

Year 7										
Autumn	Identity and multicultural community	Registration Focus: Equalities – protected characteristics introduction, age and sexism  Understanding self and other around you	FGM  Positive Relationships  Bullying and Discrimination	Positive Mental Health	Consent  Sexual Harassment and online safety	Black History Month  Safe Travel afternoon SSO  Knife crime and contextual SG	Prevent Duty	Personal Awareness and Safety – making appropriate choices	CSE: Healthy/Unhealthy relationships  Domestic Violence awareness- PC Gunn drop in  Forming and Maintaining Respectful Relationships  Relationship Values	Anti-bullying– homophobic, biphobic, and transphobic assembly
Spring	Equalities – protected characteristics. Focus on sexual orientation and disability.		LGBTQI+ History Month assembly and lesson	Terrorism	Relationship Values		Drugs, Alcohol, and Tobacco Daniel Spargo Foundation assembly and workshop	Body Image  Cyber Bullying	Puberty – changing adolescent males/females	Eating healthily risks with both obesity and dieting, tooth decay, what influences decisions about balanced diet  Exercise
Summer	Registration Focus: Equalities – protected characteristics. Race and gender reassignment			Mental Health Awareness Week Session		Families and parenting Contraception and parenthood		Basic First Aid	Rights and responsibilities	Social Influences Peer influence and Online

Year 8

Autumn	Forming and maintaing Relationships	National Governmen t/ MPs  Equalities – protected characteristics intro and Sexism - Registration	Sexual Harassment and Violence  Domestic Violence Awareness drop in SSO	Black History Month  Prevent –non-violence/ anti-war protests and Terrorist agendas	Positive Mental Health	Money laundering – registration  Local Government Laws	Personal Hygiene, dental hygiene	Anti-bullying week – homophobic, biphobic, transphobic assembly
Spring	Healthy Lifestyles  Physical Health Cancer and cancer prevention and screening	Mental Health  Institute of Philanthropy project.	Exercise Importance of sleep – link to Mental health	Drugs, Alcohol and Tobacco- Daniel spargo workshop	Consent  LGBTQI History Month assembly	CSE Awareness Week assembly  CSE-Trafficking and child abuse  Pornography, Advertising and Media		
Summer	Body Image Self esteem	Pressure on teenagers	Media, digital content and self representation	Financial Literacy – key terms	Bullying and discrimination	Social influences		

Year 9									
<b>Autumn</b>	Registration Focus: Equalities – protected characteristics introduction, age and sexism	FGM	Positive Mental Health	Sexual Harassment  Positive Relationships  Relationship Values	Black History Month	Prevent Duty Cultural Diversity	Personal Awareness and Safety – making appropriate choices	Domestic Violence awareness	Anti-bullying– homophobic, biphobic, and transphobic assembly
<b>Spring</b>	Equalities – protected characteristics. Focus on sexual orientation and disability.	LGBTQI+ History Month	Forming and Maintaining relationships R18, 20, 22 and 23  Bullying, abuse and discrimination- R39 and 40	Puberty and sexual health Consent R27, 28, and 31 Contraception and parent hood- R32, 33, 34	Drugs, Alcohol, and Tobacco- Daniel Spargo	CSE Awareness Assembly  Domestic Violence Awareness drop in SSO	Democracy, Monarchy Political parties Justice and Youth Crime		

<b>Summer</b>	Registration Focus: Equalities – protected characteristics. Race and gender reassignment	Mental Health Awareness Week Session  Self-Esteem Body Image Handling Stress  Coping with change	Race and identity	Financial Literacy		Basic First Aid
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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 2022-23**

#### **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. 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

Scheme of Learning:

