



STJ Long-Term Plan: PSHE – 2026-27



Department Curriculum Overview Document

At the end of each cycle what knowledge and skills do students need to be secure with to make progress to the next stage of their learning in your subject?				
Year 7	Cycle 1	Cycle 2	Cycle 3	TRANSFER skills/links to end points
<p>What do students need to know and understand by the end of each cycle to progress to the next stage?</p>	<p>Self-concept Mental health and well-being Positive relationships Media, literacy and digital resilience</p>	<p>Bullying, abuse and discrimination Learning skills</p>	<p>Puberty Managing risk and personal safety Parenthood</p>	<p style="text-align: center;">*The ability to...</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> - Develop a healthy relationship with themselves and others - Recognise abuse, bullying and discrimination and know how to prevent it - Understand the emotional aspects of puberty and what is going on in their bodies - Understand how to manage risk and personal safety - Know the responsibilities involved in parenthood.
<p>Ambition for all: what non-negotiable knowledge must all students learn, regardless of their starting points?</p>	<p>To develop a healthy relationship with themselves; ways to develop self-worth, self-respect, personal interests and independence; to clarify personal values in relation to friendships and intimate relationships RR3</p> <p>That people have different values and perspectives, and how to manage differences constructively and respectfully RR4 RR5</p>	<p>7. the characteristics of harmful behaviours online, including on social media, such as bullying, abuse and harassment; to recognise warning signs and how to report abusive behaviours or access support for themselves or others WO3 BS8 OSA10</p> <p>8. what to do if worried about their own behaviour; appropriate sources of support and how, when and why to access it BS16 ISR11</p>	<p>1. about the maturing female and male adolescent body and strategies to manage the emotional and physical changes (e.g. periods, wet dreams, body hair, voice, body shape and skin changes) that are a typical part of growing up DB1</p> <p>3. how to manage menstrual wellbeing, choose and access appropriate menstrual products; who</p>	<p style="text-align: center;">Bridging Unit into Y8</p> <p>Student health and well-being survey to determine gaps in knowledge and key areas of focus for the next academic year. Review of student work completed via work scrutiny, flood lighting and surveys.</p>



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	<p>How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary MW1</p> <p>Skills to de-escalate arguments and reduce conflict in communication with others; recognising when and how to use strategies to exit situations that have become dangerous PS3</p> <p>About different types of relationships, including friendships, family, peer, romantic and intimate relationships, and the features of positive, healthy relationships, e.g. care, equality, honesty, respect and trust; how to recognise when they are being treated with respect by others RR1 RR3 ISR3</p> <p>How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary MW1</p> <p>How friendships, community participation and doing things for others can contribute to belonging, happiness and wellbeing; that most people will feel lonely at times and ways to manage feelings of loneliness MW2 MW3</p> <p>About factors that affect wellbeing in adolescence; how to evaluate which activities contribute to their wellbeing; that it is normal to experience a range of emotions at different times, including worrying or feeling down, and that these are not in themselves a sign of a mental health condition MW4 MW6</p>	<p>4. the impact of stereotypes, prejudice and discrimination on individuals and relationships, including online; that prejudice-based language and behaviour, including sexism, homophobia, biphobia, transphobia, racism, ageism, ableism and faith-based prejudice, are unacceptable and cause harm to individuals and communities; how to challenge discrimination safely RR9</p> <p>5. to recognise bullying, and its impact, in all its forms; the skills and strategies to respond to experiencing, or witnessing others, being bullied RR6</p> <p>LW2 – Learning strengths, study skills, organisation, resilience and strategies for successful learning.</p>	<p>to talk to if concerned or for advice about menstrual health DB3</p> <p>1. how to take care of personal belongings and use mobile phones safely when out and about PS1</p> <p>2. skills to predict, assess and manage risk in the context of increasing independence, e.g. around roads, railways, level crossings and water (including the water safety code); how to manage personal safety in public spaces and when socialising with friends, family, the wider community or people they don't know BS4 PS1</p> <p>3. how risk-taking behaviour is influenced by peers, including through social media, and the need for peer approval; strategies to manage peer influence in offline and online contexts PS2 PS3 BS2</p> <p>4. the importance of loving family relationships for bringing up children and roles and responsibilities within families F2 F7</p> <p>5. qualities and behaviours they should expect in family relationships, and what to do if family life makes them feel unsafe F8</p> <p>Forming and maintaining respectful relationships (1 lesson)</p> <p>6. that ethical behaviours in relationships include care, attention</p>	
