

LTP – KS3 PSHE

The intent of the PSHE curriculum is to prepare our learners to become healthy, independent and responsible members of society. The Primary PSHE curriculum aims to help each individual understand how they are developing personally and socially, and tackles many of the spiritual, moral, social and cultural issues that are part of growing up. We provide our learners with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our learners are encouraged to become critical thinkers and develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. Our curriculum acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media. Each lesson in our PSHE curriculum provides accessible opportunities for learners to develop the knowledge, skills and attributes they need to manage their lives as well as incorporating SMSC, British Values and our NCA values and behaviour expectations. In conjunction with our lessons, learners will have the opportunity to develop their personal development and build cultural capital through guest speakers, assemblies, trips, drop-down days and career based opportunities.

Year 7					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Living in the Wider World <ul style="list-style-type: none"> Aspirations Self-esteem Needs and wants Prejudice and Discrimination: Racism and Stereotypes Online Safety Ethical Consumers 	Living in the Wider World 2 <ul style="list-style-type: none"> Budgeting Budgeting plan Budgeting plan 2 Saving, loans and Interest rates Financial products Different financial transactions 	Relationships, Identity and Safety <ul style="list-style-type: none"> Maintaining genuine friendships and avoiding toxic ones. Families and different long term commitments (marriage/ Civil partnerships.) Romance, love, new feelings and teen relationships. Bullying or banter – what is acceptable? How to prevent cyberbullying? How to keep safe and positive relationships? What does it mean to be a British Citizen? What is online radicalisation? 		Heathy Lifestyle Introduction <ul style="list-style-type: none"> Balanced diet Healthy eating Consequences of not living healthily Impact of energy drinks How to commit to a healthy lifestyle. Why is smoking so bad for us? The dangers of drugs and what are the different types. 	Visual Programming -Scratch II <ul style="list-style-type: none"> How to keep good mental health and recognise signs of depression Emotional Literacy – How to control anger Puberty/Periods Living in the Wider World 3 <ul style="list-style-type: none"> Employability Skills My town
Year 8					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sex, Relationships and Conflict <ul style="list-style-type: none"> Consent Contraception Dangers of Pornography Sexting and image share danger STIs Male body image Domestic conflict 	Discrimination, Prejudice and Challenges <ul style="list-style-type: none"> Stereotypes and Prejudice: Disability Homophobia – LGBT Discrimination and Stereotypes: Teenagers How to avoid online groomers Environmental Issues 	Careers and Finance <ul style="list-style-type: none"> Income and Expenditure Finance: Tax and National Insurance How Tax is spent Finance: Budgeting and Saving Career skills: Entrepreneurs Career skills: Teamwork Communication skills 	My Goals, Behaviour and Emotion <ul style="list-style-type: none"> Self-confidence and Goals Personal development Managing my behaviour Emotional Literacy: Self awareness Mindfulness 	Looking after our Health <ul style="list-style-type: none"> Vaping, nicotine and addiction Cancer awareness Personal Safety and First Aid Teenage Pregnancy Careers and Finance <ul style="list-style-type: none"> Being Enterprising Being Enterprising 	Prejudice, Values, Extremism and Cults <ul style="list-style-type: none"> British values: tolerance Radical Groups Where does extremism come from? How do leaders attract converts? Extremism: Sharia Law in the UK Preventing radicalisation Prejudice and Discrimination: Religion

Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Healthy Relationships with Others and Ourselves</p> <ul style="list-style-type: none"> • Eating disorder • Body image • Child sexual Exploitation • Abusive relationships • British Community, Religion and Culture • British Values – Identity • The LGBTQAI+ community 	<p>Our Health and Personal Safety</p> <ul style="list-style-type: none"> • Alcohol awareness • Drugs and the Law • Vaccination, organ and blood donation, stem cells • Hygiene • Acid Attacks • Self-Harm 	<p>Achieving with Good Mental Health</p> <ul style="list-style-type: none"> • Behaving to achieve • Human Rights • Interpersonal Skills • Discrimination and the Equality Act 2010 • Growth Mind-set • Coping with Stress • Managing Anxiety • Selfie / Online Safety 	<p>Preparing for the Wider World</p> <ul style="list-style-type: none"> • How to keep financially savvy and avoid debt • How to successfully manage money • Consumers and the Law • Employability • Employability Challenges • Employability Challenges 	<p>Preparing for the Wider World – Careers and Enterprise</p> <ul style="list-style-type: none"> • Taking control of our future • Work skills, enterprise and the work environment • What is enterprise • Enterprise and the workplace • The Work Generator • 21st Century Entrepreneurship 	<p>Preparing for the Wider World – Careers and Enterprise</p> <ul style="list-style-type: none"> • Who are UNICEF? • Human rights • How and why does the UK help people in other countries? • What is sustainability? • How does the law deal with young offenders? • Why do teens get involved with knife crime and what are the consequences?