**Carmel College PSHE - Long Term Plan**

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The PSHE curriculum at Carmel College is a 5-year spiral curriculum designed to nurture the whole person and prepare students for life beyond school. The curriculum focuses on student personal development, going beyond academic success to equip young people with essential life skills, knowledge, and values to make wise choices and thrive in society.

The curriculum consists of six CAMEL themed modules covered in each year group Confidence, Aspirations, Relationships, My Body, Evolving, and Life to the Full. These themes represent the core topics and skills students will revisit each year, building in depth, maturity, and complexity. By spiralling back to the CARMEL themes, students can monitor their personal growth journey through self-reflection and IPSATIVE assessment.

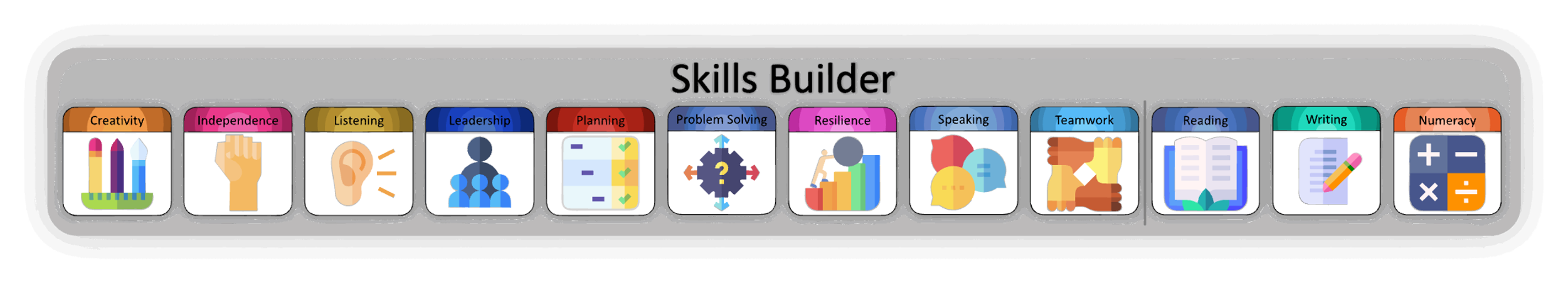
Each 50-minute module lesson incorporates literacy, student engagement, activities, reflection, and next steps. A variety of teaching strategies are used to explore the PSHE themes in an age-appropriate yet thought-provoking way. An additional 15 minutes of reading time is built into each lesson.

Woven throughout the curriculum are the school's eight virtues - Confidence, Resilience, Compassion, Justice, Honesty, Self-Belief, Responsibility and Respect. These support the social, moral, and spiritual development of students. British Values are also integrated to encourage social responsibility and challenge injustice. Relationships and Sex Education (RSE) is underpinned by the Ten: Ten Life to the Full programme. This reinforces Catholic Social Teaching on human dignity and provides a coherent RSE curriculum integrated into all modules. RSE aims to nurture self-worth by exploring what makes us unique and loved.

The Carmel PSHE program provides a unified approach to personal development, drawing together the school's virtues, British Values, protected characteristics and RSE curriculum. All elements are designed to reinforce one another, creating a cohesive framework tailored to the local context while addressing national requirements.

Assessment focuses on self-reflection and tracking personal growth over time. Students complete IPSATIVE assessments and skills evaluations. End of module assessments relate to big questions and allow students to showcase knowledge while identifying areas for further development.

The curriculum aims to empower students to follow their aspirations, embrace healthy relationships and live life to the full. Carmel PSHE focuses on nurturing compassionate leaders and confident young people ready to thrive and contribute positively to society.