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	<p>That on any issue there will be a range of viewpoints; that people may say things on social media in more extreme or exaggerated ways than they would offline, and the impact this can have on themselves and others; how and why conflicts can escalate when communicating on social media OSA3 OSA9</p> <p>About rights, responsibilities and opportunities online, including on social media; how to establish personal values and clear boundaries around aspects of life that they want to share and keep private OSA1 OSA4</p> <p>How to safely and responsibly form, maintain and manage positive, respectful and safe relationships online OSA1</p> <p>That features of the internet can amplify risks and opportunities, e.g. the speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity; strategies to identify and reduce risk from people online that they do not already know, including managing personal information, privacy and location settings OSA2 OSA4</p> <p>The role social media plays in connecting people, sharing experiences and finding community WO1</p>		<p>and respect for the other person; about behaviours online and offline, that build or undermine trust; the effect of power imbalances on relationship behaviours RR8 RR10</p> <p>9. the skills of active listening, clear communication, negotiation, compromise, and how to reconcile after disagreements, including within families RRF F8</p> <p>4. how friendships, community participation and doing things for others can contribute to belonging, happiness and wellbeing; that most people will feel lonely at times and ways to manage feelings of loneliness MW2 MW3</p>	
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	<p>That what people share online about their life does not always reflect their reality; that media and social media can reinforce unrealistic expectations around physical appearance and relationships; the impact of comparing oneself to others online WO2</p> <p>How to approach online and social media content critically, including identifying bias, mis- and disinformation, and assessing the likelihood that content is untrue, manipulated or created by AI; the importance of seeking a variety of perspectives on issues and strategies for fact-checking online information WO5 OSA3</p> <p>How information and data is generated, collected, shared and used online, including for commercial purposes; choices people can make about how their data is kept private or used OSA12 OSA13</p> <p>That they will encounter information and advertising online that is manipulated, exaggerated or targeted towards them using their data; ways to limit targeted content and manage their responses to it WO5</p> <p>How persuasive design features affect the time people spend online; strategies for managing the effects of persuasive design features, and how to recognise when and why they need to come offline WO1</p>			
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	<p>How to recognise online scams to extort money or information in different contexts; the impact of online scams on individuals and society; ways to protect personal information and finances online OSA14</p> <p>How to manage settings on platforms and services to avoid distressing content online, and the importance of speaking to someone if this content is seen, intentionally or accidentally OSA8</p>				
	<i>Faith</i>	<i>Learning</i>	<i>Attitude</i>	<i>Mutual Respect</i>	<i>Enrichment</i>
Year 8	Cycle 1	Cycle 2	Cycle 3	TRANSFER skills/links to end points	
What do students need to know and understand by the end of each cycle to progress to the next stage?	<p>Self-concept</p> <p>Mental health and well-being</p> <p>Bullying, abuse and discrimination: PROMOTES BRITISH VALUES</p> <p>Social influences</p>	<p>Financial choices</p> <p>Healthy lifestyles</p>	<p>Work and career/employment rights and responsibilities</p> <p>Drugs alcohol and tobacco</p> <p>Forming and maintaining respectful relationships</p> <p>Learning skills</p>	<p style="text-align: center;">*The ability to...</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> - Understand how to manage their feelings and control anxiety - Know how to identify bullying, abuse and discrimination and act accordingly 	



