

	Year 10									
Autumn	Registration Focus: Equalities – protected characteristics introduction, age and sexism	<div>Consent</div> <div>Sexual Harassment and online safety</div> <div>Relationship values – healthy v unhealthy relationships , coercion</div>	<div>Black History Month</div> <div>Self concept – social media influences</div>	<div>Prevent Duty</div> <div>Health decisions</div>	<div>Personal Awareness and Safety – Cybercrime</div>	<div>Anti-bullying– homophobic, biphobic, and transphobic assembly</div> <div>Domestic Violence awareness- PC Gunn drop in</div> <div>Bullying, abuse and coercion</div>	<div>Equalities – Racism, Race and Racial identity</div>			
Spring	Equalities – protected characteristics. Focus on sexual orientation and disability.		<div>LGBTQI+ History Month assembly and lesson</div>	<div>Social influences</div> <div>Gender prejudice and gender discrimination</div>	<div>Emotional abuse - gaslighting</div>	<div>Mental health- social media and loneliness</div> <div>Drugs, Alcohol, and Tobacco Daniel Spargo Foundation assembly and workshop</div> <div>Nitrous Oxide</div>	<div>RSE Spring B Ten:Ten Resources</div> <div>1.Authentic Freedom</div> <div>2.Self-Image</div> <div>3.Belief, Values and Attitudes</div> <div>4.Parenthood</div> <div>5.Pregnancy and Abortion</div> <div>6.Abuse</div>			

Summer	Registration Focus: Equalities – protected characteristics. Race and gender reassignment Learning skills  Choices and pathways  Employment Rights		Mental Health Awareness Week Session - Managing exam stress and mental wellbeing  Understanding neurodiversity  Body Image – social media, body satisfaction	Lifecycles – stages of grief	Finance – stocks and shares  Hate Crimes			
	Year 11							
Autumn	Bullying and harassment  Positive relationships (including forced marriage)  Online safety (AI&Deepfakes)  FGM  CSE	Equalities – protected characteristics intro and Sexism - Registration	Sexual Harassment and Violence  Domestic Violence – PG gunn and SOITT drop in	Black History Month  Prevent and radicalisation	Race and identity  Hate Crime  Racism, Media and Critical Race Theory	Physical health including links to mental health  Drugs- Daniel Spargo workshop Vaping		
Spring	Media literacy  Financial education  NCS (National Citizen Service)	Self concept  Mental health	Health decisions	Consent  LGBTQI History Month assembly		CSE Awareness Week assembly	Equalities – protected characteristics. Focus on sexual	

		Risk and personal safety (online safety and gambling)			RSE Spring B Ten:Ten Resources 1.Self Worth 2.Addiction 3 Eating Disorder 4. Birth Control 5.Pornography 6.STI	orientation and disability.
Summer	Alcohol and Substance Misuse		Registration Focus: Equalities – protected characteristics. Race and gender reassignment	Careers		

Health and Wellbeing(Physical and Mental Health)

Relationships and Sex Education

Living in the Wider World

## **Ursuline High School**

### **Proposal: KS3 and 4 PSHE**

#### **Curriculum 2024-2025**

#### **Intent:**

We are all members of a community committed to learning and working collaboratively to ensure our students learn about issues with real life relevance to them, at a crucial transition point in their lives. Furthermore, as a Catholic community, characterised by a spirit of respect, trust and joy, we promote excellence in every aspect of life. The ethos of the sixth form promotes inclusivity, tolerance, and respect for others within a supportive, caring community which values diversity. Many of our sixth form students come from different schools, and we value the knowledge and experiences they bring with them. When necessary, we revisit and reinforce earlier PSHE learning, but we connect this content to contexts that are relevant to this age group. We equip our students with knowledge and understanding, skills, strategies, and attributes they need for independent living and the next stage in their lives. In the Ursuline Sixth Form, our students learn skills for life, and it is our intention every student leaves us feeling empowered and ready to succeed as you go on to higher education and successful careers of their choice. We intertwine sessions on the core themes across each term to ensure our students receive an engaging PSHE education which prepares them for life in modern Britain. The personal development of our students is at the heart of our planning.

#### **Implementation:**

In KS3 and 4, we have a clear and comprehensive scheme of work in line with the National Curriculum. The PSHE curriculum has three core learning themes:

- health and wellbeing
- relationships and sex education
- living in the wider world

Each PSHE session is connected to one of these core themes, and the objectives are linked to the KS3 and 4 guidance provided by the PSHE Association. In Spring Term we deliver a half-term of Relationship and Sex Education using Ten:Ten resources. Our students have a weekly session delivered by their tutor, and we actively seek out expert people and companies to speak to our students. Form tutors ensure there is a continuous dialogue by providing space and time for our students to share their reflections on their PSHE learning. To ensure our students feel empowered over their own learning, we actively seek their feedback and, if appropriate, we tailor our curriculum to meet their needs. Likewise, there is enough flexibility in our long term to plan to allow us to address issues that may arise in wider society which we feel our students need to reflect on.

### **Impact:**

We measure the impact of our curriculum by providing opportunities for our students to reflect on their learning and its implications for their lives. We use student voice feedback to measure the success of sessions and revisit topics if necessary. Surveying of student knowledge is used to identify future learning needs and we provide opportunities in the sessions for students to demonstrate their progress. This ensures our staff know that learning has taken place and allows them to correct any gaps/misconceptions.

The impact of our curriculum is that our students acquire the following knowledge and skills.

#### **Health and Wellbeing:**

- Have skills and strategies to manage transitional life phases
- Are able to manage pressure and stress
- Recognise what constitutes positive mental health and emotional wellbeing
- Know how to maintain a healthy lifestyle
- Assess and manage risk and personal safety
- Develop a comprehensive understanding of sexual health
- Understand the impact of alcohol and drug abuse

#### **Relationships and Sex Education within a catholic ethos and values:**

- Articulate their relationship values
- Challenge prejudice and discrimination
- Form and maintain respectful relationships
- Understand the concept of consent (legal and moral)
- Understand their rights in relation to harassment
- Recognise and manage different forms of abuse
- Celebrate cultural diversity

#### Living in the Wider World

- Set ambitious and career and life goals
- Evaluate 'next step' options
- Identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities
- Learn their employment rights and responsibilities
- Recognise the importance of professional conduct
- Learn how to make good financial choices
- Develop media literacy and digital resilience