



Christ the King Catholic High School: PSHE – Curriculum Overview 2026 - 2027

KEY STAGE 2

PSHE at Key Stage 2 is non-statutory and therefore teachers have the flexibility to teach topics that are best suited to the needs of their students. However, under the guidance issued by the DfE, from September 2020, Relationships Education at primary school is compulsory. Relationships Education focuses on giving children the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping children with the knowledge to make good decisions about their own health and wellbeing. Examples of topics taught at KS2 might include:

Health and Wellbeing:

- About the scale of emotions.
- About managing mental health.
- Impact of bullying on mental health.
- About importance of health, lifestyle, diet, exercise and sleep to help our mental wellbeing.
- Importance of hygiene.
- Personal hygiene and spreading of germs.
- Loneliness and depression.
- About phobias and poverty.
- Basic first aid.
- immunisation and vaccination.
- Addictive behaviour and OCD.
- To know the key facts about puberty and the changing adolescent body, particularly from age 9 through to 11 including physical and emotional changes. Key facts about the menstrual cycle.

Relationships:

- Explore how families give love, security and stability.
- About different family types.
- Characteristics of healthy family life.
- Importance of self-respect.
- Importance of friendships
- Manage conflicts and recognise who to trust.
- How to report concerns of abuse.
- Online safety within relationships.
- About marriage and its legal binding.
- Tolerance of others
- About the terms: sex, gender identity and sexual orientation.

Living in the Wider World:

- Road safety
- About online safety and people who pretend they are someone they are not.
- About online abuse, bullying and harassment.
- Responding safely to adults
- About keeping secrets and staying safe
- Types of bullying, the impact of bullying.
- Understanding personal boundaries
- permission seeking within relationships
- Drugs education
- The role of money and managing money.
- About homelessness, radicalisation, terrorism and extremism.

TERM 1

YEAR 7

Half Term 1 – Being Me in My World

Key Themes: Unique me, differences and conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity, online gaming- safety and financial risks
Rationale: This unit helps children understand their place in the class, school, and wider community. They explore rights and responsibilities, emotional awareness, teamwork, and personal goals, building a sense of belonging and contributing to a safe, respectful learning environment.

Half Term 2 – Celebrating Difference

Key Themes: Prejudice and discrimination, equality act 2010, bystanders, assertiveness, positive and negative influences, challenging attitude and negative behaviours, stereotypes, Human Rights, inclusion, bullying, exclusion and respect
Rationale: This unit promotes respect, inclusion, and appreciation of diversity. Children explore identity, friendships, and family, learning to celebrate differences and challenge stereotypes. It supports conflict resolution and tackles bullying, including links to Anti-Bullying Week, while building empathy, resilience, and positive relationships across all year groups.

Half Term 3 – Dreams and Goals

Key Themes: Defining success, setting dreams and goals, skills for the future, what is failure, coping strategies for when things go wrong, building skills for the future and teamwork, health and wellbeing, gang culture and knife crime, county lines
Rationale: This unit encourages children to set personal goals, persevere through challenges, and work collaboratively. Across the year groups, children explore their aspirations, reflect on their strengths, and learn strategies to overcome obstacles. They consider the value of teamwork, celebrate achievements, and develop resilience - building a foundation for future success and self-belief.

Half Term 4 – Healthy Me

Key Themes: Nutrition and exercise, managing physical activity and mental health, stress and anxiety, effects of substances (nicotine and caffeine), vaping, nutrition, sleep, health choices, physical illness and medicine, personal hygiene, contributing to your community
Rationale: This unit supports children's physical and emotional health and wellbeing. Across all year groups, children learn about nutrition, exercise, personal safety, and making healthy choices. They explore the importance of hygiene, sleep, and managing emotions, while developing strategies for building positive friendships, staying safe, and caring for their bodies and minds.

Half Term 5 – Relationships

Key Themes: Changing relationships, consent, healthy relationships, falling out and friendships, social media vs reality, authenticity online, personal space and selling boundaries, healthy and unhealthy relationships
Rationale: This unit explores the important relationships in children's lives, including family, friends, and the wider community. It builds understanding of healthy relationships, communication skills, and managing emotions such as jealousy, loss, and change. Children learn strategies for resolving conflict, staying safe - both offline and online - and recognising their own role in building respectful, supportive connections with others.