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				<ul style="list-style-type: none"> - Know how to keep themselves safe online - Understand how to make informed financial decisions - Understand how to lead a healthy lifestyle - Understand a range of career and employment rights - Understand the dangers of drugs, alcohol and tobacco - Understand how to form and maintain a respectful relationship
<p>Ambition for all: what non-negotiable knowledge must all students learn, regardless of their starting points?</p>	<p>7. to recognise situations which may increase feelings of anxiety or worry; how to overcome barriers to participating in enjoyable or rewarding activities; that participating in these activities can help reduce anxiety over time MW7</p> <p>8. how to manage emotions and promote a sense of individual agency when they may feel powerless or overwhelmed, e.g. in response to the climate crisis or distressing events MW4 MW7</p>	<p>4. the risks associated with gambling, and that chance-based transactions in gaming can carry similar risks; strategies for managing peer and other influences relating to gambling WO4 MW8</p> <p>5. the impact of risk-taking behaviour, such as gambling, alcohol and drug use on mental health and wellbeing MW9 DATV3</p> <p>7. how to recognise signs that they or others may be being drawn into criminal behaviour (e.g. county lines drug running, money laundering,</p>	<p>1.that everyone has a different pathway through life, education and work; that all jobs and careers have different challenges and rewards; routes into work, training and other vocational and academic opportunities</p> <p>2. to review their values and personal qualities, and develop their strengths, interests and skills; how these might impact their future education and career choices</p> <p>3. to identify their own early career aspirations, and how to manage</p>	<p>Bridging Unit into Y9</p> <p>Student health and well-being survey to determine gaps in knowledge and key areas of focus for the next academic year. Review of student work completed via work scrutiny, flood lighting and surveys.</p>



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	<p>9. how self-regulation strategies and problem solving can help to manage strong, unpleasant or uncomfortable feelings (including worry, anxiety, tension, stress, anger and fear), and to manage distractions, respond to disappointments and setbacks, and promote wellbeing MW7</p> <p>2. how language and misconceptions about mental health can affect how someone responds to mental health difficulties; ways to challenge stigma and access appropriate support services and mental health organisations MW1 MW4 MW5</p> <p>3. the benefits of sleep, physical activity, personal interests, hobbies and time outdoors/in nature for wellbeing, happiness and developing a positive relationship with oneself RR3 MW2</p> <p>10. to recognise warning signs of emotional and mental health difficulties, such as anxiety, depression, or eating disorders; why self-harm and disordered eating are unhealthy coping strategies; why, when and how to seek help for self or others, even when it is challenging to do so * MW5</p> <p>* In line with best practice outlined in the statutory RSHE guidance under Health and wellbeing (42-47), it is important to avoid teaching that provides instruction on unhealthy coping strategies (e.g. ways of self-harming, restricting food/inducing</p>	<p>cybercrime); how to access appropriate support PS6 BS11</p> <p>1.About different values and attitudes relating to finance, including debt; that families and individuals need to actively manage their finances</p> <p>2. how to manage emotions in relation to money</p> <p>3. how to assess and manage risk in relation to financial decisions that young people might make</p> <p>4. how to manage influences on spending, including advertising, peers, climate and ethical business practices; what makes something ‘good value for money’ and how this can be different for different people</p> <p>4. (at late key stage 3) how and why to carry out regular self-examination e.g. breast and testicular self-examination HPP4</p> <p>3. the benefits of sleep, physical activity, personal interests, hobbies and time outdoors/in nature for wellbeing, happiness and developing a positive relationship with oneself RR3 MW2</p> <p>3. to recognise positive and negative influences on, and barriers to, physical activity; strategies to reduce the</p>	<p>feelings about future employment, including anxiety, worry or uncertainty</p> <p>6. about different work roles, career pathways, employment sectors, types and