"Your beliefs become your thoughts,
Your thoughts become your words,
Your words become your actions,
Your actions become your habits,
Your habits become your values,
Your values become your destiny."

— Gandhi

Subject Overview

The PSHE curriculum at Francis Barber ensures that our students learn the government's statutory content concerning relationships, health, sexual health, and society. Alongside this, we are a responsive department that listens to the experiences our children go through and provides sessions to support these experiences, recognizing the challenges of living in inner London.

Through lessons, guest visitors, off-site trips, and student participation, we aim to see our young people grow in their understanding of the world, country, city, communities, and relationships they inhabit.

Our target is for them to be prepared to be active members of society, with the foundational knowledge to live their lives safely and to the benefit of those with whom they interact.

Assessment and Progress

Up until Year 11, our PSHE curriculum and classwork are not assessed; however, it is a statutory curriculum delivered across the whole school. The level of work covered and topics deepens as students progress through our year groups, exposing them to a range of personal, social, health, and philosophical subjects that impact their lives.

PSHE also incorporates guest visits from various external organisations. Sessions delivered by external providers have covered topics such as sexual health, mental health, knife crime, gangs and exploitation, Stop and Search, and collaboration with the Met Police.

For our Year 11 cohort, the opportunity to attain a BTEC qualification in these PSHE topics is available. Following the SWEET curriculum, students can earn the equivalent of two GCSEs at Grade four, along with a Level 3 BTEC certification.

This BTEC qualification is achieved through the work completed in class only, with a selection of student books being submitted for moderation each year.

Progression of Knowledge and Skills

	Unit of work - (SofW)	Key knowledge	Key skills
T1 - Y1	KS3 Relationship values, Sexual orientation, ENding relationships, Black History Month, County Lines, WW2, Drugs and Alcohol, Contraception, FGM	Relationship Education: Define the concept of 'values.' Analyse and discuss a provided relationship scenario. Evaluate criteria for distinguishing between good and bad relationships. Engage in discussions about the qualities of healthy and unhealthy relationships. Watch and critically discuss a video illustrating examples of both positive and negative relationships. Identify and discuss 'Red Flag' situations in relationships. Analyse and discuss three distinct relationship scenarios, exploring potential outcomes. Understand effective ways to end a relationship. Develop the ability to challenge unrealistic relationship expectations.	

		Practice justifying personal views on expectations within relationships. Discuss and understand issues related to the sharing of sexual images. Gender Identity and Sexual Orientations: 12. Demonstrate respect and understanding for the spectrum of gender identities and sexual orientations. Explain the distinctions between sexual orientation and gender identity. Describe supportive approaches for individuals who 'come out' about their sexual orientation or gender identity. Relationship Breakups and Support: 15. Recognize and understand diverse reactions to relationship breakups. Explore positive and negative strategies for managing situations related to relationship breakups. Identify reliable sources of advice for navigating challenging relationships and their endings. Black History Month: 18. Gain knowledge about the history and origins of Black History Month. Investigate the achievements and influence of sports icons from diverse backgrounds. Explore the impact of Black musicians on music across different generations; choose a figure to celebrate on the school display by creating a poster highlighting their achievements.	
T2-Y1	KS3 Negative relationships, Fake News, Safer Internet, Consent,	Relationship Education and Abuse: Explain the concept of 'relationship abuse.' Identify various types of abuse affecting relationships. Describe available avenues for seeking help with relationship abuse.	

	Mental Health	Explain the meaning of 'consent.' Outline consequences when consent is not obtained for sexual behaviour. Describe how and where to access support and provide support to a friend experiencing abuse. Identify risks related to sharing sexual images. Explain the implications, including legal ones, of sending or forwarding sexual images. Explain how and where to seek help in instances of image sharing risks. Safer Internet and Guardian Fake News: 10. Recognize the importance of consent both legally and ethically. Identify signs of consent and non-consent in interpersonal interactions. Demonstrate effective communication to seek consent. Identify and dispel assumptions related to consent. Explain the right to not give or withdraw consent at any time. Demonstrate ways to avoid making assumptions regarding consent. Explain the concepts of freedom and capacity to consent. Recognize situations where freedom and capacity to consent are compromised. Explain the severity of manipulating someone into consent and the legal consequences. Detailed avenues for advice and support on issues related to consent. Mental Health and Emotional Wellbeing: 20. Evaluate the interconnection between mental and physical health. Identify and challenge common misconceptions about mental health. Recognize and confront prejudice and discriminatory language and behaviour concerning mental health. Explain factors influencing emotional wellbeing. Identify strategies to promote emotional wellbeing and build resilience.	