Half Term 6 – Changing Me

Key Themes: Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of committed relationships and families, UN Rights of a child, media and self-esteem, self-image, FGM, factors affecting hormones and moods
Rationale: This unit prepares children for change and growing up, exploring life cycles, body changes, and emotional transitions in an age-appropriate and sensitive way. Children learn about how they've grown, what changes to expect, and how to manage the feelings that come with these experiences. Topics include self-awareness, body confidence, relationships, and moving on to new classes or schools, helping children build resilience and a positive sense of self.

TERM 3

YEAR 8

Half Term 1 – Being Me in My World

Key Themes: Self-identity, influences, online influence, family and identity, managing expectations, active listening skills, personal beliefs and judgements, first impressions, positive self talk, marriage, civil partnerships and the law, beliefs and religions, protected characteristics, online and online identity
Rationale: This unit helps children understand their place in the class, school, and wider community. They explore rights and responsibilities, emotional awareness, teamwork, and personal goals, building a sense of belonging and contributing to a safe, respectful learning environment.

Half Term 2 – Celebrating Difference

Key Themes: Prejudice and persecution, LGBT bullying, the equality act, social justice and hate crimes, multiculturalism and religious tolerance, standing up for what you believe in, celebrating differences
Rationale: This unit promotes respect, inclusion, and appreciation of diversity. Children explore identity, friendships, and family, learning to celebrate differences and challenge stereotypes. It supports conflict resolution and tackles bullying, including links to Anti-Bullying Week, while building empathy, resilience, and positive relationships across all year groups

Half Term 3 – Dreams and Goals

Key Themes: Goal setting, grit and resilience, can money buy happiness? Keeping safe online, income and poverty, budgeting, expenditure, debt and budgeting, poverty, online scams, sextortion, taking risks, staying safe online
Rationale: This unit encourages children to set personal goals, persevere through challenges, and work collaboratively. Across the year groups, children explore their aspirations, reflect on their strengths, and learn strategies to overcome obstacles. They consider the value of teamwork, celebrate achievements, and develop resilience - building a foundation for future success and self-belief.

Half Term 4 – Healthy Me

Key Themes: Types of health, cardiovascular health and diabetes, Risks, illegal and legal substances, dental health, skin protection, steps to protecting physical health, vaccinations, peer pressure, vaping
Rationale: This unit supports children's physical and emotional health and wellbeing. Across all year groups, children learn about nutrition, exercise, personal safety, and making healthy choices. They explore the importance of hygiene, sleep, and managing emotions, while developing strategies for building positive friendships, staying safe, and caring for their bodies and minds

Half Term 5 – Relationships

Key Themes: AI and media influence, maintaining positive relationships, assertiveness, sexting and sextortion, power dynamics, knife crime, social media platforms, neurodiversity: autism and ADHD, inclusion and equality
Rationale: This unit explores the important relationships in children's lives, including family, friends, and the wider community. It builds understanding of healthy relationships, communication skills, and managing emotions such as jealousy, loss, and change. Children learn strategies for resolving conflict, staying safe - both offline and online - and recognising their own role in building respectful, supportive connections with others.

Half Term 6 – Changing Me

Key Themes: Types of close intimate relationships, behaviours in healthy and unhealthy romantic relationships, what makes a healthier relationship? harassment, attraction, love or lust? sexuality, pornography and the law, dealing with unwanted messages. Alcohol, risky behaviour and the law
Rationale: This unit prepares children for change and growing up, exploring life cycles, body changes, and emotional transitions in an age-appropriate and sensitive way. Children learn about how they've grown, what changes to expect, and how to manage the feelings that come with these experiences. Topics include self-awareness, body confidence, relationships, and moving on to new classes or schools, helping children build resilience and a positive sense of self.

YEAR 9

Half Term 1 – Being Me in My World

Key Themes: Being in a group, peer approval, perceptions about intimate relationships, consent and personal safety, sexting, exploitation, grooming, radicalisation, county lines, positive and negative self-esteem and self-identity, influences, managing risk online and online, social media, abuse and coercive control
Rationale: This unit helps children understand their place in the class, school, and wider community. They explore rights and responsibilities, emotional awareness, teamwork, and personal goals, building a sense of belonging and contributing to a safe, respectful learning environment.