patterns of work, including employment, self-employment, entrepreneurialism and voluntary work; the factors that might influence a person’s type of employment</p> <p>7.factors, including employment rights, and fair recruitment and working practices, that can contribute to a positive work environment</p> <p>1. the importance of taking prescription and over-the-counter medicines correctly DATV5</p> <p>2. about legal and illegal substances, including the short and long-term health risks associated with their use; that substances can be adulterated or counterfeit DATV1</p> <p>3. the law relating to the supply, possession, use and misuse of legal and illegal substances DATV2 DATV1</p> <p>4. to evaluate influences, attitudes, social norms and cultural values about alcohol, including the harms and law related to alcohol sale and consumption DATV3</p> <p>5. about the physical harms caused by smoking tobacco (e.g. lung cancer and</p>	
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	<p>vomiting, hiding behaviour from others), or that might provide inspiration for students who are more vulnerable.</p> <p>4. to recognise the signs of relationship abuse, including in the home; that abuse can take different forms; strategies to seek help and support BS9 BS16</p> <p>5. what is meant by, and how to recognise, harmful sexual behaviour, sexual assault, harassment and violence; that these are always unacceptable and never the fault of the person experiencing them BS5 BS8</p> <p>2. the characteristics of exploitative behaviours, including grooming and sexual exploitation; to recognise warning signs that someone might need help and support; strategies to respond and get help BS11</p> <p>6. the laws relating to harmful sexual behaviour, sexual harassment and sexual violence, and examples of such behaviours, including unwanted sexual language, attention or contact, sharing intimate images without consent, upskirting, and other inappropriate sexual behaviour BS6 BS7</p> <p>7. the characteristics of harmful behaviours online, including on social media, such as bullying, abuse and harassment; to recognise warning signs and how to report abusive behaviours or</p>	<p>impact of barriers and respond to influences PHF1</p> <p>1. the importance of oral hygiene (including teeth brushing, food and drink choices, regular check-ups); the difference between dentistry for health and wellbeing and for purely cosmetic purposes HPP2</p> <p>2. hygiene routines, treatment and prevention of infections; the purpose of vaccinations offered during adolescence such as HPV; the benefits of immunisation for individuals and society HPP1 HPP5</p> <p>3. how to take increased responsibility for all aspects of health, including maintaining personal hygiene and preventing sun damage HPP1 HPP4</p> <p>4. where to find reliable health information; the different health services available (pharmacists, GPs, A&E, sexual health clinics); how, when and why to access them HPP3 HPP8</p>	<p>cardiovascular disease); the physical and mental health benefits of quitting, and strategies to do so, including nicotine substitutes and the role of vaping DATV6 MW9</p> <p>6. strategies to manage pressure to vape; the risks associated with non-smokers using vapes, including the risks of illicit vapes containing drugs DATV7</p> <p>7. strategies to manage a range of influences, including peer influence, on drug use; about problematic and harmful drug use, including sources of help and support DATV1</p> <p>5. the impact of risk-taking behaviour, such as gambling, alcohol and drug use on mental health and wellbeing MW9 DATV3</p>	
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	<p>access support for themselves or others WO3 BS8 OSA10</p> <p>8. what to do if worried about their own behaviour; appropriate sources of support and how, when and why to access it BS16 ISR11</p> <p>5. to recognise bullying, and its impact, in all its forms; the skills and strategies to respond to experiencing, or witnessing others, being bullied RR6</p> <p>H3 – Recognising how influences (including peers, media and social norms) affect decisions and behaviour.</p>				
	<i>Faith</i>	<i>Learning</i>	<i>Attitude</i>	<i>Mutual Respect</i>	<i>Enrichment</i>
Year 9	Cycle 1	Cycle 2	Cycle 3	TRANSFER skills/links to end points	
<p>What do students need to know and understand by the end of each cycle to progress to the next stage?</p>	<p>Self- concept</p> <p>Mental health and well-being: PROMOTES BRITISH VALUES</p> <p>Positive relationships</p> <p>Personal safety</p>	<p>Choice and pathways</p> <p>Forming and maintaining respectful relationships</p>	<p>Sexual health</p> <p>Social influences</p> <p>Relationship values</p> <p>Healthy lifestyles</p> <p>Reproductive health and fertility</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> - Understand how to maintain positive mental health and form positive relationships - Understand how to keep themselves safe in a variety of contexts - Understand how to make important choices about career pathways 	