		Reframe and derive lessons from disappointments and setbacks. Assess the impact of social media on emotional wellbeing. Analyse reasons behind posting and viewing online images and their impact on self-esteem and body image.	
T3-Y1	KS3 Flirting, screen time, Tattoos and piercings, Autism, Gangs, Discrimination, Payday loans	Nude Images and Relationships: Analyse various reasons why individuals request, send, and pass on nude images. Identify thoughts and emotions associated with receiving unwanted images. Challenge misconceptions related to sending and receiving nude images. Learn strategies to manage pressure to send or share intimate images. Individual Differences and Screen Time: 5. Understand and explain visible and invisible differences that make each person unique. Explore the concept of screen time, including its different types and effects on wellbeing. Learn strategies to manage the impact of screen time on overall wellbeing. Travel and Geography: 8. Learn how and where to research and book flights. Identify the locations of different cities on various continents worldwide. Understand the difference between indirect and direct flights. Physical Health and Wellbeing: 11. Correctly identify potential problems associated with getting tattoos and body piercings at a young age. Describe possible short-term and long-term consequences of body piercings and tattoos. Explain how small decisions made in youth can have	

		far-reaching consequences in various areas of adult life. Understanding Autism: 14. Learn how individuals with autism perceive the world differently. Gain insights into the unique perspective of people with autism. Knife Crime Prevention: 16. Explain and challenge the reasons why some young people may want to carry a knife. Assess a range of consequences of carrying or using a knife. Explain how young people can choose to be knife-free. Discrimination Awareness: 19. Understand the concept of discrimination and its underlying reasons. High-Interest Loans and Debt Cycle: 20. Understand what a high-interest loan is, how they are marketed, and the risks associated with "payday loans" in the debt cycle.	
T4 - Y2	KS3 Relationship values, Sexual orientation, Ending relationships, Black History Month, County Lines, Emotional triggers, Remembrance Day, Drugs and Alcohol,	Relationship Education: Understand the concept of 'values.' Read and discuss a relationship scenario. Discuss the characteristics of a good relationship and identify aspects of a bad relationship. Watch and discuss a video depicting both positive and negative relationship dynamics. Discuss 'Red Flag' situations indicative of problematic relationships. Read and discuss three different relationship scenarios, including strategies for ending relationships amicably. Develop skills to challenge unrealistic relationship expectations.	

	Contraception, FGM	Learn to articulate and justify personal views on expectations within relationships. Explain issues related to the sharing of sexual images. Analyse how the media can distort relationship expectations. Understand and respect the spectrum of gender identities and sexual orientations. Explain the difference between sexual orientation and gender identity. Describe ways to support someone who has 'come out' about their sexual orientation or gender identity. Understand diverse reactions to relationships breaking up. Explore positive and negative ways of managing situations related to relationship breakups. Identify sources for advice regarding challenging relationships and their ending. Black History Month: 17. Learn about the history and origins of Black History Month. Examine achievements and influence of sports icons, particularly in relation to Black history. Discover the impact of Black musicians on music across generations. Select and celebrate an individual for the school display, highlighting their achievements. County Lines and Gang Exploitation: 21. Learn about County Lines and the exploitation of younger individuals. Hear firsthand accounts from gang members and parents on the effects on children. Discuss potential actions to take when concerned about these issues. World War II: 24. Explore historical events and effects of World War II. Substance Education:	

		25. Describe the effects of caffeine consumption. Explain risks associated with caffeine consumption. Evaluate strategies to reduce caffeine consumption. Identify risks related to tobacco and e-cigarette use. Understand potential influences on young people to smoke. Develop strategies to resist peer influence involving tobacco and e-cigarettes/vapes. Explain trends in young people's alcohol use and describe effects of alcohol misuse. Develop strategies to manage influences on alcohol use. Describe names, appearance, and effects of various illegal drugs. Analyse attitudes and beliefs about drug use among young people. Assess reasons why young people might choose to use or abstain from drugs. Sexual Health Education: 36. Describe the concept of contraception. Explain how and why condoms are used. Explain how and why the contraceptive pill is used. Identify sources for obtaining contraception and name different types. Describe when, where, and how to access contraception. Develop confidence in negotiating condom use within a relationship. Explain the meaning of Female Genital Mutilation (FGM). Identify risks, myths, and facts associated with FGM. Describe how to safely access support for oneself or others at risk or subject to FGM.	
T5 - Y2	KS3 Respect, prejudice, Diversity, Safer Internet Day, Consent, Mental Health	Relationship Education and Abuse: Explain the concept of 'relationship abuse.' Identify various types of abuse that can affect relationships. Describe available avenues to seek help with relationship abuse.	

