

PSHE & RSE Curriculum Overview



	KS2 Year 5 and 6	KS3 Year 7	KS3 Year 8	KS3 Year 9	KS4 Year 10	KS4 Year 11
Autumn 1 - Healthy Lifestyles	<p>Healthy Eating:</p> <p>What makes a healthy diet.</p> <p>Taking care of physical health</p> <p>Keeping well</p>	<p>Healthy Eating:</p> <p>What makes a healthy diet.</p> <p>Risks associated with unhealthy eating (including, under eating, obesity, cancer, heart disease, different eating disorders and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>	<p>Taking Care of Physical Health:</p> <p>Things needed for a healthy body.</p> <p>The importance of sufficient good quality sleep, protecting the body from the sun, maintaining heart and lung health.</p> <p>Risks associated with alcohol, tobacco, vaping and drugs.</p>	<p>Mental Wellbeing:</p> <p>Different strategies which can help with mental wellbeing.</p> <p>Engaging with narratives or scenarios related to mental wellbeing.</p> <p>Signs of mental wellbeing concerns in self and others.</p> <p>Features and dangers of eating disorders.</p> <p>Neurodivergence and how this links to mental wellbeing.</p>	<p>Healthy Eating:</p> <p>What constitutes a healthy diet.</p> <p>Causes, symptoms, and effects of different eating disorders.</p> <p>Taking care of physical health.</p> <p>Maintaining heart and lung health through exercise.</p> <p>Advantages and disadvantages of different forms of exercise.</p> <p>Keeping well.</p> <p>Steps of first aid procedures.</p> <p>Mental wellbeing.</p> <p>Activities which can promote good mental health.</p>	<p>Healthy Eating:</p> <p>To be able to plan and source healthy meals.</p> <p>Plan a meal out in the community.</p> <p>Taking care of physical health.</p> <p>To be able to plan a healthy lifestyle.</p> <p>Health and fitness activities in the local communities.</p> <p>Keeping well.</p> <p>Daily living skills.</p> <p>Self-care life skills.</p> <p>Mental wellbeing.</p> <p>Self-regulation strategies.</p>

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Autumn 2 - Self-care, Support and Safety	<p>Taking care of ourselves:</p> <p>Keeping safe</p> <p>Trust</p> <p>Keeping safe online</p> <p>Public and Private</p>	<p>Trust and Consent:</p> <p>Different kinds of touch or physical action can be safe or unsafe.</p> <p>The concept of consent.</p> <p>The concept and importance of trust.</p>	<p>Keeping Safe / Cyber Safety</p> <p>Different agencies which offer advice on safety.</p> <p>Consequences of risky legal and illegal behaviours.</p> <p>Potential dangers on the internet.</p>	<p>Taking Care of Ourselves at Home and in the Community:</p> <p>Substances people might swallow, drink or inhale that could be harmful to their health.</p> <p>Risks associated with medicines and drugs including addiction.</p> <p>Risks within different environments and how they can be avoided.</p> <p>Fire prevention and fire evacuation procedures.</p> <p>Basic first aid.</p>	<p>Taking Care of Ourselves:</p> <p>Government guidance, safe and unsafe limits, legal age, and risks related to alcohol consumption.</p> <p>Medical and social problems related to legal drugs.</p> <p>Keeping Safe:</p> <p>Identifying risks within different environments and how they can be avoided.</p> <p>Safety laws and the responsibility of individuals to keep themselves safe.</p>	<p>Taking Care of Ourselves:</p> <p>Strengths / alcohol content.</p> <p>Risks and issues related to vaping, smoking and alcohol.</p> <p>Keeping Safe:</p> <p>Health and safety risks and prevention in different environments.</p> <p>Fire prevention and evacuation procedures and individual responsibility to keep things safe.</p>

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Autumn 2 - Self-care, Support and Safety					<p>Trust:</p> <p>Identifying risky situations in which to say no or remove trust.</p> <p>Keeping Safe Online:</p> <p>To be able to identify multiple risks of sharing information on the internet and how to avoid them.</p>	<p>Trust:</p> <p>Risks when meeting someone new and how to get help if something goes wrong.</p> <p>How others can abuse trust or deliberately mislead.</p> <p>Keeping Safe Online:</p> <p>How to keep safe online.</p>