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				<ul style="list-style-type: none"> - Understand the nature of reproductive health and fertility - Understand the importance of sexual health, positive social influences and how to maintain a healthy lifestyle
<p>Ambition for all: what non-negotiable knowledge must all students learn, regardless of their starting points?</p>	<p>6. about factors that affect wellbeing in adolescence; how to evaluate which activities contribute to their wellbeing; that it is normal to experience a range of emotions at different times, including worrying or feeling down, and that these are not in themselves a sign of a mental health condition MW4 MW6</p> <p>3. that sexual attraction and sexuality are diverse RR1 RR3</p> <p>3. the legal rights and responsibilities everyone has as a unique and equal member of an inclusive, diverse community; the laws that protect people with protected characteristics from discrimination RR9 RR2</p> <p>5. how to respond to common injuries or minor ailments, including basic first aid BFA1 HPP3</p> <p>6. how to respond in a range of emergency situations; to report rather than film incidents BFA2</p> <p>7. life-saving skills, such as cardio-pulmonary resuscitation (CPR) BFA2</p>	<p>1.that everyone has a different pathway through life, education and work; that all jobs and careers have different challenges and rewards; routes into work, training and other vocational and academic opportunities</p> <p>2. to review their values and personal qualities, and develop their strengths, interests and skills; how these might impact their future education and career choices</p> <p>4. how to set realistic yet ambitious targets and goals; the benefits of setting ambitious goals and being open to opportunities in all aspects of life</p> <p>6. about different work roles, career pathways, employment sectors, types and patterns of work, including employment, self-employment, entrepreneurialism and voluntary work; the factors that might influence a person’s type of employment</p> <p>8. the options available to them at key stage 4, sources of information, advice and support, and the skills to manage this decision-making process</p>	<p>6. the risks related to unprotected sex, including sexually transmitted infections (STIs) and unintended pregnancy ISR9</p> <p>7. about STIs, how they are spread and how they can be prevented and treated; the importance of regular testing for sexually active people ISR8 ISR9 8. how to access confidential advice and treatment regarding sexual health ISR12</p> <p>4. about the purpose and efficacy of different contraceptives; how and where to access contraception and medically accurate advice ISR6 ISR12</p> <p>7. how to recognise signs that they or others may be being drawn into criminal behaviour (e.g. county lines drug running, money laundering, cybercrime); how to access appropriate support PS6 BS11</p> <p>8. motivations for, misconceptions about, and social, legal and physical consequences of carrying knives or other weapons; strategies for</p>	<p>Bridging Unit into Y10</p> <p>Student health and well-being survey to determine gaps in knowledge and key areas of focus for the next academic year. Review of student work completed via work scrutiny, flood lighting and surveys.</p>



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	<p>8. the purpose of defibrillators, how to locate and use them, and that anyone can do so BFA3</p>	<p>9. how external influences, including stereotypes and family or cultural expectations, can affect key stage 4 option choices; how to manage emotions and pressures relating to options, including how to challenge influences that may limit aspirations</p> <p>8. how to form, maintain, manage and end relationships safely and responsibly, including online; how to manage emotions when relationships end or change RR7</p> <p>10. the services available to support healthy relationships and manage unhealthy relationships, and how to access them RR5 RR6 BS16 ISR11</p> <p>3. to distinguish between crushes, romantic gestures and obsessive fixation on others BS10</p> <p>5. that families can change; how to respond to changes in family relationships including birth, loss, death, separation, divorce and new relationships F6</p>	<p>managing pressure and influence to carry a weapon PS5</p> <p>9. which trusted adults can support them with worries about knife crime or violence, and the likely outcomes of reporting concerns PS4</p> <p>1. ways to assess trustworthiness; to recognise that people can sometimes