		Explain the meaning of 'consent' and its significance in healthy relationships. Explain consequences of someone not receiving consent for sexual behaviour within a relationship. Describe how and where to access support and provide support to a friend experiencing abuse. Describe risks associated with sharing sexual images. Explain the implications, including legal ones, of sending or forwarding sexual images. Explain how and where to seek help if someone is experiencing image-related issues. Prejudice, Stereotypes, and Diversity: 10. Discuss the concepts of prejudice and stereotypes. Explore the importance of diversity, tolerance, and respect. Safer Internet Day: 12. Participate in activities related to Safer Internet Day, emphasising online safety. Understanding Consent: 13. Explain what consent means, both legally and ethically. Describe how to recognize when a person is consenting and when they are not. Demonstrate effective communication for seeking the consent of another person. Identify assumptions related to consent and explain why they are incorrect. Explain the right to not give or withdraw consent at any time. Demonstrate ways to avoid making assumptions related to consent. Explain the concepts of freedom and capacity to consent. Recognize situations where freedom and capacity to consent are compromised. Explain the severity of manipulating someone into consent and the legal consequences. Explain where, why, and how to get advice and	

		support for issues relating to consent. Emotional Wellbeing and Coping Strategies: 23. Explain why self-harm and eating disorders are unhealthy coping strategies. Recognize misconceptions about unhealthy coping strategies. Recognize warning signs of emotional difficulties. Identify suitable sources of support for emotional challenges. Recognize circumstances leading to intense emotions that may be difficult to manage. Explain a range of positive strategies for managing difficult emotions. Assess whom, how, and why to ask for support when needed. Change, Loss, and Bereavement: 30. Describe how change, including loss and bereavement, can affect people. Explain what grief is and how different people might grieve. Identify strategies to help manage loss or bereavement and support others. Explain why, when, and how to access support for oneself or others experiencing grief.	
T6 - Y2	KS3 Flirting, Diversity, Screen time, punishments, vaping, Social media, SUicide, Knife Crime	Nude Images and Relationships: Analyse different reasons people request, send, and pass on nude images. Identify thoughts and emotions associated with receiving unwanted images. Challenge misconceptions related to sending and receiving nude images. Learn strategies to manage pressure to send or share an image. Individual Differences and Screen Time: 5. Understand and explain visible and invisible differences that make us all unique.	

		Understand the concept of screen time, including different types and their impact on wellbeing. Explore strategies to manage the effects of screen time on mental and emotional health. Discipline and Punishment: 8. Consider and discuss appropriate punishment for various situations. Vaping and Social Media: 9. Examine the impact of vaping on health and explore the risks associated with its use. Explore the influence of social media on individuals and society. Mental Health Awareness and Support: 11. Explore the discrepancy between outward appearances and mental health challenges. Learn about services supporting young men dealing with poor mental health. Explore methods to look out for one another and provide support. Knife Crime Prevention: 14. Explain and challenge reasons why some young people may consider carrying a knife. Assess a range of consequences associated with carrying or using a knife. Explain how young people can make the choice to be knife-free. Homophobia and Discrimination: 17. Discuss the concept of homophobia and its impact on individuals and communities.	
T1	Y10 Drugs and alcohol,	Substance Use Education:	

	Negative relationships, Pornography, Intimacy, Coercion, Long term relationships, Pregnancy, Break ups	Analyse how alcohol and other drugs affect decision-making. Assess the risks of substance use when travelling or socialising. Explain ways to keep safe and support friends in situations involving alcohol or other drugs. Explain how different influences can affect decision-making. Describe strategies for managing influence in independent contexts. Evaluate ways to be a positive influence on peers regarding substance use. Describe the physical and psychological consequences of substance use. Explain what addiction/dependency is and how it can affect individuals. Identify sources of support for substance use and addiction. Understand potential barriers to seeking support. Relationship Abuse and Consent: 11. Explain what is meant by 'relationship abuse.' Identify different types of abuse that can affect relationships. Describe ways to get help with relationship abuse. Explain the concept of 'consent.' Explain consequences of someone not receiving consent for sexual behaviour. Describe how and where to access support and how to support a friend experiencing abuse. Describe risks related to sharing sexual images. Explain the legal implications, including legal consequences, of sending or forwarding sexual images. Explain how and where to get help if such situations occur. Understand the impact of pornography on people's understanding and expectations of consent. Challenge inaccurate and dangerous messages perpetuated by pornography. Explain the law relating to pornography and sharing explicit images. Analyse attitudes linked with requesting, sending, and passing on nude images.	