Half Term 2 – Celebrating Difference

Key Themes: Power of positive language, prejudice, LGBT+ phobia, banter and bullying, reducing fear and promoting equality, cyber bullying and harassment, bias, discrimination, harassment and victimisation, nonconsensual behaviours, changemakers
Rationale: This unit promotes respect, inclusion, and appreciation of diversity. Children explore identity, friendships, and family, learning to celebrate differences and challenge stereotypes. It supports conflict resolution and tackles bullying, including links to Anti-Bullying Week, while building empathy, resilience, and positive relationships across all year groups.

Half Term 3 – Dreams and Goals

Key Themes: SMART planning, changing appearances, cosmetic surgery and weight loss products, mental illness and stigma, social media, mental health and self-esteem, deepfakes and AI, harmful and illegal online content, misogyny
Rationale: This unit encourages children to set personal goals, persevere through challenges, and work collaboratively. Across the year groups, children explore their aspirations, reflect on their strengths, and learn strategies to overcome obstacles. They consider the value of teamwork, celebrate achievements, and develop resilience - building a foundation for future success and self-belief.

Half Term 4 – Healthy Me

Key Themes: The teenage brain, risks and personal safety, drugs and alcohol- physical and psychological effects, belonging, loneliness and inclusion, emergency situations, CPR, cardiac arrest, mental health first aid and support, drugs- the law, safety, classification, supply and possession legislation, health choices (nutrition, stress, sleep)
Rationale: This unit supports children's physical and emotional health and wellbeing. Across all year groups, children learn about nutrition, exercise, personal safety, and making healthy choices. They explore the importance of hygiene, sleep, and managing emotions, while developing strategies for building positive friendships, staying safe, and caring for their bodies and minds.

Half Term 5 – Relationships

Key Themes: Equity and equality, healthy and unhealthy relationships, power dynamics, pornography, contraception, pregnancy, STIs, consent, factors to consider in intimate relationships, Gillick Competence Test
Rationale: This unit explores the important relationships in children's lives, including family, friends, and the wider community. It builds understanding of healthy relationships, communication skills, and managing emotions such as jealousy, loss, and change. Children learn strategies for resolving conflict, staying safe - both offline and online - and recognising their own role in building respectful, supportive connections with others.

Half Term 6 – Changing Me

Key Themes: Change and managing emotions, importance of sleep in relation to mental health, self-expression, influences, body image, masculinity (positive), online influence, misogyny, incel culture and healthy vs unhealthy online communities, mental health and addiction, the importance of sleep and good routines
Rationale: This unit prepares children for change and growing up, exploring life cycles, body changes, and emotional transitions in an age-appropriate and sensitive way. Children learn about how they've grown, what changes to expect, and how to manage the feelings that come with these experiences. Topics include self-awareness, body confidence, relationships, and moving on to new classes or schools, helping children build resilience and a positive sense of self.

YEAR 10

Half Term 1 – Being Me in My World

Key Themes: Human rights, societal freedom, understanding safety in UK and beyond, stages of grief, loss and bereavement, the dark web and social media risks, algorithms and use of online data, GDPR the dark web and managing online content/screen time, dealing with disturbing online content
Rationale: This unit helps children understand their place in the class, school, and wider community. They explore rights and responsibilities, emotional awareness, teamwork, and personal goals, building a sense of belonging and contributing to a safe, respectful learning environment.

Half Term 2 – Celebrating Difference

Key Themes: Human Rights, responsibilities, The European Convention on Human Rights, The European Court of Human Rights, The Human Rights Act 1998, multicultural societies, successful stories, Equality Act 2010, hidden disabilities, discrimination in the workplace, inequality and campaigning for equality in relationships
Rationale: This unit promotes respect, inclusion, and appreciation of diversity. Children explore identity, friendships, and family, learning to celebrate differences and challenge stereotypes. It supports conflict resolution and tackles bullying, including links to Anti-Bullying Week, while building empathy, resilience, and positive relationships across all year groups.

Half Term 3 – Dreams and Goals

Key Themes: Resilience, nurturing important relationships, achieving your goals and the impact of physical and mental health, taking care of your mind and body, real v online behaviours, social media usage, the impact of social media on future employment, the body and vital organs, blood, organ and stem cell donation, opting out
Rationale: This unit encourages children to set personal goals, persevere through challenges, and work collaboratively. Across the year groups, children explore their aspirations, reflect on their strengths, and learn strategies to overcome obstacles. They consider the value of teamwork, celebrate achievements, and develop resilience - building a foundation for future success and self-belief.