appear trustworthy when they are not; to listen to instincts or the concerns of others to help decide if something about a person or situation does not feel right or feels unsafe BS3 BS4</p> <p>9. the facts, laws, risks and harms associated with female genital mutilation (FGM); strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM BS13</p> <p>1. the characteristics of a healthy lifestyle, what is meant by a healthy weight and that this can vary among individuals; how to establish and maintain healthier habits PHF1</p> <p>2. the benefits of physical activity and exercise for health and wellbeing PHF1 PH3 MW2</p> <p>3. to recognise positive and negative influences on, and barriers to, physical activity; strategies to reduce the</p>	
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			<p>impact of barriers and respond to influences PHF1</p> <p>4. the importance of sleep, managing changing sleep patterns throughout adolescence and strategies to maintain good quality sleep HPP6</p> <p>5. about nutrition and the role of a balanced diet as part of a healthy lifestyle HE1</p> <p>6. how food and drink choices can affect wellbeing and physical health, including tooth decay; what can influence those choices; strategies for making healthier, independent decisions about food and drink HE1 HE2</p> <p>4. where to find reliable health information; the different health services available (pharmacists, GPs, A&E, sexual health clinics); how, when and why to access them HPP3 HPP8</p> <p>1. that the menstrual cycle, including periods, varies over time and between individuals; how to recognise regular and irregular patterns, menstrual health concerns or symptoms, including premenstrual syndrome (PMS), heavy bleeding, polycystic ovary syndrome (PCOS), endometriosis; how to advocate for themselves with healthcare professionals DB3</p>	
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			<p>2. about male and female fertility, how it changes over the life course, and can be affected by STIs and other lifestyle factors, and the options available to people who can't conceive DB4</p> <p>3. the options available in the event of an unintended pregnancy (abortion, adoption, raising the baby); how to access impartial, medically and legally accurate information and support, and sources of emotional support ISR7</p> <p>4. about healthy behaviours before and during pregnancy and how lifestyle choices can affect a developing foetus HPP7</p> <p>5. about miscarriage and pregnancy loss and the support available HPP7</p> <p>6. about reproductive and gynaecological health, including menopause and the importance of pelvic floor health DB3 DB4 HPP7</p> <p>7. where, how and why to access reproductive health advice and treatment ISR12</p>	
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	<i>Faith</i>	<i>Learning</i>	<i>Attitude</i>	<i>Mutual Respect</i>	<i>Enrichment</i>
Year 10	Cycle 1	Cycle 2		Cycle 3	Exceptional performance/links to end points
What do students need to know and understand by the end of each cycle to progress to the next stage?	Self-concept Health related decisions Managing risk and personal safety and social influences: PROMOTES BRITISH VALUES Careers Learning skills Choices and pathways Work and career	Ten: Ten – Positive relationships Forming and maintaining respectful relationships Bullying, abuse and discrimination: PROMOTES BRITISH VALUES Positive relationships Financial choices Media, literacy and digital resilience		Managing risk and personal safety Social Influences Ten: Ten - Drugs, alcohol and tobacco Positive relationships Contraception and parenthood Bullying, abuse and discrimination Mental health and wellbeing Health related decisions	*The ability to... <ul style="list-style-type: none"> - Understand how to maintain a positive mental health and make informed health related decisions - Understand the importance of choosing the right career pathways and understanding rights and responsibilities In employment - How to form and maintain positive relationships - Understand how to make informed financial decisions



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	<p>Employment rights and responsibilities</p>			<ul style="list-style-type: none"> - Understand how to navigate the media and stay safe online - Understand how to manage risk and personal safety - Understand peer pressure and how to build resilience against it - Understand the dangers of drugs and alcohol - Understand what is involved in being a parent and what contraception is (in line with the Catholic Ethos the School)