		Describe the legal and moral implications of sharing images without someone's consent, including the impact of reporting. Explain strategies to manage unwanted images, unwanted requests, and pressure to send images. Recognise what enthusiastic consent looks and feels like. Assess the importance of readiness for intimacy as an individual and as a couple. Explain the role that communication and respect play in healthy relationships and consent. Identify when asking for consent becomes inappropriately pressurising or persuasive. Recognise everyone's right to not give or withdraw consent. Explain the legal consequences of pressure, persuasion, and coercion in relation to consent. Long-Term Commitment and Parenthood: 32. Describe the options available to people who wish to make a long-term commitment. Explain how a long-term relationship can become legally binding. Recognise the risks and unfairness of forced marriage. Explain what commitment means and why it may be important in long-term relationships. Identify different types of contraceptives. Explain how fertility changes over a person's lifetime and factors affecting this. Explain ways to maintain a healthy pregnancy. Describe different routes to parenthood. Identify the range of options available in the event of an unplanned pregnancy. Understand some emotions someone might feel in the event of an unplanned or unwanted pregnancy. Evaluate the different influences that might affect decisions about pregnancy. Recognise that miscarriage can occur. Understand legal considerations in relation to abortion. Explain why there are strongly held views on abortion. Explain where and how to access related medical	

		services and emotional support. Safe Relationships and Emotional Wellbeing: 47. Identify a range of relationship behaviours and recognise when a relationship may be unsafe. Distinguish between healthy and unhealthy behaviours in relationships. Explain ways to manage breakups respectfully and safely, understanding the intense emotions involved. Identify signs of different types of abuse. Describe exit strategies and support for people in abusive relationships. Identify thoughts and feelings that can affect decision-making. Explain how to help others who may be in an abusive relationship.	
T2	Y10 Inclusion, FGM, Knife crime, Diversity, Mental Health, Family conflict	Respecting Diversity and Combating Extremism: Explain the importance of respecting diversity. Assess the impact of media, social media, and actions on people's attitudes around diversity. Distinguish violent extremism from legitimate behaviours in a democracy. Demonstrate the ability to advise someone who is worried about another's behaviour. Identify behaviours that contribute to community efforts to reduce the risk of violent extremism. Identify and explain techniques used to engage someone with an extremist group. Explain ways to respond if someone may be being radicalised. Explain what is meant by FGM. Identify risks, myths, and facts associated with FGM. Describe how to safely access support for ourselves or others who may be at risk or have already been subject to FGM. Knife Crime Prevention and Understanding Differences: 11. Explain and challenge the reasons why some young people may want to carry a knife. Assess a range of consequences of carrying or	

		using a knife. Explain how young people can make the choice to be knife-free. Understand and explain some of the visible and invisible differences that make us all unique. Challenges and Opportunities for Young People: 15. Identify some of the opportunities and challenges young people might encounter. Explain strategies to help manage these challenges. Mental Health and Emotional Wellbeing: 17. Analyse how mental health and emotional wellbeing can change throughout life. Describe different negative thinking patterns and consider their potential impact on wellbeing. Reframe negative thinking and identify ways to learn from setbacks. Recognize signs that someone might have mental health issues. Explain when and whom to tell if concerned for their wellbeing. Describe the range of support available for those with emotional or mental health problems. Know the differences between healthy and unhealthy coping strategies. Understand the importance of using healthy ways to manage emotions. Evaluate ways to promote mental and emotional wellbeing. Critique the reliability of sources of support in relation to mental health. Family Conflict and Relationship Endings: 27. Understand the emotions and feelings involved in the ending of relationships. Describe positive and negative ways to deal with these situations. Be able to signpost people for support and advice.	