Half Term 4 – Healthy Me

Key Themes: Improving health and good habits, cancer (skin, testicular and breast cancer), common mental health disorders and treatment, substance use and mental health, mental health stigma, sexual health, STIs (transmission, treatment, symptoms) HIV/Aids, threats to health (cancer, diabetes, cardiovascular disease)
Rationale: This unit supports children's physical and emotional health and wellbeing. They explore the importance of hygiene, sleep, and managing emotions, while developing strategies for building positive friendships, staying safe, and caring for their bodies and minds.

Half Term 5 – Relationships

Key Themes: Long-term relationships and legal status, the science of attraction, how to have a good relationship with yourself, why do relationships end, unsafe, toxic and unhealthy relationships staying safe and getting help, the law on marriage, cohabitation and the impact on children, the difference between real life and relationships that we see in the media, stalking and harassment, coercion and abuse, free choice and pressure, the law on sex trafficking and modern slavery
Rationale: This unit explores the important relationships in children's lives, including family, friends, and the wider community. It builds understanding of healthy relationships, communication skills, and managing emotions such as jealousy, loss, and change.

Half Term 6 – Changing Me

Key Themes: Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully. Gaining independence, personal safety, cycling, railway, water safety, transport, alcohol, drink spiking, gender stereotypes in romantic relationships, physical and emotional changes, family change, sources of support
Rationale: This unit prepares children for change and growing up, exploring life cycles, body changes, and emotional transitions in an age-appropriate and sensitive way. Children learn about how they've grown, what changes to expect, and how to manage the feelings that come with these experiences.

YEAR 11

Half Term 1 – Being Me in My World

Key Themes: Becoming an adult, age limits and the law, relationships and the law, consent, coercive control, domestic abuse, honour based violence, arranged and forced marriages, county lines, possession of drugs. The risks associated with gambling, AI and algorithms, emergency situations, first aid, the law on internet use, legal age limits and pornography, social media concerns, sexting
Rationale: This unit helps children understand their place in the class, school, and wider community. They explore rights and responsibilities, emotional awareness, teamwork, and personal goals, building a sense of belonging and contributing to a safe, respectful learning environment.

Half Term 2 – Preparing for Post-16

Key Themes: College applications, post-16 options, apprenticeships, writing CV's and completing job applications
Rationale: This unit helps prepare the Year 11 students for post-16 education

Half Term 3 – Dreams and Goals

Key Themes: Sleep, anxiety, solutions focused thinking, money and employment, budgeting, tax, debt, credit cards, gambling, future jobs and employment opportunities, long-term family goals, marriage, civil partnership, parenting, developing resilience, types of technology and how it can help us to reach our future goals
Rationale: This unit encourages children to set personal goals, persevere through challenges, and work collaboratively. Across the year groups, children explore their aspirations, reflect on their strengths, and learn strategies to overcome obstacles. They consider the value of teamwork, celebrate achievements, and develop resilience - building a foundation for future success and self-belief.

Half Term 4 – Healthy Me

Key Themes: Self-worth, identity, Relationships, consent and power imbalance, being ready for sex, coercion, contraceptives, sexual health, STIs and emergency contraception, male and female reproductive/health/fertility (PCOS, endometriosis, PMS, heavy periods), pregnancy choices including adoption, abortion, bringing up a baby, pregnancy- sources of support, including loss and miscarriage
Rationale: This unit supports children's physical and emotional health and wellbeing. Across all year groups, children learn about nutrition, exercise, personal safety, and making healthy choices. They explore the importance of hygiene, sleep, and managing emotions, while developing strategies for building positive friendships, staying safe, and caring for their bodies and minds.

Half Term 5 – Relationships

Key Themes: Stages of a relationship, relationships in the media, our perceptions about sex and relationships, LGBT terminology, gender identity and expression, sexuality, The equality act 2010, perceptions of the LGBT+ community, LGBT+ rights, coming out as LGBT+, unbalanced relationships, domestic abuse and getting help, my body, my choice, FGM, cultural social norms and cultural practices, breast ironing/flattening power in relationships
Rationale: This unit explores the important relationships in children's lives, including family, friends, and the wider community. It builds understanding of healthy relationships, communication skills, and managing emotions such as jealousy, loss, and change. Children learn strategies for resolving conflict, staying safe - both offline and online - and recognising their own role in building respectful, supportive connections with others.

