

PSHE Curriculum Overview



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the Locally Agreed Syllabus as our statutory foundation and broadly share its principles and aims including:

- 'To provide students with an introduction to the essential knowledge that they need to be educated citizens. To introduce students to the best that has been thought and said; and help engender an appreciation of human creativity and achievement'.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of students' knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Numeracy and literacy

Teachers should take opportunities to develop students' mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

Personal, Social, Health and Economic (PSHE) Education focuses on strengthening the knowledge, skills and connections to keep children and young people healthy and safe and to prepare them for life and work. Our goal is to equip our learners with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.

Curriculum Aims

Our PSHE curriculum, which includes timetabled lessons, tutor activities, the assembly programme and Alternative Curriculum Days, aims to prepare students for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. It promotes equality of opportunity and diversity effectively so that students learn to engage with views, beliefs and opinions that are different from their own in considered ways. It provides students with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. It teaches them about healthy relationships and healthy lifestyle choices. It prepares them for future success in education, employment or training.

The Gatsby Benchmarks are used to develop and improve the school's careers provision and enable a range of education and training providers to speak to students in all years. It ensures that they receive unbiased information about potential next steps, high-quality careers guidance and good-quality, meaningful opportunities to encounter the world of work.

Building on prior learning - What can students do by the end of KS2?

The KS3 curriculum builds on the knowledge acquired at feeder primary schools and the three core PSHE themes of **Health and Wellbeing**, **Relationships** and **Living in the Wider World**. This is implemented across six core themes to imbed the core PSHE principles: Health and Wellbeing, Relationships and Sex Education (RSE), Life Beyond School, Rights and British Values, Celebrating Differences and Staying Safe Online and Offline.

Curriculum Structure

CORE THEME 1: Health and Wellbeing	CORE THEME 2: Relationships and Sex Education (RSE)	CORE THEME 3: Life Beyond School
<ul style="list-style-type: none">• Physical and mental health• Growing up and puberty• Body image• Diseases	<ul style="list-style-type: none">• Consent and boundaries• Respectful relationships• Physical development and changes• Contraception and sexual health	<ul style="list-style-type: none">• Progression and careers• Financial education• Employability & enterprise• Exam stress and anxiety
CORE THEME 4: Rights and British Values	CORE THEME 5: Celebrating Differences	CORE THEME 6: Staying Safe Online and Offline
<ul style="list-style-type: none">• Rights and responsibilities• Politics, democracy and parliament• Radicalisation, extremism and terrorism• Mutual respect, tolerance, and individual liberty	<ul style="list-style-type: none">• Identity and equality• Prejudice and discrimination• Multicultural Britain• Stereotypes	<ul style="list-style-type: none">• Online behaviours - safety and dangers• Online grooming and cyberbullying• Drugs - Substance misuse and addiction• Gangs and criminal behaviour

At Key Stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills that will equip them for the opportunities and challenges of life. Students learn to manage relationships, their online lives, and the increasing influence of peers and the media.

At Key Stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during Key Stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

Assessment

Formative assessment is used throughout the year to check learners' knowledge and understanding, using feedback techniques including exit tickets and end of topic quizzes.

Year	Assessment Window	Links to Fundamental British Values (FBVs)	Topics to be assessed
7	Week 15 and Week 32	Tolerance, Law, respect, Democracy, Individual Liberty	Health and Wellbeing, Preparing for the future, Respect, Tolerance, Relationships, Liberty
8	Week 15 and Week 32	Tolerance, Law, respect, Democracy, Individual Liberty	Social Skills, Physical health, Futures, Discrimination, Diversity
9	Week 15 and Week 32	Tolerance, Law, respect, Democracy, Individual Liberty	Community, Drugs and Alcohol, Options process and the future, Intimate relationships, Digital world
10	Week 15 and Week 32	Tolerance, Law, respect, Democracy, Individual Liberty	Relationships, Professionalism, Careers, Health, Wellbeing
11	Week 15 and Week 32	Tolerance, Law, respect, Democracy, Individual Liberty	Wellbeing, Personal and sexual health, Wider risks, Relationships, Enterprise