T3	Y10 CPR, Exam Stress, Personal finance, County Lines, Sleep, Dental Health	CPR Steps and AED Usage: Order of CPR Steps: a. Check for responsiveness. b. Call for help. c. Open the airway. d. Check for breathing. e. Perform chest compressions. f. Give rescue breaths. Using a Defibrillator: a. Power on the defibrillator. b. Attach electrode pads to the chest. c. Analyse the heart rhythm. d. If advised, deliver a shock. e. Resume CPR immediately after the shock. Importance of CPR Steps: a. Timely response increases survival chances. b. Compressions maintain blood circulation. c. Rescue breaths provide oxygen. d. Defibrillation can restore a normal heart rhythm. Practice: a. Perform CPR steps in order on a dummy or simulate on an invisible partner. Exam Stress and Anxiety Management: 5. Learn About Exam Stress: a. Recognize signs of stress. b. Understand the impact on mental health. Manage Anxiety: a. Explore different breathing techniques. b. Identify support sources for stress management. Financial Literacy: 7. Economic Understanding: a. Describe different parts of the economy. b. Explain the role of the Bank of England.	

		c. Identify factors influencing financial decisions. Informed Decision-Making: a. Explain how to make informed decisions. b. Explore how the Bank of England uses information for decisions. Consequences of Decision Making: a. Explain the impact of decisions on the economy. b. Describe how individual choices affect the broader financial landscape. Saving, Borrowing, and Financial Risk: a. Explain the difference between saving and borrowing. b. Describe how interest rates work. c. Judge different financial situations. d. Suggest ways to avoid financial risk. County Lines Awareness: 11. Understanding County Lines: a. Define County Lines. Risks and Family Impact: a. Explain the risks of running County Lines. b. Analyse the impact of decisions on family. Giving Advice: a. Provide advice to someone concerned about County Lines. Oral Health Practices and Sleep Hygiene: 14. Oral Hygiene Practices: a. Describe good oral hygiene practices. b. Explain the impact of diet and substance use on dental health. c. Differentiate between dentistry for health and cosmetic purposes. d. Explain how to access NHS dental services and stress	

		the importance of regular check-ups. Sleep for Wellbeing: a. Explain the importance of sleep for wellbeing and brain function. b. Discuss how lifestyle choices can affect sleep quality. c. Describe a range of strategies for ensuring appropriate sleep patterns. d. Suggest advice for those struggling to sleep.	
T1	GCSE Personal Identity, Our World and Future, Sexual Health Goal Setting, Money	Mental Wellbeing and Happiness: Understand that happiness is linked to being connected to others. Critical Evaluation of Mental Health Impact: 2. Learn how to critically evaluate the positive or negative effects of their actions on their own and others' mental health. Physical Wellbeing and Happiness: 3. Recognize the benefits and importance of: a. Physical exercise. b. Time spent outdoors. c. Community participation. d. Voluntary and service-based activities on mental wellbeing and happiness. Understanding the Online and Physical Worlds: 4. Explore the similarities and differences between the online and physical worlds, including: a. Impact of unhealthy online comparisons. b. Recognizing curated online personas. c. Over-reliance on online relationships and social media. d. Risks related to online gambling and debt accumulation. e. Awareness of targeted advertising and information online. f. Developing skills to be a discerning consumer of online information. Critical Evaluation of Online Behaviours: 5. Develop the ability to critically evaluate the mental health impact of online activities. Online Harm Awareness:	

