstrate strengths? • What are the different types of employment and career pathways? • How do I manage feelings relating to future employment? • How do I work towards aspirations and set meaningful, realistic goals for the future? • What are my GCSE and post-16 options? 	<ul style="list-style-type: none"> • What are the different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering? • How to maintain positive relationships? • How do we work to reduce teen homelessness? • What is conflict and what causes conflict in different contexts, e.g. with family and friends? • How do we resolve conflict? • How do I manage relationship and family changes • How can I access support? 	<ul style="list-style-type: none"> • What is the relationship between physical and mental health? • How do I balance work, leisure, exercise and sleep? • How do I make informed healthy eating choices? • How do I manage influences on body image? • How do I make independent health choices – access to services? • What does it mean to be responsible for my health? E.g. testicular / breast self-examination. 	<ul style="list-style-type: none"> • What is meant by ‘intimacy’? • How do I navigate being ready for a sexual relationship? • What are the facts and misconceptions relating to consent? • What is meant by the right to withdraw consent and capacity to consent? • What are STIs? • How do I negotiate safer sex? • What are the consequences of unprotected sex, including pregnancy? • How does the portrayal of relationships in the media and pornography affect my expectations? 	<ul style="list-style-type: none"> • What are young people’s employment rights and responsibilities? • How can I build skills for enterprise and employability, e.g. CV writing? • How do I give and act upon constructive feedback? • How do I build habits and strategies to support progress? • How do I manage my ‘personal brand’ online? • How do I identify and access support for concerns relating to life online?

10	Transition to KS4/Mental and physical health	Financial Decision Making	Healthy Relationships	Exploring Influences: Drugs & Gangs	Addressing Extremism & Radicalisation	Social Justice
	<ul style="list-style-type: none"> • How do I manage the challenges during adolescence? • How do I reframe negative thinking? • How can I promote mental and emotional wellbeing? • How to recognise the signs of emotional or mental ill-health? • How to understand the impact of grief and loss? • How does the media portray mental health? • How do I challenge the stigma, stereotypes and misinformation? • How do I access support and treatment? 	<ul style="list-style-type: none"> • How do I effectively budget and evaluate savings options? • How do I prevent and manage debt (credit rating and pay day lending)? • How is my data generated, collected and shared, used? • How to implement strategies for managing influences related to gambling, including online? • What is the law on fraud and cybercrime? • What are different religious responses to poverty? How do different religions/worldviews practice 'charity'? 	<ul style="list-style-type: none"> • What is meant by relationship values? • What are the religious attitudes to contraception? • How do I recognise assumptions, misconceptions, religious attitudes, and social norms about sex, gender and relationships? • What are some of the religious views around abstinence and celibacy? • What are the opportunities and risks of online dating? • What is the impact of the media and pornography on sexual attitudes? • What are the ethical and legal implications in relation to consent? 	<ul style="list-style-type: none"> • How do I recognise positive and negative role models? • How does the media impact on perceptions of gang culture? • What is the impact of drugs and alcohol on those around us? • How can substance abuse lead to crime? • How to manage peer influence in increasingly independent scenarios (drugs, gangs, crime)? • Exit strategies for pressurised or dangerous situations • What are the consequences of crime? (Aims of punishment) 	<ul style="list-style-type: none"> • What is meant by community, inclusion, respect and belonging? • What is the Equality Act? • How does social media distort, misrepresent or target information to influence beliefs and opinions? • How do I recognise and respond to extremism and radicalisation? • What are some of the misconceptions around religious extremism and terrorism? • How do I safely challenge discrimination, including online? 	<ul style="list-style-type: none"> • What is meant by prejudice and discrimination? • What are the issues of equality, freedom of religion and belief of freedom of expression? • What are the ethical arguments related to racial discrimination? • What are the responsibilities of wealthy, including the duty to tackle poverty and its causes? • What is exploitation of the poor, including: fair pay; excessive interest on loans; people trafficking?

	Building for the Future	Next Steps: College Progression/ Future Employment	Communication in Relationships	Independence	Families	
11	<ul style="list-style-type: none"> • How do I balance ambition and unrealistic expectations? • How do I develop self-efficacy, including motivation, perseverance and resilience? • What is stress, and what are the nature, causes and effects? • How to implement stress management strategies, including maintaining healthy sleep habits? • What are the positive and safe ways to create content online and the opportunities this offers? 	<ul style="list-style-type: none"> • How do I use feedback constructively when planning for the future? • How do I set and achieve SMART targets? • What are effective revision techniques and strategies? • What are my options post-16 and career pathways? • How do I complete the application processes? • How do I maximise employability? • What are my rights, responsibilities and challenges in relation to working part time whilst studying? 	<ul style="list-style-type: none"> • What are the different religious and non-religious views around gender identity, gender expression and sexual orientation? • How do I communicate effectively in a relationship? • How do I challenge harassment, including online? • What are the various forms of relationship abuse? • How do I recognise exploitative and abusive relationships? • Religious views: Domestic Abuse, Arranged v Forced marriage. • How do I get access support in abusive relationships? 	<ul style="list-style-type: none"> • How do I assess emergency and non-emergency situations and contact appropriate services? • What do religions and worldviews say about stewardship? • What are the links between lifestyle and some cancers? • What is the importance of screening and self-examination? • What are the Religious & Non-religious views around sanctity v quality of life? • How do I register and access health services? • What do religions and worldviews say about blood, organ and stem 	<ul style="list-style-type: none"> • What are the different types of families? • How do I evaluate readiness for parenthood and positive parenting qualities? • What are the key facts around pregnancy, birth and miscarriage? • What are my options for unplanned pregnancy? • What is 'honour based' violence and forced marriage and how to safely access support? • What are the religious and worldview attitudes towards family life? • Addressing the misconceptions around cultural and religious practices? 	

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