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|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| **Autumn Half Term 1**  **CONFIDENCE for Life** | **Big question:** How does understanding my identity impact my *Confidence*?  Students will focus on understanding their identity and developing self-confidence through topics like analysing personality traits, identifying strengths and areas for growth, and setting goals.  (Links to College Virtues of Self-Belief and Confidence and British Value of Individual Liberty) | **Big question:** Can embracing my uniqueness build lasting *Confidence*?  Students will focus on embracing uniqueness and building lasting self-confidence by exploring topics like different learning styles, neurodiversity, and growth mindsets.  (Links to British Values of Individual Liberty and Mutual Respect) | **Big question:** How does society and my environment affect my *Confidence?*  Students will examine environmental influences on confidence by analysing factors like media messages, social media, family, and peers.  (Links to College Virtues of Resilience and Justice and British Value of Individual Liberty) | **Big question:** How does my online environment affect my Confidence?  Students will analyse societal/environmental impacts on confidence through topics like representation, stereotypes, and social norms.  (Links to British Values of Individual Liberty and Mutual Respect and Rule of Law) | **Big question:** Is *Confidence* important for being an adult?  Students will evaluate the importance of confidence in adulthood when examining topics like self-advocacy, positive risk-taking, and overcoming setbacks.  (Links to College Virtue of Responsibility) |
| **Assessment Content and methods used to judge learning** | Ipsative Assessment – What makes you?  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module | Ipsative Assessment – What makes you?  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module | Ipsative Assessment – What makes you?  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module | Ipsative Assessment – What makes you?  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module | Ipsative Assessment – What makes you?  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module |

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| **Autumn Half Term 2**  **Aspirations for Life** | Big question: How do the choices I make today shape my *Aspirations* for the future?  Students will examine how choices shape future aspirations through topics like goal setting, growth mindset, and visualization.  (Links to College Virtue of Responsibility) | Big question: In what ways can I actively influence my *Aspirations*?  Students will learn strategies to proactively influence aspirations by exploring role models, self-improvement tactics, and possible career paths.  (Links to College Virtues of Self-Belief and Confidence) | Big question: Who do I *Aspire* to be?  Students will focus on developing personal aspirations and interests through personality quizzes, values identification, and vision boards.  (Links to British Values of Individual Liberty and Mutual Respect) | Big question: Are physical and mental needs important for my *Aspirations*?  Students will analyze physical/mental needs for achieving aspirations by examining nutrition, sleep, stress management, and help-seeking.  (Links to College Virtue of Justice) | Big question: What role do luck, destiny, and personal agency play in achieving my aspirations?  Students will evaluate factors driving aspirations including luck, destiny and personal agency when analyzing case studies and personal experiences.  (Links to College Virtue of Responsibility and British Value of Democracy) |
| **Assessment Content and methods used to judge learning** | Ipsative Assessment – Where are you? Where do you want to be?  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module | Ipsative Assessment – Where are you? Where do you want to be?  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module | Ipsative Assessment – Where are you? Where do you want to be?  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module | Ipsative Assessment – Where are you? Where do you want to be?  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module | Ipsative Assessment – Where are you? Where do you want to be?  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module |

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| **Spring Half Term 1**  **Relationships for Life** | **Big question:** What makes a healthy and unhealthy *Relationship?*  Students will identify healthy and unhealthy relationships through topics like communication, consent, boundaries, abuse, and equality.  (Links to British Value of Mutual Respect) | **Big question:** How does my self-worth affect my *Relationships*?  Students will examine how self-worth impacts relationships by analyzing confidence, compromise, expectations, and standards.  (Links to College Virtue of Self-Belief) | **Big question:** Is equality the foundation of all *Relationships*?  Students will evaluate the role of equality in relationships by examining gender roles, equity, respect, and healthy conflict.  (Links to British Value of Mutual Respect and Rule of Law) | **Big question:** Is love all you need? What are the active ingredients of good *Relationships*?  Students will analyze ingredients for good relationships through topics like trust, empathy, reconciliation, intimacy, and conflict resolution.  (Links to College Virtues of Honesty and Compassion) | **Big question:** Can I be myself AND in a healthy *Relationship*?  Students will focus on being yourself in relationships while exploring authenticity, self-care, commitment, and lifelong growth.  (Links to College Virtue of Confidence) |
| **Assessment Content and methods used to judge learning** | Ipsative Assessment – What is a Healthy Relationship  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module | Ipsative Assessment – What is a Healthy Relationship  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module | Ipsative Assessment – What is a Healthy Relationship  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module | Ipsative Assessment – What is a Healthy Relationship  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module | Ipsative Assessment – What is a Healthy Relationship  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module |