<p>Ambition for all: what non-negotiable knowledge must all students learn, regardless of their starting points?</p>	<p>11. that characteristics such as self-worth, independence and having a positive relationship with oneself support personal wellbeing; building and maintaining healthy, equal relationships with others RR3</p> <p>10. how to manage influences and maintain a balanced perspective on health and weight, body shape and size HE1 HE2</p> <p>10. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, fillers and the use of sunbeds HPP4</p> <p>10. ways to identify risk and manage personal safety in new environments, social settings and workplaces, e.g.</p>	<p>7. that a tolerant community requires building mutual respect and understanding for others' beliefs, perspectives and cultures RR4</p> <p>12. the characteristics and benefits of healthy, positive relationships of all kinds, and the impact of ethical principles and values on relationships; how to assert and respect personal values and boundaries in relationships, including online BS1 RR1 RR3 RR1 RR3 RR8</p> <p>14. strategies to manage the strong emotions associated with the different stages of relationships; to develop skills to effectively communicate with others in relationships of all kinds RR2 RR7</p>	<p>9- how and why to maintain and monitor health independently; about the prevalence, symptoms and treatments of serious health conditions and the importance of regular self-examination and cancer screening PHF2 HPP4</p> <p>11. how to help prevent and reduce the spread of bacteria and viruses; how to treat infection including responsible use of antibiotics and the risks presented by antimicrobial resistance HPP1 12. about vaccinations available to adults, including the flu vaccine and travel vaccinations HPP5</p> <p>13. about Gillick competence and medical consent; strategies to become a confident user of the healthcare system (NHS, dentists, pharmacist,</p>	<p>Bridging Unit into Y11</p> <p>Student health and well-being survey to determine gaps in knowledge and key areas of focus for the next academic year. Review of student work completed via work scrutiny, flood lighting and surveys.</p>



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	<p>taking trips, going to festivals, or travelling abroad without an adult BS4 OSA2 PS1</p> <p>11. personal safety strategies when online, out with friends, meeting new people or dating, including identifying potentially dangerous situations and trusting instincts if something doesn't feel right BS4 OSA2</p> <p>12. to evaluate ways in which their behaviours may influence their peers both positively and negatively; the role peers can play in supporting one another to resist pressure, to challenge harmful social norms, and to minimise risk or harm, especially on social media PS2 BS2</p> <p>13. to recognise situations involving adverse influence, grooming or exploitation (e.g. gang culture) and how to safely access appropriate help if involved in criminal behaviour PS4 PS6 BS11</p> <p>14. the law relating to weapons and violence, including purchasing or supplying weapons online; the concept of joint enterprise PS5 PS3 WO6</p> <p>15. strategies to respond safely to conflict or violence amongst peers or in social settings, including how to safely exit violent situations PS3 PS6</p>	<p>15. to safely and responsibly manage changes in personal relationships, including conflict, reconciliation and the ending of relationships RR1 RR7</p> <p>16. the law relating to violent or threatening behaviour, coercive control, emotional, sexual, economic or physical abuse in relationships (including domestic abuse); the importance of getting help and how to overcome challenges in doing so; how to access appropriate sources of advice and support BS9 ISR11</p> <p>12. the characteristics and benefits of healthy, positive relationships of all kinds, and the impact of ethical principles and values on relationships; how to assert and respect personal values and boundaries in relationships, including online BS1 RR1 RR3 RR1 RR3 RR8</p> <p>13. about diversity in romantic and sexual attraction; when, where and how someone might access support and advice RR1 RR3</p> <p>17. strategies to access reliable, accurate and appropriate services, advice and support with relationships, and how to help others access these when needed F3 RR5 RR6 BS16</p> <p>16. how to judge the trustworthiness of adults and when a family relationship is unsafe, and to</p>	<p>sexual health clinics, specialist services); to overcome potential concerns or barriers to seeking help HPP3 HPP8 HPP9</p> <p>14. the purpose of blood, organ and stem cell donation for individuals and society * BFA3 PHF4 * liaise with the science department for teaching about the facts and science of donation</p> <p>15. how to respond more confidently in emergencies by revisiting and embedding first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators BFA1 BFA3</p> <p>Bullying, abuse and discrimination (1 lesson)</p> <p>6. about everyone's right to be treated with respect, and how the Equality Act applies in different contexts, including schools, workplaces, public spaces and online RR2 RR9</p> <p>11. how to critically assess and manage their online habits and when online activity can have both positive and negative impacts on their own and others' wellbeing WO1</p> <p>12. how media and social media can portray idealised and artificial versions of life; how this can influence how people think about and express themselves, their life satisfaction, relationship expectations, personal</p>	
