

PSHE Curriculum

BIG IDEAS:

1. Being Me in My World
2. Celebrating Difference
3. Healthy Me

4. Healthy Me
5. Relationships
6. Changing Me

SMSC

Main Learning Points/NC Objectives

YEAR 5

1. Being Me in My World

Planning the forthcoming year, being a citizen, rights and responsibilities, rewards and consequences, how behaviour affects groups, democracy, having a voice, participating.

RIGHTS AND RESPONSIBILITIES

2. Celebrating Difference

Cultural differences and how they can cause conflict, racism, rumours and name-calling, types of bullying, material wealth and happiness, enjoying and respecting other cultures.

TOLERANCE

3. Dreams and Goals

Future dreams, the importance of money, jobs and careers, dream job and how to get there, goals in different cultures, supporting others (charity), motivation.

AMBITION

4. Healthy Me

Smoking, including vaping, alcohol, anti-social behaviour, emergency aid, body image, relationships with food, healthy choices, motivation and behaviour.

MORAL SENSE

5. Relationships

Self-recognition and self-worth, building self-esteem, safer online communication, rights and responsibilities online, online gaming and gambling, reducing screen time, dangers of online grooming, SMART internet safety rules.

SOCIAL

6. Changing Me

Self- and body image, influence of online and mediation, body image, puberty, conception (including IVF), growing responsibility, coping with change, preparing for transition.

ACCEPTANCE

YEAR 6

1. Being Me in My World

Identifying goals for the year, global citizenship, children's universal rights, feeling welcome and valued choices, consequences and rewards, group dynamics, democracy, having a voice, anti-social behaviour, role-modelling.

UNDERSTAND CONSEQUENCES

2. Celebrating Difference

Perceptions of normality, understanding disability, power struggles, understanding bullying, inclusion/exclusion, differences as conflict, difference as celebration, empathy.

CELEBRATE DIVERSITY

3. Dreams and Goals

Personal learning goals, in and out of school, success criteria, emotions in success, making a difference in the world, motivation, recognising achievements, compliments.

REFLECT

4. Healthy Me

Taking personal responsibility, how substances affect the body, exploitation, including 'county lines' and gang culture, emotional and mental health, managing stress.

RECOGNISE RIGHT AND WRONG

5. Relationships

Mental health, identifying mental health worries and sources of support, love and loss, managing feelings, power and control, assertiveness, technology safety, take responsibility with technology use.

RESOLVE CONFLICT

6. Changing Me

Self- image, body image, puberty and feelings, conception to birth, reflections about change, physical attraction, respect and consent, boyfriends/girlfriends, sexting, transitions.

ENJOY LEARNING ABOUT ONESELF

YEAR 7

1. Being Me in My World – How do I fit into the world I live in? ENJOY LEARNING ABOUT THE SURROUNDING WORLD

Identity – what makes a person? Is fitting in more important than being unique? Influences/peer pressure, that happiness is linked to being connected with others, maintaining positive relationships with people who are different to me, online identity and relationships.

2. Celebrating Difference – Do we need to feel 'the same as' to belong? CELEBRATE DIFFERENCE

Challenging prejudice and discrimination, protected characteristics, assertiveness, role of a bystander, stereotypes, bullying, assertiveness, relationship skills.

3. Dreams and Goals – Can my choices affect my dreams and goals? AMBITION

Identifying personal dreams and goals, skills for the 21st century workplace, steps to achievement, managing set-backs, basic first aid in emergency situations, responsible choices and keeping safe e.g. gang culture, knife crime, correction and exploitation, drugs and alcohol.

4. Healthy Me – To what extent am I responsible for my mental and physical health? MORAL SENSE

Recognising and describing emotions, strategies for positivity, managing stress, link between mental health and activity, taking responsibility for health, substances and their effects, nutrition, vaccinations, sleep.