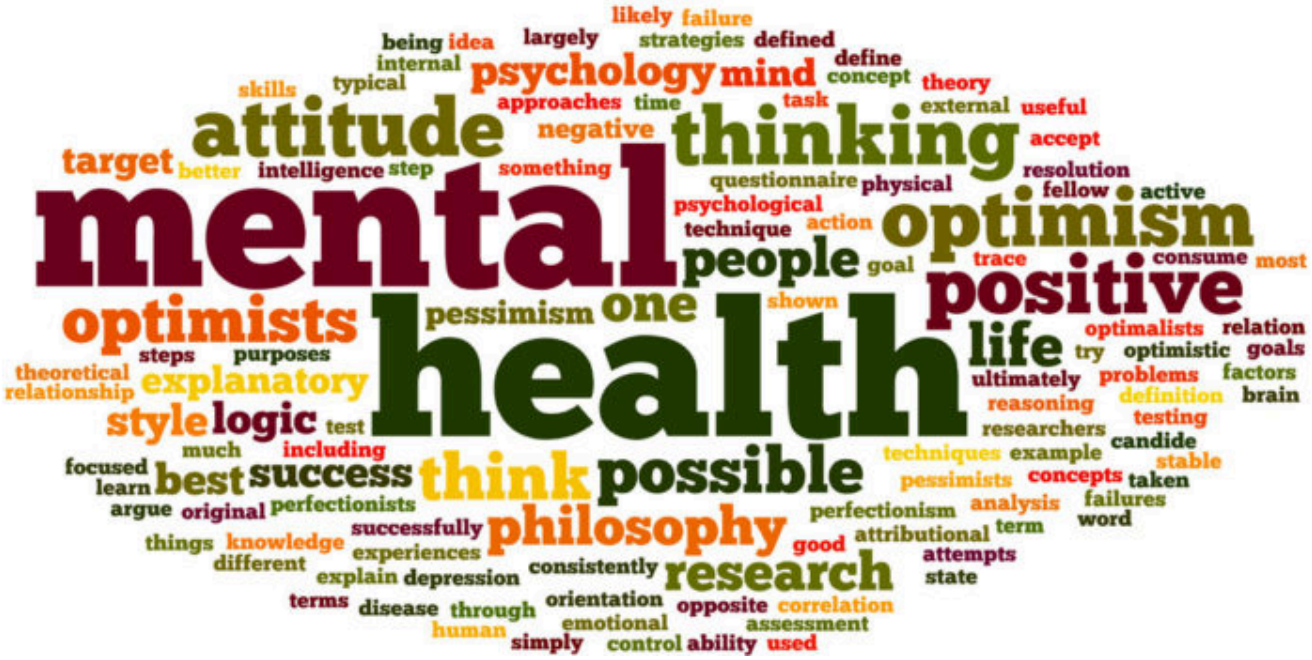
		6. Learn to identify harmful online behaviours, such as bullying, abuse, or harassment. Know how to report or find support if affected by such behaviours. Physical Activity and Mental Wellbeing: 8. Understand the positive associations between physical activity and the promotion of mental wellbeing, particularly as an approach to combat stress. Healthy Lifestyle and Weight Management: 9. Explore the characteristics and evidence of a healthy lifestyle, including maintaining a healthy weight. Understand the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. Emotional Expression and Communication: 11. Learn how to talk about emotions accurately and sensitively, using appropriate vocabulary.	
T2	GCSE Skills for Social Success, Personal Health, Emotional Wellbeing	Physical Activity and Mental Wellbeing: Understand the positive associations between physical activity and the promotion of mental wellbeing, recognizing it as an approach to combat stress. Healthy Lifestyle and Weight Management: 2. Learn about the characteristics and evidence of what constitutes a healthy lifestyle, including maintaining a healthy weight. Understand the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. Science of Donation: 3. Gain knowledge about the science relating to blood, organ, and stem cell donation. Healthy Eating and Diet: 4. Learn how to maintain healthy eating habits and	

		understand the links between a poor diet and health risks, including tooth decay and cancer. Drug Education: 5. Acquire knowledge about the facts and risks associated with legal and illegal drugs, including the link between drug use and serious mental health conditions. Immunisation and Vaccination: 6. Learn about the facts and science relating to immunisation and vaccination. Importance of Sleep: 7. Understand the importance of sufficient good-quality sleep for overall health and how a lack of sleep can affect weight, mood, and the ability to learn. Basic First Aid: 8. Acquire basic treatment skills for common injuries. Life-Saving Skills: 9. Learn life-saving skills, including how to administer CPR. Defibrillators Awareness: 10. Understand the purpose of defibrillators and when they might be needed. Special Considerations: 11. Recognize that eating disorders and extreme weight loss are specialised areas, and schools should seek qualified support or advice when needed. Access support from the NHS or local specialist services for advice and Continuous Professional Development (CPD) for teachers. Note that Cardiopulmonary Resuscitation (CPR) is typically best taught after the age of 12 years old.	
T3	GCSE Future Goals, Money	Mental Wellbeing Awareness: Learn how to recognize the early signs of mental wellbeing concerns. Critical Evaluation of Mental Health Impact: 2. Develop the ability to critically evaluate when something	

		they do or are involved in has a positive or negative effect on their own or others' mental health. Understanding the Online and Physical Worlds: 3. Explore the similarities and differences between the online and physical worlds, including: ● Impact of unhealthy online comparisons. ● Recognizing curated online personas. ● Over-reliance on online relationships and social media. ● Risks related to online gambling and debt accumulation. ● Awareness of targeted advertising and information online. ● Developing skills to be a discerning consumer of online information. Online Harm Awareness: 4. Learn how to identify harmful behaviours online, including bullying, abuse, or harassment. Understand how to report or find support if affected by those behaviours. Consequences of Addiction: 6. Gain knowledge about the physical and psychological consequences of addiction, including alcohol dependency.	