Curriculum Sequencing

Key Stage 3: Year 7 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>Autumn 1 - Wellbeing</p> <ul style="list-style-type: none"> • Attitudes to Mental Health • Promoting emotional wellbeing • Digital resilience • Unhealthy coping strategies (self-harm and eating disorders) • Healthy coping strategies <p>Students learn about mental health and wellbeing, including building resilience, managing setbacks, promoting emotional wellbeing, understanding social media impacts, recognising unhealthy coping strategies, and knowing how to seek support.</p> <p>Autumn 2 - Transition to secondary school</p> <ul style="list-style-type: none"> • Personal safety in and outside school • First aid <p>Students explore expected and unexpected change, how to manage challenges in situations and relationships, where to seek support, and the basics of helping others and first aid.</p> <p>Autumn 3 - Developing Skills and Aspirations</p> <ul style="list-style-type: none"> • Careers • Teamwork and enterprise skills • Raising aspirations <p>Students learn enterprising skills—problem-solving, teamwork, leadership, communication, risk management, and creativity—explore</p>	<p>Spring 1 - Health and Puberty</p> <ul style="list-style-type: none"> • Healthy routines • Influences on health • Puberty • Unwanted contact • FGM <p>Students learn about accessing the NHS, oral hygiene and dental health, the physical and emotional changes of puberty and how to manage them, the importance of good-quality sleep and strategies to improve it, and understanding that FGM is abuse and a crime, including where to seek support if at risk.</p> <p>Spring 2 - Diversity</p> <ul style="list-style-type: none"> • Diversity • Prejudice • Bullying <p>Students learn the meaning and impact of bullying and cyberbullying, how to respond to challenging situations, where to seek support, and how to distinguish harmful behaviour from banter, with a focus on LGBTQ issues and stereotypes.</p>	<p>Summer 1 - Building Relationships</p> <ul style="list-style-type: none"> • Self-worth • Romance and friendships (including online) • Relationship boundaries <p>Students learn about positive friendships and relationships, including handling challenges, accessing support, and recognising healthy and unhealthy behaviours. They explore body confidence, self-esteem, and resilience, practice communication, active listening, and assertiveness skills, and understand the meaning and importance of consent in relationships.</p> <p>Summer 2 - Financial Decision Making</p> <ul style="list-style-type: none"> • Saving • Borrowing • Budgeting • Making financial choices <p>To recognise your money personality, to understand value for money, to plan the next steps in your financial journey, to understand how to deal with financial dilemmas.</p>

	careers, equality of opportunity, challenging stereotypes, identifying aspirations, and the link between values and career choices.		
Skills	<p>Autumn 1 – Wellbeing Students explore the links between mental and physical health, challenge misconceptions and prejudice around mental health, and learn factors affecting emotional wellbeing. They develop resilience, reframe setbacks, evaluate social media’s impact on self-esteem, understand unhealthy coping strategies like self-harm and eating disorders, recognise warning signs, and know how and when to seek support. They also learn strategies to manage intense emotions effectively.</p> <p>Autumn 2 – Transition to Secondary School Students learn to identify, express, and manage emotions constructively, navigate the challenges of moving to a new school, build friendships, improve study skills, recognise personal strengths, and maintain personal and travel safety. They also learn basic first aid and emergency response skills.</p> <p>Autumn 3 – Developing Skills and Aspirations Students develop resilience and problem-solving skills by overcoming challenges, planning solutions, staying positive, and learning from experiences. They identify personal skills, understand how to apply them in the workplace, set goals, work proactively, and collaborate in teams to solve problems, recognising the value of transferable skills for future careers.</p>	<p>Spring 1 – Health and Puberty Students learn to make healthy lifestyle choices, including diet, dental care, physical activity, and sleep, while developing personal hygiene habits. They explore the physical and emotional changes of puberty and learn how to manage them, recognise and respond to inappropriate or unwanted contact, and understand the risks of FGM, including where to access help and support.</p> <p>Spring 2 – Diversity Students explore identity, rights, and responsibilities, and learn about living in a diverse society. They develop skills to challenge prejudice, stereotypes, and discrimination, recognise the signs and effects of all types of bullying, including online, and learn how to respond to bullying and support others effectively.</p>	<p>Summer 1 – Building Relationships Students learn to develop self-worth and self-efficacy while exploring the qualities and behaviours that define positive relationships. They identify unhealthy relationships, challenge media stereotypes, evaluate expectations in romantic relationships, and understand the importance of consent, including how to seek and communicate it assertively.</p> <p>Summer 2 – Financial Decision Making Students develop skills to make safe financial choices, understand ethical and unethical business practices, and learn the principles of saving, spending, and budgeting. They also explore strategies for managing risk-taking behaviour effectively.</p>