Year 7 Autumn A			
Topic	Objectives	Key skills and knowledge	KS3 PSHE Core Theme
<b>Identity and multicultural community</b>	<ul style="list-style-type: none"> <li>➤ How we are all unique</li> <li>➤ Recognising and demonstrating personal strengths, build self confidence, self esteem and good health and wellbeing</li> <li>➤ To understand what can affect wellbeing and resilience (life changes, relationships, achievements and employment)</li> <li>➤ Sharing and enjoying learning from other cultural backgrounds and celebrating our differences</li> </ul> <p>H1 H2</p>	<p>Cultural encounters Safe space Celebrating differences Protected characteristics Equality Act Race and culture and difference and RESPECT</p>	<i>Relationships Living in the Wider World</i>
<b>Understanding self and other around you FGM</b>	<ul style="list-style-type: none"> <li>➤ understand FGM is a form of abuse LO: know that FGM is illegal in the UK</li> <li>➤ identify where and how someone can get help and support about FGM</li> </ul>	<ul style="list-style-type: none"> <li>▪ Physical Health</li> <li>▪ Abuse</li> <li>▪ Sources of support</li> <li>▪</li> </ul>	<i>Relationships and Sex Education</i>
<b>Positive Mental Health and emotional wellbeing</b>	<ul style="list-style-type: none"> <li>➤ How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</li> <li>➤ The characteristics of the mental and emotional health and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mental Health</li> <li>▪ Recognising changes</li> <li>▪ Accessing support</li> <li>▪ Triggers</li> <li>▪ Self talk</li> </ul>	<p><i>Health and Wellbeing</i></p> <p><a href="#">Mental health resources for schools – Place2Be</a></p>

	strategies for managing these		
<b>Positive Relationships</b>	<ul style="list-style-type: none"> <li>➤ About different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them R1</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consent</li> <li>▪ Reporting abuse (school and outside school)</li> </ul>	<i>Relationships and Sex Education</i>
<b>Bullying, Racism and Discrimination</b> <b>New topic</b>	<ul style="list-style-type: none"> <li>➤ To recognise bullying and its impact in all its forms R38</li> <li>➤ What is Racism and how is it dealt with at UHS?</li> <li>➤ How do I report racism?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Anti-racism</li> <li>▪ Celebrating achievement</li> <li>▪ Prejudice</li> <li>▪ Discrimination</li> <li>▪ School policy on racism</li> </ul>	<i>Relationships and Living in the Wider World</i>
<b>Sexual Harassment and online safety</b>	<ul style="list-style-type: none"> <li>➤ Indicators of positive and healthy relationships and unhealthy relationships, including online R2</li> <li>➤ To understand why we are talking about Sexual Harassment and Sexual Violence as a school</li> <li>➤ •To understand the meaning of sexual harassment and violence and to identify it</li> <li>➤ •To be clear on how to report Sexual Harassment and Sexual Violence and understand how it will be dealt with.</li> <li>➤ •To understand what is public sexual harassment and discuss how we may play a role in tackling it in society.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Age restrictions on apps</li> <li>▪ Reminder of school behaviour policy and social media</li> </ul>	<i>Relationships and Living in the Wider World</i>



<b>Safe Travel afternoon SSO</b>	Link to Contextual SG topics		
<b>Registration Focus: Equalities – protected characteristics introduction, age and sexism</b>	<ul style="list-style-type: none"> <li>➤ Focus on Age and Sexism</li> </ul>	<ul style="list-style-type: none"> <li>▪ Equality Act 2010</li> <li>▪ Protected characteristics</li> <li>▪ Rights and Responsibilities</li> <li>▪ British Values</li> <li>▪ Inclusivity</li> </ul>	<i>Living in the Wider World</i>

**Year 7 Autumn B**

<b>Topic</b>	<b>Objectives</b>	<b>Key skills and knowledge</b>	<b>KS3 PSHE Core Theme</b>
<b>Relationship Values</b>	<ul style="list-style-type: none"> <li>➤ To clarify and develop personal values in friendships, love and sexual relationships R9</li> <li>➤ The importance of trust in relationships and the behaviour that can undermine or build trust R10</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<i>Relationships and Sex education</i>
<b>Positive Relationships</b>	<ul style="list-style-type: none"> <li>➤ To understand different types of relationships, including those within Families, friendships, romantic or intimate relationships and the factors that can affect them</li> <li>➤ Indicators of Positive, healthy relationships, including online</li> <li>➤ R1 R2</li> </ul>		<i>Relationships and Sex education</i>
<b>CSE- Healthy/Unhealthy relationships</b>	<ul style="list-style-type: none"> <li>➤ The characteristics of abusive behaviours, such as grooming, sexual harrassment, sexual and emotional abuse, violence and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Abuse</li> <li>▪ Consent</li> <li>▪ Accessing support</li> </ul>	<i>Relationships and Sex education</i>