Career Links

The PSHE curriculum aims to broaden our students' perspective on the world. We aspire to prepare them for entry into the adult world, providing an understanding of the expectations placed upon them and equipping them with the skills to manage the responsibilities and challenges they will encounter.



Trauma informed

The PSHE curriculum addresses topics that require a sensitive and trauma-informed approach. This approach is integrated into the delivery of our classes, emphasising expectations and ground rules as integral components of most lessons.

Closure of our PSHE classes involves signposting to relevant organisations and agencies that may be beneficial to Francis Barber students. Staff members are trained to recognize areas where our young people may require additional support. Students, staff, and parents retain the right to withdraw from issues and topics they believe may impact their well-being.

Literacy in PSHE

We aim for all our students to be acquainted with the common language embedded in our statutory curriculum, recognizing its impact on their rights, personal and professional development, and understanding of contemporary society, including social media platforms like Twitter.

The PSHE curriculum introduces new language and terms to students, covering topics such as finance, relationships, laws, rights, and responsibilities. We believe this approach will provide them with clarity regarding expectations and foster an understanding of various aspects of their lives.

Numeracy in PSHE

At Francis Barber, our numeracy focus in PSHE centres on financial literacy. We ensure students develop foundational knowledge of banks, personal finance, budgeting, and how they will navigate financial aspects in their lives.

ICT in PSHE

PSHE places emphasis on teaching students about online risks, encompassing relationships, grooming, bullying, as well as discerning "fake news" and understanding the difference between reliable and unreliable news sources. The curriculum also includes lessons on how students can plan travel and understand how to plan, book, and compare different modes of transportation.

Equality Diversity and Inclusion in PSCE
FBV (Fundamental british values) SMSC (social moral spiritual and culture)

Aligned with Fundamental British Values (FBV) and Social Moral Spiritual and Cultural (SMSC) principles, PSHE seeks to harmonise students' world views, beliefs, and outlook with that of wider society. Acknowledging diverse starting points and unique perspectives, we view PSHE as a platform to develop students' ability to comfortably navigate differing views. Our goal is to foster their appreciation of diversity, encourage an inclusive outlook towards others, and instil an understanding of their role in British society.

Our target is for young people to absorb different views, forming balanced judgments on what is right or wrong. External guest speakers support us in meeting these goals, addressing challenges and answering questions our students may have.

We meet these goals with the support of external guest speakers who can meet challenges and questions our children may have.

Further Information

Curriculum Map

Term	Lesson	KS3 8	KS3 9	Year 10	Year 11	Year 11 off site
Autumn 1	1	Relationship Values Lesson 1	Relationship Values Lesson 1	-Drug and alcohol education lesson 1	Introduction to Sweet	Introduction to Sweet
	2	Relationship Values Lesson 2	Relationship Values Lesson 2	-Drug and alcohol education lesson 2	5. Personal Identity	5. Personal Identity
	3	Influences on Relationship Expectations	Influences on Relationship Expectations	-Drug and alcohol education lesson 3	5. Personal Identity	5. Personal Identity
	4	Sexual Orientation & Gender Identity	Sexual Orientation & Gender Identity	- Negative relationships - Teenage Relationship Abuse Lesson 1	5. Personal Identity	5. Personal Identity
	5	Managing the ending of relationships	Managing the ending of relationships	-Negative relationships - Teenage Relationship Abuse Lesson 2	5. Personal Identity	5. Personal Identity