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Spring 1 - Managing Feelings	<p>Identifying and Expressing Feelings:</p> <p>Managing strong feelings</p>	<p>Identifying and Expressing Feelings and Managing Difficult Feelings:</p> <p>The causes and effects of stress and the physical and mental effects of stress and coping strategies.</p> <p>How to recognise signs of mental wellbeing issues.</p>	<p>Self Esteem and Respect:</p> <p>Communication skills to express positive emotions about ourselves.</p> <p>Understanding that feeling good is often connected with other people.</p> <p>Understanding of how kind and unkind words can affect other people.</p> <p>Personality traits, words and actions that promote positive relationships with others.</p> <p>Ways to build self confidence.</p>	<p>Abuse and Bullying:</p> <p>Resilience and strategies to cope with bullying or hurtful behaviour from others.</p> <p>Organisations that offer advice and support about bullying and to know how to ask for help.</p> <p>Characteristics of peer pressure.</p> <p>Different forms and signs of abuse.</p> <p>Warning signs of an abusive relationship.</p>	<p>Identifying and Expressing Feelings:</p> <p>How events link to different emotions including trauma.</p> <p>How to cope with difficult emotions.</p> <p>Managing Difficult Feelings</p> <p>Mental illness.</p> <p>Causes and effects of stress.</p> <p>Self Esteem and Respect:</p> <p>The importance of recognising own strengths for personal development.</p>	<p>Identifying and Expressing Feelings:</p> <p>To be able to describe how an event has affected our own emotional reactions.</p> <p>Managing Difficult Feelings:</p> <p>To be aware of different mental illnesses and how they can be treated or supported.</p> <p>Self Esteem and Respect:</p> <p>To be able to demonstrate understanding of the concept and legislation around equal opportunities.</p>

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Spring 1 - Managing Feelings						Abuse and Bullying: To be confident in ways to cope with bullying.
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Spring 2 - Changing and Growing	Baby to adult : Changes at puberty Dealing with touch Different types of relationships	Puberty and Feelings: Key changes to male and female bodies that happen during puberty. Different stages of the menstrual cycle.	Baby to Adulthood - Families: Key biological steps of how babies are made and are born. Parental responsibilities and legal obligations and how these change throughout life.	Intimate Relationships, Safety, and Consent: Risks of sharing personal information or images online and ways to avoid the risks. Features of healthy positive friendships.	Baby to Adulthood: Male and female reproductive anatomy. What happens to the body during pregnancy and childbirth. Puberty	Baby to Adulthood: The different stages of life. To identify feelings related to transition into adulthood and steps we can take to make the process easier.

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Spring 2 - Changing and Growing		<p>Hormones and changes during puberty that affect physical and mental feelings.</p> <p>Different emotions and feelings related to puberty and to know where to seek help.</p>	<p>Characteristics of successful parenting.</p> <p>Legislation related to married and unmarried couples.</p> <p>Different kinds of families and relationships, including those which are not based on a heterosexual relationship.</p> <p>Warning signs that someone may not be trustworthy.</p>	<p>To be able to identify positive circumstances and the process of sexual reproduction.</p> <p>Contraception, healthy relationships, STIs and how to have safe sex.</p> <p>Consent and sexual harassment / assault.</p>	<p>Hormones and changes during puberty which affect physical and mental feelings.</p> <p>Intimate Relationships, Safety, and Consent:</p> <p>To be able to identify positive circumstances and the process of sexual reproduction.</p> <p>Families:</p> <p>Healthy and unhealthy family relationships.</p>	<p>Puberty:</p> <p>Difficult feelings around growing up.</p> <p>Intimate Relationships, Safety, and Consent:</p> <p>Different features of contraceptive methods as well as how you might make a choice of method.</p> <p>Families:</p> <p>To be able to identify positive features of close relationships and define romantic love.</p>