	exploitation, to recognise warning signs incl online and access help for themselves or others R37		
<b>Consent</b>	<ul style="list-style-type: none"> <li>➤ That consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent and how to seek help in such circumstances</li> </ul>		<i>Relationships and Sex Education</i>
<b>Forming and Maintaining Respectful Relationships</b>	<ul style="list-style-type: none"> <li>➤ How to safely and responsibly form and maintain positive relationships and online</li> <li>➤ The qualities and the behaviours they should exhibit in a wide variety of positive relationships</li> <li>➤ To further develop skills of working in a team</li> <li>➤ To further develop the skills of active listening, clear communication, negotiation and compromise</li> <li>➤ R 13, 14, 17, and R 19</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respect</li> <li>▪ Dignity</li> <li>▪ Inclusion</li> <li>▪ Reporting</li> <li>▪ Support available</li> </ul>	<i>Relationships Living in the Wider World</i>
<b>Prevent Duty</b>		<ul style="list-style-type: none"> <li>▪ Equality Act 2010</li> <li>▪ Protected characteristics</li> <li>▪ Rights and Responsibilities</li> <li>▪ British Values</li> </ul>	<i>Living in the Wider World</i>
<b>Year 7 Spring A</b>			

Topic	Objectives	Key skills and knowledge	KS3 PSHE Core Theme
<b>LGBTQI+ History Month Session</b>	Students learn to: <ul style="list-style-type: none"> <li>➤ recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion (R2)</li> <li>➤ Celebrate the impact of LGBTQI+ people on British society</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inclusivity</li> <li>▪ Celebration of LGBTQ+ contributions to British society</li> <li>▪ Rights and responsibilities</li> <li>▪ Community, solidarity, and dignity</li> </ul>	<i>Relationships – inclusion, respect, and</i>
<b>Knife crime and contextual SG NEW TOPIC</b>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>▪ Femicide</li> <li>▪ Hate crime</li> <li>▪ Violent manifestation of discrimination</li> <li>▪ Signposting support</li> </ul>	<i>Living in the wider world</i>
<b>Puberty – changing adolescent males/females</b>	<ul style="list-style-type: none"> <li>➤ understand the main changes that happen during puberty and be able to separate myth from fact with puberty</li> <li>➤ understand some of the problems associated with puberty</li> <li>➤ explain how to properly care for your changing body (male and female).</li> </ul>		<i>Physical and mental health</i>
<b>Drugs, Alcohol, and Tobacco Daniel Spargo Foundation assembly and workshop</b>	<ul style="list-style-type: none"> <li>➤ identify some of the chemicals in cigarettes and e-cigarettes</li> <li>➤ explain some effects of smoking and second-hand smoke, and the benefits of not smoking</li> <li>➤ know how to access smoking cessation services</li> </ul>		<i>Physical and mental health</i>
<b>Peer on peer</b>	<ul style="list-style-type: none"> <li>➤ To recognise peer influence and to</li> </ul>		<i>Relationships and sex education</i>

	develop strategies for managing it R42		
<b>Positive mental Health (Rachael Gilmore)</b>			<i>Physical and Mental Health</i>
<b>Registration Focus</b>	<ul style="list-style-type: none"> <li>➤ Equalities – protected characteristics. Focus on sexual orientation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Equality Act 2010</li> <li>▪ Protected characteristics</li> <li>▪ Rights and Responsibilities British Values</li> </ul>	<i>Living in the Wider World</i>