Key Stage 3: Year 8 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>Autumn 1 – Well-being</p> <ul style="list-style-type: none"> Physical and Mental Wellbeing Influences on health and healthy behaviours Ways to promote and maintain the long-term health of ourselves and others. <p>Identify the link between physical and mental wellbeing. Describe strategies for improving physical and mental wellbeing. Explain ways to help those who need support with their physical and/or mental wellbeing Learning about the factors which influence our health and health behaviours, ways to promote and maintain the long-term health of ourselves and others.</p> <p>Autumn 2 – Drugs and alcohol</p> <ul style="list-style-type: none"> Alcohol and drug misuse Pressure relating to drug use <p>Students learn about the effects and risks of caffeine, alcohol, tobacco, and e-cigarette use, including underage drinking and smoking. They explore influences on young people, strategies to manage peer pressure, and ways to reduce or resist use, as well as where to seek support and guidance.</p> <p>Autumn 3 – Discrimination</p> <ul style="list-style-type: none"> Racism Religious discrimination Disability discrimination Sexism Homophobia, biphobia and transphobia 	<p>Spring 1 - Identity and Relationships</p> <ul style="list-style-type: none"> Gender identity Sexual orientation Consent 'Sexting' Introduction to contraception <p>Students learn to appreciate diversity, understand LGBTQ terminology, recognise discrimination and HBT bullying, and know it is unacceptable. They explore healthy and unhealthy relationships, gender stereotypes, peer influence, social media risks, sexual bullying, consent, and the legal and emotional consequences of sharing sexual images, as well as strategies to communicate effectively and resist unwanted sexual pressure.</p> <p>Spring 2 - Community and Careers</p> <ul style="list-style-type: none"> Equality of opportunity in careers and life choices Different types and patterns of work <p>Students learn to recognise and overcome challenges, plan solutions, solve problems of varying complexity, apply adaptable problem-solving skills, and work collaboratively, understanding their relevance as transferable skills in the workplace.</p>	<p>Summer 1 - Digital Literacy</p> <ul style="list-style-type: none"> Online safety Digital literacy Media reliability Gambling hooks <p>Students learn to use online communication and social media safely, recognise and respond to grooming, assess biased or misleading information, understand privacy and age restrictions, make responsible decisions, protect financial security, and manage online risks, including gambling.</p> <p>Summer 2 - Emotional Well-being</p> <ul style="list-style-type: none"> Mental health and emotional wellbeing Body image Coping strategies <p>Learn: about attitudes towards mental health, how to challenge myths and stigma, about daily wellbeing, how to manage emotions, how to develop digital resilience, about unhealthy coping strategies (e.g. self-harm and eating, disorders), about healthy coping strategies.</p>

	<p>Students develop awareness of people with learning disabilities and autism, recognising disablist language, bullying, and discrimination, and their impacts. They learn ways to challenge these behaviours, understand relevant legal and community measures, and explore bullying and cyberbullying, including how to respond and where to seek support.</p>		
Skills	<p>Autumn 1 – Well-being Students learn strategies to support their own and others’ mental health, understand how societal changes affect health, and explore ways to promote personal and community wellbeing.</p> <p>Autumn 2 – Drugs and Alcohol Students learn about safe use of medicines and energy drinks, understand habit, dependence, and substance risks, and develop skills to manage influences and promote positive social norms around drugs, alcohol, tobacco, and e-cigarettes.</p> <p>Autumn 3 – Discrimination Students develop self-worth and confidence, understand influences on beliefs and decisions, and learn to recognise and challenge discrimination, including gender-based, transphobia, homophobia, biphobia, racism, and religious discrimination.</p>	<p>Spring 1 – Identity and Relationships Students learn about healthy relationships, positive behaviours, gender identity, sexual orientation, consent, communication, sexting risks, and basic contraception.</p> <p>Spring 2 – Community and Careers Students learn about equality of opportunity, challenging workplace stereotypes and discrimination, exploring employment options, and setting aspirational career goals.</p>	<p>Summer 1 – Digital Literacy Students learn to manage peer influence, critically evaluate media and online content, understand how relationships and sexualisation are portrayed, recognise social media’s impact on body image, and develop strategies to seek advice and reduce stress from negative online influences.</p> <p>Summer 2 – Emotional Well-being Students explore body image, media influence, and sources of confidence pressure, building emotional resilience, self-esteem, and coping strategies to manage stress from social media and online interactions.</p>