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Summer 1 - Self-Awareness	<p>Things we are good at:</p> <p>Kind and unkind behaviours</p> <p>Playing and working together</p> <p>People who are special to us</p> <p>Getting on with others</p>	<p>Who am I? Likes and Dislikes:</p> <p>To evaluate your own abilities.</p> <p>To identify things you like and dislike about school.</p> <p>To identify things which motivate and inspire.</p>	<p>Kindness:</p> <p>Communication skills to recognise that everyone should be treated fairly and that kindness creates a more positive world for all.</p> <p>Different forms of prejudice and discrimination and be aware that they are unacceptable.</p> <p>To be able to identify more subtle forms of bullying.</p> <p>To be able to recognise and avoid peer pressure.</p>	<p>What Am I Good At? What Do I Need to Learn?</p> <p>Self-empathy and self-esteem.</p> <p>To be able to identify own strengths and areas for improvement.</p> <p>Strategies to plan ahead in order to achieve goals.</p> <p>To be able to link what we have learnt to our dreams and ambitions and help us find employment.</p> <p>Ways to manage emotional difficulties in a professional environment.</p>	<p>Who am I?</p> <p>To be able to demonstrate the ability to recognise strengths in others.</p> <p>Strategies to manage negative opinions and comments of others.</p> <p>What am I Good at? What do I Need to Learn?:</p> <p>Strategies to plan ahead in order to achieve goals.</p> <p>Kindness.</p> <p>To be able to recognise and avoid peer pressure.</p>	<p>Who am I? Likes and Dislikes:</p> <p>To be able to recognise the value of reflection and self-assessment.</p> <p>To be able to identify personal aspirational targets.</p> <p>To be able to identify employability skills and select which ones you could improve upon.</p> <p>Create an action plan for positive personal goals.</p> <p>What Am I Good At? What Do I Need to Learn?:</p> <p>To understand how to write a</p>

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Summer 1 - Self-Awareness						<p>SMART target and ways to improve employability.</p> <p>Kindness.</p> <p>To be able to identify how to be kind and how this improves life at home, in your relationship and family.</p>
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Summer 2 - The World We Live In	<p>Respecting differences between people:</p> <p>Jobs people do</p> <p>Rules and laws</p>	<p>Community Values</p> <p>Laws and Rights</p> <p>The importance of looking after our living environment</p>	<p>Equality and Diversity:</p> <p>Different religious groups and belief systems.</p>	<p>Finances:</p> <p>How money is used and how to keep it safe.</p> <p>Negative consequences of overspending</p>	<p>Community Values:</p> <p>Recognise ways to have a positive influence of the people and animals around you.</p> <p>Rights and responsibilities.</p>	<p>Community Values:</p> <p>Choose and plan an enterprise project</p>

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Summer 2 - The World We Live In	<p>Taking care of the environment</p> <p>Belonging to a community</p>	<p>Taking care of our local communities.</p> <p>Ways to have a positive influence of the people and animals around you.</p> <p>School rules.</p> <p>Different laws, crimes, and punishments Political groups.</p>	<p>Differences and similarities in different belief systems and how generalisations and assumptions can be harmful.</p> <p>Different forms of discrimination and prejudice including unconscious bias and cultural beliefs which persecute certain groups.</p> <p>Benefits of a diverse society.</p> <p>To be able to manage situations where you may experience prejudice or injustice.</p>	<p>Ways to manage income and outcome effectively.</p> <p>Debit and credit.</p> <p>Class or school mini enterprise project.</p>	<p>Equality and Diversity:</p> <p>Different forms of discrimination and prejudice including unconscious bias and cultural beliefs which persecute certain groups.</p> <p>The benefits of a diverse society.</p> <p>Laws and rights.</p> <p>Signs of false information or fake news.</p> <p>To recognise that political groups can be manipulative in order to promote their own agenda.</p> <p>Finances:</p> <p>Ways to manage finances effectively.</p>	<p>Equality and Diversity:</p> <p>To be able to manage situations where you may experience prejudice or injustice.</p> <p>Human rights and equal opportunities.</p> <p>Laws and Rights.</p> <p>How to prevent or report crime.</p> <p>Rules, laws, and rights on the internet.</p> <p>Finances:</p> <p>To be aware of financial services and what they do</p>