**Year 7 Spring B**

Topic	Objectives	Key skills and knowledge	KS3 PSHE Core Theme
<b>Contraception and parent hood Families and parenting</b>	<ul style="list-style-type: none"> <li>➤ The roles and responsibilities of parents, carers and children in families R35</li> <li>➤</li> <li>➤ The nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children r36</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognising warning signs</li> <li>▪ Reporting concerns</li> <li>▪ Accessing support</li> </ul>	<i>Relationships and Sex Education</i>
<b>Basic First Aid</b>	<ul style="list-style-type: none"> <li>➤ How to get emergency help and perform basic first aid, including cardio-pulmonary resuscitation and use of deliberators</li> </ul> <p>H33</p>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<i>Physical Health</i>
<b>Registration Focus</b>	<ul style="list-style-type: none"> <li>➤ Equalities – protected characteristics. Focus on disability.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Equality Act 2010</li> <li>▪ Protected characteristics</li> <li>▪ Rights and Responsibilities British Values</li> </ul>	<i>Living in the Wider World</i>

**Year 7 Summer A**

Topic	Objectives	Key knowledge and skills	KS3 PSHE Core Theme
<b>Positive Mental Health</b>	How to manage mental health issues, and how to access the most appropriate support (H7)	<ul style="list-style-type: none"> <li>▪ Factors impacting mental wellbeing</li> <li>▪ Common triggers</li> <li>▪ Signposting support</li> </ul>	<i>Health and Wellbeing</i> <a href="#">Mental health resources for schools – Place2Be</a>
<b>Social Influences- Peer influence and Online</b>	To recognise peer influence and develop strategies for managing it. R42	<ul style="list-style-type: none"> <li>▪ Social, political, economic and cultural achievements</li> <li>▪ Participation</li> <li>▪ Empowerment</li> <li>▪ History</li> </ul>	
<b>Registration Focus</b>	Equalities – protected characteristics. Focus on race.	<ul style="list-style-type: none"> <li>▪ Equality Act 2010</li> <li>▪ Protected characteristics</li> <li>▪ Rights and Responsibilities</li> <li>British Values</li> </ul>	<i>Living in the Wider World</i>

**Year 7 Summer B**

Topic	Objectives	Key knowledge and skills	KS3 PSHE Core Theme
<b>Eating healthily – risks with both obesity and dieting, tooth decay, what influences decisions about balanced diet</b>	<ul style="list-style-type: none"> <li>➤ understand the basics of personal hygiene for a teenager and explain why it becomes more important during adolescence</li> <li>➤ explain why the most heavily marketed products are not necessarily the best products</li> <li>➤ identify good dental hygiene and understand the importance of dental hygiene</li> <li>➤ identify ways to take responsibility of own health/hygiene and how to access support services</li> </ul>		<i>Physical health</i>
<b>Exercise</b>		<ul style="list-style-type: none"> <li>▪ Body image</li> <li>▪ Self esteem</li> </ul>	<i>Health and Wellbeing</i>

		<ul style="list-style-type: none"> <li>▪ Idealised images</li> </ul>	
<b>Registration Focus</b>	Equalities – protected characteristics. Focus on gender reassignment.	<ul style="list-style-type: none"> <li>▪ Equality Act 2010</li> <li>▪ Protected characteristics</li> <li>▪ Rights and Responsibilities</li> <li>▪ British Values</li> </ul>	<i>Living in the Wider World</i>

**Year 8 Autumn A**

<b>Topic</b>	<b>Objectives</b>	<b>Key knowledge and skills</b>	<b>KS3 PSHE Core Theme</b>
<b>Positive Relationships</b>	<ul style="list-style-type: none"> <li>➤ Students to learn about;</li> <li>➤ the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation R3</li> <li>➤ The difference between biological, sex, gender identity and sexual orientation R4</li> <li>➤ To recognise that sexual attraction and sexuality are diverse R5</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<i>Relationships and Sex education</i>
<b>Relationship Values</b>	<p>Students to learn</p> <ul style="list-style-type: none"> <li>➤ To evaluate expectations about gender roles, behaviour and intimacy within romantic relationships R11</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<i>Relationships and Sex education</i>