Key Stage 3: Year 9 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>Autumn 1 - Wellbeing</p> <ul style="list-style-type: none"> • New Challenges • Reframing negative thinking • Recognising mental ill health and when to get help Promoting emotional wellbeing <p>Students learn about the challenges of adolescence and how to promote positive mental health and emotional wellbeing. They explore the impact of negative thinking, develop strategies to build resilience, recognise signs that someone may need support, and understand common mental health issues affecting young people.</p> <p>Autumn 2 - Respectful relationships</p> <ul style="list-style-type: none"> • Families and parenting • Healthy relationships • Conflict resolution • Relationship changes <p>Students learn how physical and mental health are connected, how to balance work, leisure, exercise, and sleep, make healthy eating and body image choices, take responsibility for their physical health, and perform practices like testicular self-examination.</p> <p>Autumn 3 - Healthy Lifestyle</p> <ul style="list-style-type: none"> • Diet and exercise • Lifestyle balance and healthy choices • First aid <p>Students learn about different family types, positive home relationships, conflict causes and</p>	<p>Spring 1 - Employability skills</p> <ul style="list-style-type: none"> • Setting Goals • Options Programme <p>Students learn why core subjects are compulsory, explore available KS4 subjects, assess their own interests and aptitudes, research careers, understand decision-making processes, identify sources of guidance, and explore post-16 pathways.</p>	<p>Summer 1 - Intimate Relationships</p> <ul style="list-style-type: none"> • Relationship and sex education including consent, contraception, the risk of STIs and attitudes to pornography. <p>Students learn about readiness for sexual activity, delaying sex, consent and capacity, STIs, contraception, and safer sex. They explore the impact of media and pornography on relationship expectations, the risks of sharing sexual images, and how to protect personal information online.</p> <p>Summer 2 - Peer influence</p> <ul style="list-style-type: none"> • Substance use and gangs • Healthy and unhealthy friendships • Assertiveness • Substance misuse • Gang exploitation <p>Students learn to distinguish healthy and unhealthy friendships, manage peer and online influences, understand groupthink, communicate assertively, and assess risks related to gangs, knives, drugs, and alcohol, including legal, health, and addiction issues.</p>

	resolution, managing family changes, and accessing support services. They also explore breast cancer awareness and the importance of healthy sleep.		
Skills	<p>Autumn 1 – Wellbeing Students explore the opportunities and challenges of transitioning into adulthood, strategies to manage setbacks, and changes in mental health and emotional wellbeing over time. They learn to recognise signs of mental health issues, differentiate healthy and unhealthy coping strategies, access support, and critically evaluate resources for promoting wellbeing.</p> <p>Autumn 2 – Respectful Relationships Students learn about long-term relationships, marriage, parenting responsibilities, and the unacceptability of forced marriage. They explore gender identity, sexual orientation, and LGBT+ history and rights, strategies to prevent bullying, and the impact of adoption on young people’s experiences.</p> <p>Autumn 3 – Healthy Lifestyle Students learn about cancer awareness, including signs, symptoms, myths, and facts about breast and teenage cancers, and how to seek medical support. They also explore the impact of sleep on health, healthy sleep patterns, and strategies to maintain good sleep hygiene.</p>	<p>Spring 1 - Employability skills To understand the school’s core curriculum at KS4. To understand the option choices at KS4. To know what they would like to study at KS4. To be able to reflect on their careers journey so far. To understand what should be taken into account when making decisions. To understand how current choices can impact on their future. To understand the different choices that are available post 16</p>	<p>Summer 1 – Intimate Relationships Students learn about healthy and abusive relationships, consent, sexual image sharing, and the legal and ethical implications of sexual behaviour. They explore contraception, STI prevention, negotiating condom use, unplanned pregnancy, and the impact of pornography, while developing the knowledge and confidence to seek support for themselves or others.</p> <p>Summer 2 – Peer Influence Students explore the impact of peer pressure, including gang involvement and drug use. They learn to recognise risks and consequences, understand motivations for joining gangs or using substances, know the legal and health implications, and identify support and strategies to resist negative influences or exit harmful situations.</p>