Cultural capital: The PSHE curriculum at Christ the King Catholic High School significantly boosts students' cultural capital by enabling our students to become healthy, independent and responsible members of society. It aims to help students understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of becoming young adults. Students are provided with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. They are encouraged to develop their sense of self-worth by developing competencies and by playing a positive role in contributing to school life and the wider community.

Extra-curricular: The PSHE department offers a wide array of extra-curriculum opportunities both via Enrichment Days, external speakers and other workshops throughout the year (e.g. road safety workshop, Lancashire Fire and Rescue Service delivering a water safety and fireworks safety session. Through a progressive curriculum and engaging workshops, the department ensures students are well-prepared for life beyond school and employment by fostering independent learning and critical thinking.

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ENRICHMENT & PERSONAL DEVELOPMENT

CAREERS EDUCATION

YEAR 7	Road Safety Presentation by Lancashire County Council, Bright Sparx and Water Safety talks by Lancashire Fire and Rescue Service, visits and talks by external partners including the Police and Wigan Warriors, rail safety talk	Impact of stereotypes on career choices, diversity and discrimination in the workplace, risk management and impact of behaviours on employment prospects, well-being for aspirations and success at school and beyond, careers within the political and justice system.	
YEAR 8	Visits and talks by external partners including the Police and Wigan Warriors, cultural trip to Liverpool (in conjunction with Humanities), Bright Sparx and Water Safety talks by Lancashire Fire and Rescue Service, rail safety talk	Diversity and equality in the workplace, impact of health and wellbeing on its potential impact on long term prospects, potential career choices, local Labour Market Information, understanding employment sectors, risk management and impact on career choices. Students in year 8 are also given access to the careers fair.	
YEAR 9	Visits and talks by external partners including the Police and Wigan Warriors, Water Safety talks by Lancashire Fire and Rescue Service, the "Real Game" (cost of living and careers), BP trading game (stock markets), rail safety talk, Bronze Duke of Edinburgh	Risk management and impact on your future, healthy/unhealthy relationship permeates all aspects of your life including employment, the consequences of an abusive relationship can also affect your career and finances, consequences of behavioural and financial decisions, discrimination in the workplace. Students in year 9 are also given access to the careers fair.	
YEAR 10	Students attend taster days at Newman and Preston Colleges Talks by external partners, Bright Sparx and Water Safety talks by Lancashire Fire and Rescue Service, rail safety talk Students in Year 10 also attend college taster days at Preston and Newman Colleges.	Post-16 options, CV writing, personal statements, interview skills, Labour Market Information, time management, careers within the political and justice system and the international aid sector, impact of health and wellbeing on its potential impact on long term prospects, risk management and impact on career choices, discrimination in the workplace Students in year 10 also attend taster days at Preston and Newman Colleges. Students in year 10 are also given access to the careers fair.	
YEAR 11	Talk by external partners, Bright Sparx and Water Safety talks by Lancashire Fire and Rescue Service, rail safety talk Assemblies delivered	Post-16 options, CV writing, personal statements, interview skills, Labour Market Information, time management, risk management and impact on career choices, college assemblies and course choices. Students in year 11 are also given access to the careers fair.	
LITERACY & NUMERACY	The PSHE classroom is a "safe space", therefore students are encouraged to debate and share their opinions during their lessons, whilst respecting the views of others. Students are exposed to new vocabulary, particularly around British values, justice and politics. Numeracy is well supported in PSHE a number of ways, for example sessions on finances organised by the Personal Finance Society and other sessions such as the Real game and the BP Trading game which are kindly run by the Maths department. These sessions focus on topics such as payslips, tax, stock market trading.		CATHOLIC ETHOS Enrichment Day sessions and PSHE lessons throughout the academic year cover themes of "love one another". Sessions teach tolerance and respect for all humans regardless of their background and identity. Sessions have the dignity of the student at their hearts and encourage students to support each other. Human Relationship and Sex Education is taught in conjunction with the RE department. This is taught in line with the teachings of the Catholic church, the Diocese of Lancaster and is age appropriate. Some RSHE content is delivered using ten:ten, a provider approved by the Catholic Education Service whilst the majority is using Jigsaw. Jigsaw is a mindful and child-centred approach to PSHE. It is an original and comprehensive scheme of learning which integrates personal, social, health and economic education with emphasis on emotional literacy, mental health and SMSC, especially spiritual development.