5. Relationships – What can make a relationship healthy or unhealthy? SOCIAL

Identifying my relationships, values and qualities in healthy relationships, relationship change, managing my responses to keep my relationships healthy and safe, discernment, media portrayal of relationships, assertiveness, sexting, rights and responsibilities (including consent).

6. Changing Me – What changes are happening to prepare me for adulthood? UNDERSTANDING CHANGE

Puberty and body development, conception and childbirth, choices with pregnancy (IVF, surrogacy, contraception), different types of parenting and families, self and body-image, FGM, breast ironing, emotional and brain changes in adolescence.

YEAR 8

1. Being Me in My World – Can I choose how I fit into the world? BELONGING

How have I changed? Planning for the year ahead, family – what does that mean to me? Different types of committed stable relationships, does my family influence me? Active listening, stereotyping (in families), what do I choose to 'hear' about myself? Faith and beliefs and cultural diversity.

2. Celebrating Difference – How different are we really? DIVERSITY

Recognising similarities, prejudice and discrimination, protected characteristics, social injustice and inequality, hate crime, making a positive contribution to community, making a difference and links to wellbeing and blood and organ donation.

3. Dreams and Goals – Can the choices I make now influence my future? RESPONSIBILITY FOR FUTURE

Short-, medium- and long-term goals, resilience, employability skills, career choices, my online 'footprint', budgeting, debt, gambling including links to mental health, positive/negative role of money in society including links to mental health.

4. Healthy Me – Can I become more responsible for my health and happiness? RECOGNISE RIGHT AND WRONG

Taking personal responsibility for health, stress triggers, managing stress, substances and their effects, drug supply and possession, county lines/exploitation/gang culture, role of medicines and vaccines, dental health.

5. Relationships – Because I'm worth it...or am I? SELF WORTH

Relationship with self, negative self-thoughts, body-image including online and in media, competing relationships and how to manage these demands, personal space including online, media portrayal of relationships, media manipulation, components of positive relationships, personal space, social media and online safety, illegal aspects of social media, recognising negative relationships and skills to manage them.

6. Changing Me – What factors can make an intimate relationship happy and healthy? UNDERSTANDING RELATIONSHIPS

Boyfriends and girlfriends, different types of committed stable and loving relationships/partnerships, positive aspects of healthy intimate relationships, negative factors that can make an intimate relationship unhealthy e.g. power and control/STIs, choosing to 'come out', pornography, alcohol and relationships and accessing support.

BIG IDEAS:

1. Provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society.
2. Foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld.
3. Equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.
4. Prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

YEAR 7

1. Finance and Budgeting

Teachers play an important role in shaping their children's financial behaviour and attitude towards money. Many teenagers rely on their parents and teachers to set the right example when it comes to managing finances. It's not always easy to talk to teenagers about money, particularly as they approach adulthood. In this unit, we look at areas to help learners manage finances and get them ready for adulthood.

RESPONSIBILITIES

2. Development of the political System

Exploration of the roles of Parliament, MPs and members of the House of Lords in making laws and checking the work of the Government. It covers elections and voting systems as well as ways young people can engage with the work of Parliament to make change.

RESPONSIBILITY FOR FUTURE

3. Precious liberties enjoyed by the citizens of the UK

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

RIGHTS AND RESPONSIBILITIES

YEAR 8

1. Functions and Uses of Money

Students will determine the functions of money, investigate the factors that affect the role of money and analyse how financial needs change at different life stages of one's life.

RESPONSIBILITIES

2. Enterprise Competition

A project based programme of study which aims to inspire pupils and bridge the gap between school life and work skills. The pupils will be given opportunities to take part in enterprise activities, which will help them to develop creative thinking, teamwork, communication and problem solving skills. The activities have been designed to give the pupils experience of 'real life' work skills. Pupils are encouraged to self-assess and peer assess to allow for continued improvements in their work and skills. The subject seeks to empower pupils to learn and connect classroom, community, and career-related skills.

AMBITION and AMBITION

4. Roles played by Public institutions and voluntary groups

Exploring the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

SOCIAL