Key Stage 4 Year 10 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>Autumn 1 - Relationships</p> <ul style="list-style-type: none"> • Transition • Relationships • Culture and relationships • Pornography/ relationships • <p>In Year 10, PSHE supports students through key transitions and develops their understanding of relationships. Topics like relationships, culture, and pornography help students explore how values, identity, and societal influences shape behaviour and decision-making. These lessons equip students with the knowledge, emotional literacy, and critical thinking skills needed to form healthy relationships, challenge stereotypes, and navigate real-life situations responsibly.</p> <p>Autumn 2 - Enterprise</p> <ul style="list-style-type: none"> • Finance • Professional reputation • Contracts/Employability laws • Recap and Student voice <p>In Year 10, PSHE develops students’ financial and professional awareness through personal finance, professional reputation, and contracts and employability law, with opportunities for recap and student voice. These topics help students understand their rights, make informed decisions, and maintain a positive digital and professional identity, preparing them to take ownership of their development and transition responsibly into adult life and the workplace.</p>	<p>Spring 1 - Employment</p> <ul style="list-style-type: none"> • Employment skills • CV tips • Work experience research • <p>In Year 10, PSHE builds employability through employment skills, CV writing, and work experience research. These lessons help students recognise strengths, understand workplace expectations, and make informed career choices, preparing them confidently for further education, training, and future employment.</p> <p>Spring 2 – Health and wellbeing</p> <ul style="list-style-type: none"> • Substance misuse and addiction • Blood and organ donation • 3. Cancer <p>In Year 10, PSHE promotes health awareness through substance misuse, addiction, blood and organ donation, and cancer education. These lessons help students understand risks, make responsible lifestyle choices, and contribute positively to society, supporting them to become informed, health-conscious, and socially responsible young adults.</p>	<p>Summer 1 – Coping with negative situations</p> <ul style="list-style-type: none"> • Challenging extreme views • Trigger warnings and managing unhealthy coping strategies • Work experience Prep • <p>In Year 10, PSHE builds safeguarding and resilience through challenging extreme views, trigger warnings, managing unhealthy coping strategies, and work experience preparation. These lessons help students think critically, recognise risk, and develop healthy ways to manage stress, supporting them to become safe, responsible, and resilient young adults.</p> <p>Summer 2 – The wider world</p> <ul style="list-style-type: none"> • The great outdoors • Communication • Appreciating the arts <p>In Year 10, PSHE promotes wellbeing and self-expression through the great outdoors, communication, and the arts. These lessons support mental health, build communication skills, and foster creativity and cultural awareness, helping students develop confidence, balance, and a strong sense of identity.</p>