<b>Bullying and Discrimination</b>	<p>Students to learn</p> <ul style="list-style-type: none"> <li>➤ The need to promote inclusion and challenge discrimination, and how to do so safely, including online R41</li> </ul>	<ul style="list-style-type: none"> <li>➤ Peer on peer abuse</li> <li>➤ Roles models</li> <li>➤ Risky behaviors</li> <li>➤ Risk factors</li> </ul>	<i>Relationships and Sex education</i>
<b>Social Influences</b>	<ul style="list-style-type: none"> <li>➤ The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support R43</li> <li>➤ That the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this R44</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	
<b>FGM</b>	<ul style="list-style-type: none"> <li>➤ describe what FGM is and understand why it is part of some cultures</li> <li>➤ describe the law on FGM here in the UK and for those who travel to other countries for the purpose of FGM.</li> <li>➤ know where and how to access support</li> </ul>		
<b>Sexual Harassment and Violence</b>	<ul style="list-style-type: none"> <li>➤ To understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all</li> </ul>	<ul style="list-style-type: none"> <li>▪ FGM</li> <li>▪ Gender based violence and harassment</li> <li>▪ Gender equality</li> <li>▪ Consent</li> <li>▪ School procedures and support</li> <li>▪ Signposting support</li> </ul>	<i>RSE</i>  <i>Health and Wellbeing</i>  <i>Living in the Wider World</i>

	contexts, including online)		
<b>Black History Month Session</b>	<ul style="list-style-type: none"> <li>➤ Students learn to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination (R25)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Anti-racism</li> <li>▪ Prejudice</li> <li>▪ Discrimination</li> </ul>	
<b>Year 8 Autumn B</b>			
<b>Topic</b>	<b>Objectives</b>	<b>Key knowledge and skills</b>	<b>KS3 PSHE Core Theme</b>
<b>Prevent –non-violence/ anti-war protests and Terrorist agendas</b>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>Self concept</b>	<ul style="list-style-type: none"> <li>➤ The impact that media and social media can have on people- physical and mental health</li> <li>➤ Simple strategies to build resilience to negative comments and judgements.</li> <li>➤ To recognise and manage internal and external influences on decisions which affect health and wellbeing</li> <li>➤ H3, H4, H5</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<i>Physical and mental health</i>
<b>Positive Mental Health</b>	<ul style="list-style-type: none"> <li>➤ Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks H9</li> <li>➤ A range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships and provide support H10</li> </ul>	<ul style="list-style-type: none"> <li>▪ Resilience</li> <li>▪</li> </ul>	<i>Physical and mental health</i>
	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>Year 8 Spring A</b>			



Topic	Objectives	Key knowledge and skills	KS3 PSHE Core Theme
Institute of Philanthropy project	➤		
Cancer and cancer prevention and screening	➤	▪	
Drugs, Alcohol and Tobacco-  Daniel spargo workshop	<ul style="list-style-type: none"> <li>➤ The positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines</li> <li>➤ Responsible use of antibiotics' H23</li> <li>➤ Strategies to manage a range of influences on drug, alcohol and tobacco use including peers H25</li> <li>➤ Information about alcohol, nicotine and other legal and illegal substances, including long term and short term risks associated with there use H26</li> <li>➤ The personal and social risks and consequences of substance use and misuse, including occasional use H27</li> </ul>	▪	<i>Physical and mental health</i>
Consent	<ul style="list-style-type: none"> <li>➤ About the law relating to sexual consent R25</li> <li>➤</li> <li>➤ How to seek, give, not give and withdraw consent (in</li> </ul>	<ul style="list-style-type: none"> <li>➤ Online safety</li> <li>➤ Laws</li> <li>➤ Rights and responsibilities</li> <li>➤ Dilemmas</li> </ul>	<i>Relationships and Sex education</i>