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| **Spring Half Term 2**  **My Body for Life** | **Big question:** Am I fully responsible for *My Body*?  Students will examine personal responsibility for your body by analyzing lifestyle choices, nutrition, physical activity, and hygiene.  (Links to College Virtue of Responsibility) | **Big question:** How do my choices and habits affect *My Body’s* health and happiness?  Students will focus on how lifestyle choices affect health through topics like sleep, substance use, social media, and mental wellbeing.  (Links to College Virtue of Justice) | **Big question:** What effect do substances have on *My Body*?  Students will analyze effects of substances on the body by examining alcohol, drugs, smoking, and vaping.  (Links to British Value of Rule of Law) | **Big question:** What aspects of *My Body* do I have control over?  Students will examine aspects of health within your control through genetics, chronic conditions, help-seeking, and self-advocacy.  (Links to College Virtue of Justice) | **Big question:** Should *My Body*, sexual health and Relationships be openly discussed?  Students will evaluate open discussion of sexual health through analyzing consent, contraception, STIs, and navigating healthcare.  (Links to British Value of Individual Liberty) |
| **Assessment Content and methods used to judge learning** | Ipsative Assessment – What does physical and Mental Health look like?  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module | Ipsative Assessment – What does physical and Mental Health look like?  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module | Ipsative Assessment – What does physical and Mental Health look like?  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module | Ipsative Assessment – What does physical and Mental Health look like?  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module | Ipsative Assessment – What does physical and Mental Health look like?  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module |

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| **Summer Half Term 1**  **Evolving for Life** | **Big question:** What does it mean to *Evolve* into adulthood?  Students will focus on maturing into adulthood by exploring puberty, brain development, and increased responsibilities.  (Links to British Value of Individual Liberty) | **Big question:** How does my *Evolution* affect my happy and healthy relationships?  Students will examine personal growth and its impact on relationships through topics like communication, empathy, and managing change.  (Links to College Virtue of Compassion) | **Big question:** How does *Evolving* affect my mental health?  Students will analyse how evolving affects mental health through building identity, self-care, help-seeking, and resilience.  (Links to College Virtue of Resilience) | **Big question:** Is all *Evolution* positive?  Students will evaluate positive and negative effects of change through analysing opportunity, moving forward, and letting go.  (Links to British Value of Democracy) |  |
| **Assessment Content and methods used to judge learning** | Ipsative Assessment - What does it mean to evolve?  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module | Ipsative Assessment - What does it mean to evolve?  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module | Ipsative Assessment - What does it mean to evolve?  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module | Ipsative Assessment - What does it mean to evolve?  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module |  |

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| **Summer Half Term 2**  **Life to the Full** | **Big question:** What does living life to the full mean to me at this stage?  Students will reflect on self-confidence, aspirations, relationships, their body, and personal growth to define what a fulfilling life means to them presently.  (Links to College Virtues of Self-Belief, Responsibility, and British Values of Individual Liberty and Mutual Respect) | **Big question:** How can I balance responsibilities and enjoyments to live life to the full?  Students will draw from learning on confidence, aspirations, relationships, health, and evolving to examine how to balance responsibilities and enjoyment in order to live life to the full  (Links to College Virtues of Justice, Compassion and British Values of Democracy and Rule of Law) | **Big question:** What role do my values and passions play in shaping a fulfilling life?  Students will utilize knowledge gained about confidence, aspirations, relationships, their body, and maturation to analyse how values and passions shape a fulfilling life.  (Links to College Virtues of Honesty, Resilience and British Values of Individual Liberty and Mutual Respect) | **Big question:** How can I make informed decisions that contribute to a fulfilling future?  Students will apply their learning on confidence, aspirations, relationships, health choices, and change to make informed decisions that contribute to a fulfilling future.  (Links to College Virtues of Confidence, Responsibility and British Values of Democracy and Rule of Law) |  |
| **Assessment Content and methods used to judge learning** | Ipsative Assessment – What makes a full life?  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module | Ipsative Assessment – What makes a full life?  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module | Ipsative Assessment – What makes a full life?  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module | Ipsative Assessment – What makes a full life?  Assessment choice activity allowing students to show how they have developed confidence that module.  Written review task based on the BIG question of the module.  Review of the Skills Builder for this Module |  |