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| A picture containing text  Description automatically generated | | PSHE Curriculum | | AUTUMN 2023 | |
|  | YEAR 7 | YEAR 8 | YEAR 9 | YEAR 10 | YEAR 11 |
| AUT 1 TOPIC | Independence and aspirations | Independence and aspirations | Independence and aspirations | Independence and aspirations | Independence and aspirations |
| Key Focus | Developing goal setting, organisation skills and self- awareness:   * Personal identity and values * Learning skills and teamwork * Respect in school | Developing risk management skills, analytical skills and strategies to identify bias:   * Managing online presence * Digital and media literacy | Developing goal-setting, analytical skills and decision making:   * GCSE options * Sources of careers advice   Employability | Developing self-awareness, goal-setting, adaptability and organisation skills:   * Managing transition to key   stage 4 including learning skills. And managing mental health concerns | Developing resilience and risk management skills:   * Money management * Fraud and cybercrime   Preparing for adult life |
| CAREERS |  |  |  |  |  |
| Assessment | * Questioning. * Discussion. * Brain-storming * Role-play, hot-seating. * Mind-map or spider diagram. * Graffiti wall. * working wall. | * Questioning. * Discussion. * Brain-storming * Role-play, hot-seating. * Mind-map or spider diagram. * Graffiti wall. * working wall. | * Questioning. * Discussion. * Brain-storming * Role-play, hot-seating. * Mind-map or spider diagram. * Graffiti wall. * working wall. | * Questioning. * Discussion. * Brain-storming * Role-play, hot-seating. * Mind-map or spider diagram. * Graffiti wall. * working wall. | * Questioning. * Discussion. * Brain-storming * Role-play, hot-seating. * Mind-map or spider diagram. * Graffiti wall. * working wall. |
| AUT 2 TOPIC | Autonomy and advocacy | Autonomy and advocacy | Autonomy and advocacy | Autonomy and advocacy | Autonomy and advocacy |
| Key Focus | Developing empathy, compassion, and communication:   * Making and maintaining friendships * Identifying and challenging bullying   Communicating online | Developing respect for beliefs, values and opinions and advocacy skills:   * Stereotypes, prejudice and discrimination   Promoting diversity and equality | Developing self-confidence, risk management and strategies to manage influence:   * Friendship challenges * Gangs and violent crime * Drugs and alcohol   Assertive communication | Developing empathy and compassion, strategies to manage influence and assertive communication:   * Relationship expectations * Impact of pornography * Identifying and responding to abuse and harassment | Developing communication and negotiation skills, risk management and support-seeking skills:   * Relationship values * Maintaining sexual health * Sexual health services * Managing relationship   challenges and endings |
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| SPR1 TOPIC | Choices and influences | Choices and influences | | Choices and influences | | Choices and influences | | Choices and influences |
| Key Focus | Developing agency, strategies to manage influence and decision making:   * Regulating emotions * Diet and exercise * Hygiene and dental health   Sleep | Developing agency and strategies to manage influence and access support:   * Drugs and alcohol * Introduction to contraception * Resisting peer influence   Online choices and influences | | Developing empathy, compassion and strategies to access support:   * Mental health (including self- harm and eating disorders) * Change, loss and bereavement   Healthy coping strategies | | Developing agency and decision making, strategies to manage influence and access support:   * First aid and life-saving * Personal safety. And Online relationships | | Developing confidence, agency and support-seeking skills:   * Making safe and healthy lifestyle choices * Health promotion and self- examination * Blood, organ, stem cell donation |
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| SPR2 TOPIC | Independence and aspirations | Independence and aspirations | | Independence and aspirations | | Independence and aspirations | | Independence and aspirations |
| Key Focus | Developing self-confidence and self-worth:   * Puberty and managing change * Body satisfaction and self-   concept | | Developing goal setting, motivation and self-awareness:   * Aspirations for the future * Career choices * Identity and the world of work | | Developing analytical skills and strategies to identify bias and manage influence:   * Financial decisions * Saving and borrowing * Gambling, financial choices and debt | | Developing goal setting, leadership and presentation skills:   * Skills for employment * Applying for employment * Online presence and reputation | Developing empathy and compassion, clarifying values and support-seeking skills:   * Families and parenting * Fertility, adoption, abortion * Pregnancy and miscarriage * Managing grief and loss |
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| SUM1 TOPIC | Autonomy and advocacy | Autonomy and advocacy | Autonomy and advocacy | Autonomy and advocacy | Autonomy and advocacy |
| Key Focus | Developing assertive communication, risk management and support-seeking skills:   * Rights in the community * Relationship boundaries * Unwanted contact   FGM and forced marriage | Developing communication and negotiation skills, clarifying values and strategies to manage influence:   * Healthy relationships * Boundaries and consent * LGBT+ inclusivity * ‘Sexting’   Managing conflict | Developing assertive communication, clarifying values and strategies to manage influence:   * Healthy/unhealthy relationships * Consent * Relationships and sex in the   media | Developing respect for diversity, risk management and support- seeking skills:   * Nature of committed relationships * Forced marriage * Diversity and discrimination   Extremism | Developing confidence, self-worth, adaptability and decision-making skills:   * Recognising and celebrating   successes   * Transition and new opportunities   Aligning actions with goals |
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| SUM2 TOPIC | Choices and influences | Choices and influences | Choices and influences | Choices and influences | Choices and influences |
| Key Focus | Developing agency and decision-making skills:   * Drugs, alcohol, and tobacco * Safety and first aid | Developing agency and strategies to manage influence and access support:   * Maintaining positive mental   Health. And the importance of physical activity | Developing decision making, risk management and support-seeking skills:   * Sexually transmitted infections (STIs) * Contraception * Cancer awareness   First aid | Developing motivation, organisation, leadership and presentation skills:   * Preparation for, and reflection on, work experience |  |
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