	<p>all contexts, including online) R26</p> <ul style="list-style-type: none"> <li>➤ The impact of sharing sexual images of others without consent R29</li> <li>➤ How to manage any request or pressure to share an image of themselves or others, and how to get help R30</li> </ul>		
<b>Healthy Lifestyles</b>	<p>The importance of and strategies for maintaining a balance between school, work leisure, exercise and online activities</p> <p>The benefits of physical activity an exercise for physical and mental well being H13 H14</p>	▪	
<b>Physical Health</b>	<p>The importance of taking increased responsibility for their own physical health including dental checkups, sun safety, self examination, vaccinations offered in adolence and the importance H19</p>	▪	
<b>Year 8 Spring B</b>			
<b>Topic</b>	<b>Objectives</b>	<b>Key knowledge and skills</b>	<b>KS3 PSHE Core Theme</b>
<b>Managing risk and personal safety</b>	<p>How to identify and manage personal safety in increasingly independent situations, including online</p> <p>Ways of assessing risk and reducing risk in relation to health, wellbeing and personal safety H30, H31</p>	▪	<i>Physical and mental health</i>
<b>CSE Awareness Week Assembly</b>	<ul style="list-style-type: none"> <li>➤ Explore different forms of online child sexual abuse</li> </ul>	<ul style="list-style-type: none"> <li>▪ Forms of exploitation</li> <li>▪ Coercion</li> <li>▪ Manipulation</li> </ul>	<i>Relationships and Living in the Wider World</i>

	<ul style="list-style-type: none"> <li>➤ To able to identify manipulative and coercive strategies</li> <li>➤ Promote helplines and places of support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Support</li> </ul>	
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**Year 8 Summer A**

Topic	Objectives	Key knowledge and skills	KS3 PSHE Core Theme
<b>Body Image Self esteem</b>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Dove project self esteem</li> </ul>	
<b>Pressure on teenagers</b>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	
	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	
	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	
	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	

**Year 8 Summer B**

Topic	Objectives	Key knowledge and skills	KS3 PSHE Core Theme
<b>Media Literacy and Digital Resilience</b>	<ul style="list-style-type: none"> <li>➤ Features of the internet can amplify risks and opportunities (sharing info speed and scale, anonymity, public and private boundaries) L20</li> <li>➤ To establish personal values and clear boundaries around aspects of life that they want to remain private (social media) L21</li> <li>➤ The benefits and positives of social media including how it can offer opportunities to engage with a variety of different views L22</li> <li>➤ To make informed decisions about whether different</li> </ul>		<i>Living in the wider world</i>

	media and digital content are appropriate to view and develop the skills to act on them L25		
<b>Careers and Learning skills</b>		▪	<i>Living in the wider world</i>
<b>Bullying and discrimination</b>	<ul style="list-style-type: none"> <li>➤ To recognise bullying and its impact, in its all forms; the skills and strategies to manage being targeted or witnessing other being bullied R38</li> <li>➤ The need to promote inclusion and challenge discrimination and how to do so safely, including online R41</li> </ul>	▪	<i>Relationships</i>
<b>Social influences</b>	<ul style="list-style-type: none"> <li>➤ The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support. R43</li> <li>➤ That the need for peer approval can generate feelings of pressure and lead to risk taking, strategies to manage this. R44</li> </ul>	▪	<i>Relationships</i>
		▪	

<b>Year 9 Autumn A</b>			
<b>Topic</b>	<b>Objectives</b>	<b>Key knowledge and skills</b>	<b>KS3 d Core Theme</b>
<b>Positive relationships</b> <b>Catholic values</b>	<ul style="list-style-type: none"> <li>➤ That marriage is a legal, social and emotional commitment that should be entered into</li> </ul>	➤	<i>Relationships and Sex Education</i>