	6	Black History Month	Black History Month	-Negative relationships - Teenage Relationship Abuse Lesson 3	6. Our World our Future	5. Personal Identity
	7	County Lines	County Lines	-The impact of pornography	6. Our World our Future	5. Personal Identity
	8			-Not just Flirting	6. Our World our Future	6. Our World our Future
Autumn 2	**1**	WW2	Emotional triggers	Intimate relationships - The role of intimacy and pleasure	6. Our World our Future	6. Our World our Future
	2	Drug and alcohol education lesson 1	Remembrance Day	Pressure, persuasion, and coercion	4. Sexual Health and Wellbeing	6. Our World our Future
	3	Drug and alcohol education lesson 2	Drug and alcohol education lesson 5	Long term commitments	4. Sexual Health and Wellbeing	6. Our World our Future
	4	Drug and alcohol education lesson 3	Drug and alcohol education lesson 6	Sexual health, fertility and routes to parenthood	4. Sexual Health and Wellbeing	6. Our World our Future
	5	Drug and alcohol education lesson 4	Drug and alcohol education lesson 7	Pregnancy outcomes	4. Sexual Health and Wellbeing	6. Our World our Future
	6	Introduction to contraception	Introduction to contraception	Pregnancy choices: abortion	3. Skills for social success	6. Our World our Future
	7	Contraception	Contraception	Managing relationship conflict & breakups	3. Skills for social success	4. Sexual Health and Wellbeing
	8	FGM	FGM	Addressing relationship abuse	3. Skills for social success	4. Sexual Health and Wellbeing
Spring 1	**1**	Negative relationships - Teenage Relationship Abuse Lesson 1	Disrespect nobody lessons 1 (abuse)	-Inclusion, belonging and addressing extremism Lesson 1	3. Skills for social success	4. Sexual Health and Wellbeing
	2	Negative relationships - Teenage Relationship Abuse Lesson 2	Disrespect nobody lessons 2 (consent)	-Inclusion, belonging and addressing extremism Lesson 2	1. Fitter, Happier, Healthier	4. Sexual Health and Wellbeing
	3	Negative relationships - Teenage Relationship Abuse Lesson 3	Disrespect nobody lessons 3 (sexting)	-Inclusion, belonging and addressing extremism Lesson 3	1. Fitter, Happier, Healthier	4. Sexual Health and Wellbeing
	4	Guardian Fake news	Prejudice and stereotypes	-FGM	1. Fitter, Happier, Healthier	4. Sexual Health and Wellbeing
	5	Safer internet day 1	Diversity Tolerance and respect	-Knife free	1. Fitter, Happier, Healthier	4. Sexual Health and Wellbeing
	6	Safer internet day 2	Safer internet Day 3	-A different world	2. Emotional Wellbeing	3. Skills for social success
Spring 2	**1**	Introduction to Consent	Introduction to Consent	Mental Health Lesson 1	2. Emotional Wellbeing	3. Skills for social success
	2	Avoiding assumptions	Avoiding assumptions	Mental Health Lesson 2	2. Emotional Wellbeing	3. Skills for social success
	3	Freedom and Capacity to give	Freedom and Capacity to give	Mental Health Lesson 3	2. Emotional Wellbeing	3. Skills for social success

		Consent	Consent			
	4	Mental Health Lesson 1	Mental Health Lesson 4	Mental Health Lesson 4	8. Future roles and setting goals	3. Skills for social success
	5	Mental Health Lesson 2	Mental Health Lesson 5 Mental Health awareness week	-Family conflict	8. Future roles and setting goals	3. Skills for social success
	6	Mental Health Lesson 3	Mental Health Lesson 6	-Managing the ending of relationships	8. Future roles and setting goals	1. Fitter, Happier, Healthier
Summer 1	**1**	-Not just Flirting	-Not just Flirting	CPR	8. Future roles and setting goals	1. Fitter, Happier, Healthier
	2	-A different world	-A different world	Exam Stress	7. Making money work for me	1. Fitter, Happier, Healthier
	3	Screen time	Screen Time	EnconoMe (Bank of England)	7. Making money work for me	1. Fitter, Happier, Healthier
	4	Researching and booking flights	What punishment should be given.	EnconoMe (Bank of England)	7. Making money work for me	1. Fitter, Happier, Healthier
	5	Physical Health and wellbeing	Vaping	EnconoMe (Bank of England)	7. Making money work for me	1. Fitter, Happier, Healthier
	6	Tattoos and piercings	Social Media	EnconoMe (Bank of England)		
Summer 2	**1**	Inside an Autistic Mind 1	Our Silent Emergency 1	County Lines 1		
	2	Inside an Autistic Mind 2	Our Silent Emergency 2	County Lines 2		
	3	Knife free	Knife free	County Lines 3		
	4	Trapped in a gang https://www.youtube.com/watch?v=fG-J-KHL05U	Jermaine Jenas - Knife crime https://www.youtube.com/watch?v=BkWZSehYb2c	Sleep		
	5	Discrimination	Homophobia	Dental Health		
	6	Payday Loans	Debate topic	Introduction to Sweet Programme		
	7					