<p>Skills</p>	<p>Autumn 1 – Relationships Provides students with the essential tools and understanding to navigate personal growth, social interactions, and emotional well-being, all of which are foundational for future learning. These topics help students build emotional intelligence, critical thinking, and a healthy approach to relationships, both online and offline, setting them up for success in their academic, personal, and professional lives.</p> <p>Autumn 2 - Enterprise Equips students with essential skills and knowledge that will support them in their future academic, professional, and personal lives. These topics are key to understanding how the world of work operates, how to manage personal resources, and how to build a positive career trajectory.</p>	<p>Spring 1 – Employment Helps students develop the practical competencies, strategies, and knowledge needed to successfully navigate the job market and build their careers. These areas provide foundational support for students as they transition from education to the professional world.</p> <p>Spring 2 – Health and wellbeing Plays a significant role in fostering awareness, promoting healthy choices, and developing critical thinking about real-world health and social issues. Understanding these topics not only shapes students' personal health and well-being but also equips them with knowledge that is valuable in both academic and professional contexts.</p>	<p>Summer 1 – Coping with negative situations Equips students with essential tools for navigating complex social and emotional issues in their personal and academic lives. These topics encourage critical thinking, empathy, and resilience, and provide practical strategies for responding to challenging situations in a healthy, constructive manner</p> <p>Summer 2 – The wider world Plays a pivotal role in shaping well-rounded, emotionally intelligent individuals who are prepared for a range of future learning experiences. Each of these areas helps to develop essential life skills, foster creativity, and improve personal well-being, all of which contribute to success in both academic and professional environments.</p>
---------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key Stage 4: Year 11 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>Autumn 1 – RSE and Future Relationships</p> <ul style="list-style-type: none"> • Transition • Fertility • STIs and barriers • Abortion <p>In Year 11, PSHE supports transition and sexual health education, covering fertility, STIs and contraception, and abortion. These lessons provide accurate knowledge, promote understanding of choice, consent, and risk, and prepare students to make informed, responsible decisions in relationships and health as they move into adulthood.</p> <p>Autumn 2 - Enterprise</p> <ul style="list-style-type: none"> • LogOn MoveOn • Creative problem solving – skills builder • 3. Risk and managing personal safety <p>In Year 11, PSHE builds independence and resilience through online safety, creative problem solving, and managing personal risk. These lessons develop decision-making, digital responsibility, and practical life skills, helping students become confident, adaptable, and safety-aware as they prepare for further education and adult life.</p>	<p>Spring 1 – Informed decisions</p> <ul style="list-style-type: none"> • Wider risks of drugs and alcohol • Use of cosmetic surgery, tattoos and sunbeds • Self management – skills builder <p>In Year 11, PSHE promotes wellbeing and personal responsibility through the risks of drugs and alcohol, cosmetic procedures, and self-management skills. These lessons help students make safe, informed choices, understand consequences, and develop practical skills, preparing them for confident and responsible adulthood.</p> <p>Spring 2 – Relationships and recognising unhealthy behaviours</p> <ul style="list-style-type: none"> • Domestic abuse • Unwanted attention • 3. collaboration -Skills builder <p>In Year 11, PSHE covers personal safety and healthy relationships, including domestic abuse, unwanted attention, and collaboration skills. These lessons equip students with knowledge and practical skills to protect themselves, navigate relationships safely, and work effectively with others, fostering resilience and respectful interactions.</p>	<p>Summer 1 – Diversity and Equality</p> <ul style="list-style-type: none"> • 1.LGBTQ+ and Equality • 2.Mysogyny and Misandry <p>In Year 11, PSHE also focuses on equality and social awareness, covering topics such as LGBTQ+ issues and understanding misogyny and misandry. These areas are included to promote respect, inclusivity, and critical awareness of discrimination and bias. By exploring these themes, students develop empathy, challenge stereotypes, and learn to engage with others respectfully, preparing them to contribute positively to a diverse and equitable society.</p>

<p>Skills</p>	<p>Autumn 1 – RSE and Future Relationships Support students in managing transition beyond school and making responsible choices about relationships, sexual health, and future planning, while promoting wellbeing, respect for others, and awareness of support and making informed choices about these topics. Promoting personal responsibility, empathy, and respect for others. Together, these topics empower students to look after their physical and emotional wellbeing, understand their rights, and seek appropriate support as they navigate life beyond school</p> <p>Autumn 2 - Enterprise These PSHE topics prepare Year 11 students for the future by developing essential life skills for independence, work, and further education. They help students manage online behaviour and digital safety, think creatively to solve problems, and recognise and manage risk to protect their personal safety, supporting confident and responsible decision-making in adult life.</p>	<p>Spring 1 – Informed decisions These PSHE topics prepare Year 11 students for the future by promoting informed, responsible decision-making about health and wellbeing. They help students understand long-term risks linked to substances and body-related choices, while developing self-management skills such as resilience, emotional control, and organisation that support independence, employability, and adult life.</p> <p>Spring 2 – Relationships and recognising unhealthy behaviours These PSHE topics support Year 11 students by equipping them with the knowledge and skills needed to build safe relationships and succeed in adult life. Learning about domestic abuse and unwanted attention helps students recognise unhealthy or abusive behaviours, understand consent and boundaries, and know how to seek help and support. Collaboration skills develop communication, teamwork, and respect for others’ perspectives, which are essential for further education, employment, and maintaining positive relationships.</p>	<p>Summer 1 – Diversity and Equality These PSHE topics support Year 11 students by helping them understand equality, respect, and inclusion in modern society. Learning about LGBTQ+ identities and equality encourages acceptance, challenges discrimination, and promotes understanding of rights and protected characteristics, which are essential for positive relationships, workplaces, and communities. Exploring misogyny and misandry helps students recognise harmful stereotypes, prejudice, and unequal power dynamics, enabling them to challenge discrimination, develop empathy, and contribute to fair and respectful environments in adulthood.</p>
---------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------