	<p>freely, and never forced upon someone through threat and coercion R6</p> <ul style="list-style-type: none"> <li>➤ How the media portrays relationships the and the potential impact of this on people's expectations of relationships R7</li> <li>➤ That the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sexR8</li> </ul>		
<p><b>Relationship Values</b></p> <p><b>Catholic values</b></p> <p><b>FGM</b></p>	<ul style="list-style-type: none"> <li>➤ Everyone has the choice to delay sex, or to enjoy intimacy without sex R12</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<p><i>Relationships and sex Educations</i></p>
	<ul style="list-style-type: none"> <li>➤ understand what FGM is and why it is part of some cultures.</li> <li>➤ Explain the law on FGM here in the UK and for those who travel to other countries for the purpose of FGM</li> <li>➤ Explain and give example of where and how someone can get help and support</li> </ul>		<p><i>Physical and metal health</i></p>
<p><b>Sexual Harassment and Violence</b></p>	<ul style="list-style-type: none"> <li>➤ To understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Peer on peer</li> <li>▪ Gender based violence and harassment</li> <li>▪ Gender equality</li> <li>▪ Consent</li> <li>▪ School procedures and support</li> <li>▪ Signposting support</li> </ul>	<p><i>RSE</i></p> <p><i>Health and Wellbeing</i></p> <p><i>Living in the Wider World</i></p>

<b>Black History Month Session</b>	<ul style="list-style-type: none"> <li>➤ Students learn to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination (R25)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Anti-racism</li> <li>▪ Prejudice</li> <li>▪ Discrimination</li> </ul>	<i>Living in the wider world and identity</i>
	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>Year 9 Autumn B</b>			
<b>Topic</b>	<b>Objectives</b>	<b>Key knowledge and skills</b>	<b>KS3 PSHE Core Theme</b>
<b>Prevent</b>			<i>Living in the wider world</i>
<b>Positive mental health</b>	<ul style="list-style-type: none"> <li>➤ The link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help seeking and mental health concerns H8</li> <li>➤ How to recognise when they or others need help with their mental health and wellbeing</li> <li>➤ Sources of help and support and strategies for accessing what they need H12</li> </ul>	<ul style="list-style-type: none"> <li>▪ Self harm</li> <li>▪ Anorexia</li> <li>▪ Bulimia</li> <li>▪ Restrictive eating</li> <li>▪ Obesity</li> </ul>	<i>Physical and mental health</i>
<b>Consent</b> <b>Catholic values and teachings</b>	<ul style="list-style-type: none"> <li>➤ That the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected R27</li> <li>➤ To gauge readiness for sexual intimacy R28</li> <li>➤ That intimate relationships should be pleasurable R31</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	

<b>Contraception and Parenthood</b> <b>Catholic values</b>	<ul style="list-style-type: none"> <li>➤ The communication and negotiation skills necessary for contraceptive use in healthy relationships</li> <li>➤ R32</li> <li>➤ The risks related to unprotected sex R33</li>   <li>➤ The consequences of unintended pregnancy, sources of support and them options available R34</li> <li>➤</li> </ul>	▪	
<b>Year 9 Spring A</b>			
<b>Topic</b>	<b>Objectives</b>	<b>Key knowledge and skills</b>	<b>KS3 PSHE Core Theme</b>
<b>Careers</b>	X4 weeks- See other SOL	▪	
<b>Puberty and sexual</b> <b>Catholic values</b>	<ul style="list-style-type: none"> <li>➤ About the purpose, importance and different forms of contraception how and where to access contraception advice H35</li> <li>➤ That certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against STI's H36</li> </ul>	▪	
<b>Year 9 Spring B</b>			
<b>Topic</b>	<b>Objectives</b>	<b>Key knowledge and skills</b>	<b>KS3 PSHE Core Theme</b>
<b>Drugs</b> <b>Daniel Spargo workshop</b>	<ul style="list-style-type: none"> <li>➤ To evaluate myths, misconceptions, social norms and cultural values relating to drugs, alcohol and tobacco use H24</li> <li>➤ The law relating to the supply use and misuse of legal and illegal substances H28</li> <li>➤ About the concepts of dependence and addiction and including awareness</li> </ul>	▪	<i>Physical and Mental health</i>

	of help to overcome addictions H29		
<b>Managing risk and personal safety</b>	<ul style="list-style-type: none"> <li>➤ The risks associated with gambling and recognise that change based transactions can carry similar risks, strategies for managing peer and other influences relating to gambling H32</li> </ul>		
Politics- Democracy, Monarchy Political parties Justice and Youth Crime		<ul style="list-style-type: none"> <li>▪</li> </ul>	<i>Living in the Wider World</i>
<b>CSE Awareness Week Assembly</b>	<ul style="list-style-type: none"> <li>➤ Explore different forms of online child sexual abuse</li> <li>➤ To able to identify manipulative and coercive strategies</li> <li>➤ Promote helplines and places of support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Forms of exploitation</li> <li>▪ Coercion</li> <li>▪ Manipulation</li> <li>▪ Support</li> </ul>	<i>Relationships and Living in the Wider World</i>

**Year 9 Summer A**

Topic	Objectives	Key knowledge and skills	KS3 PSHE Core Theme
Identity and gender	<ul style="list-style-type: none"> <li>➤ correctly identify the different LGBTQI identities describe the difference between these identities and use the new terms articulately and in the correct context</li> <li>➤ explain the problems of gender stereotyping and why you can't always tell people's genders just by the appearance of individuals</li> <li>➤ Describe the difference between gender and sex and how everyone has different variants of</li> </ul>		<i>Relationships and living in the wider world and identity</i>



	<p>sexual orientation, expression, gender and identity.</p> <ul style="list-style-type: none"> <li>➤ Explain the meaning of all of today's new key terms and use them and apply them correctly by teaching them to others.</li> <li>➤ Analyse why some people still find some of the ideas about sex and gender controversial and explain the issues non-cisgendered people may face today</li> </ul>		
<b>Race identity and awareness</b>			<i>Living in the wider world and Identity</i>
<b>Healthy Lifestyles</b>	<ul style="list-style-type: none"> <li>➤ To recognise the importance of sleep and sleep strategies to maintain a good quality sleep</li> <li>➤ To recognise and manage what influences their choices about physical activities</li> <li>➤ The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</li> <li>➤ What might influence decision about eating a balanced diet and strategies to manage eating choices</li> <li>➤ How to access health services when appropriate</li> <li>➤ H15 H16 H17 H18 H21</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sleep patterns</li> <li>▪ REM sleep</li> <li>▪ Dreams</li> <li>▪ Brain</li> <li>▪ Mental health link</li> </ul>	<i>Physical and mental health</i>
<b>Year 9 Summer B</b>			
<b>Topic</b>	<b>Objectives</b>	<b>Key knowledge and skills</b>	<b>KS3 PSHE Core Theme</b>
<b>Social Influences</b>	<ul style="list-style-type: none"> <li>➤ About the factors to contribute to young people joining gangs; the social, legal and</li> </ul>	Knife crime	<i>Relationship and Sex Education</i>

	<p>physical consequences of gang behaviours R45</p> <ul style="list-style-type: none"> <li>➤ Strategies to manage pressure to join a gang, exit strategies and how to access appropriate support R46</li> <li>➤ Motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon R47</li> <li>➤</li> </ul>		<i>and wider world</i>
<b>Media Literacy and Digital Resilience</b>	<ul style="list-style-type: none"> <li>➤ To recognise the importance of seeking a variety of views on different issues</li> <li>➤ That on any issue there will be a range of viewpoints to recognise the potential influence if extreme views on people attitudes and behaviours L23 L26</li> <li>➤ To respond appropriately when things go wrong online, including confidentiality, accessing support, reporting to authorities and platform L27</li> </ul>	<ul style="list-style-type: none"> <li>▪ Peer on peer abuse</li> </ul>	<i>Living in the wider world</i>
<b>Positive Mental Health</b>	<p>The causes and triggers for unhealthy coping strategies, such as self harm and eating disorders, and the needs to help themselves or others as soon as possible H11</p> <p>How to recognise when they or others need help with their mental health and wellbeing Sources of help and support and strategies for accessing what they need H12</p>	<ul style="list-style-type: none"> <li>▪</li> </ul>	

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