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	<p>16. how to evaluate different sources of advice and support in relation to violence, gangs and other criminal behaviour, and when to encourage others to seek help, or report concerns on their behalf PS4 BS16</p> <p>10. how to evaluate and further develop their study and employability skills (including presentation, public speaking and leadership skills), respond to feedback, assess their personal strengths and areas for development, and use this to inform goal setting</p> <p>11. how strengths, interests, skills, qualities and aspirations can change and develop; how this might relate to future career choices and employability, acknowledging that they may go on to have work roles that do not yet exist, due to societal, environmental and technological changes working, zero hours contracts and the gig economy</p> <p>18. how to communicate their personal strengths and maximise their chances when applying for education or employment opportunities; the importance of recording achievements and experiences; how to write a CV and develop interview skills</p> <p>12. the range of opportunities available to them for career progression, including in education, training and employment</p>	<p>confidently access appropriate sources of support F8</p> <p>19. about the nature, legal status, rights and protections of different types of committed relationships, such as marriage, arranged marriage, cohabitation and civil partnerships F1 F3 F4</p> <p>14. how inequalities of power can impact behaviour within relationships, including sexual relationships; strategies to redress power imbalances and the importance of doing so for healthy relationships RR10</p> <p>5. how personal values and attitudes can affect financial decisions</p> <p>6. about social and moral dilemmas relating to spending</p> <p>7. to recognise and manage a range of influences on their financial decisions</p> <p>8. the skills to evaluate the reliability of sources of financial advice for young people</p> <p>9. how to budget effectively for different circumstances; the benefits of saving</p> <p>10. the opportunities, risks and challenges involved in different financial decisions, including</p>	<p>aspirations, body satisfaction and body modification WO2</p> <p>13. strategies to critically assess bias, reliability and accuracy in online content, including how to analyse and fact check content produced by generative AI OSA3 OSA12</p> <p>14. about different forms of personalisation online, including targeted advertising, use of big data, and the influence of algorithms on social media feeds; how personalisation may be used to influence opinions, decisions and behaviours; strategies to evaluate and reduce negative impacts of this WO5</p> <p>15. how mis- and disinformation are spread online, including conspiracy theories; how to manage emotional responses to these and evaluate content, narratives and interactions online WO5</p> <p>16. ways in which AI chatbots are designed to mimic human interaction and companionship; the potential risks and consequences of frequently engaging with AI chatbots; strategies for critically assessing the risks of new types of technology OSA15</p> <p>8. the risks associated with the misuse of prescribed and over-the-counter</p>	
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	<p>13. how careers can impact, and be impacted by, the natural environment, community and society, politics and the economy</p> <p>19. how to challenge stereotypes about particular career pathways, evaluate different role models, maintain high aspirations for their future, set realistic yet ambitious goals, and embrace new opportunities</p> <p>20. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support, be proactive and flexible and make the most of opportunities</p> <p>21. the benefits and challenges of cultivating career opportunities online; safe and positive ways to create and share content</p> <p>14. the nature of the labour market, including the impact of AI and other influences; local, national and international employment opportunities</p> <p>15. different employment sectors and types, and changing patterns of employment, including hybrid or home</p> <p>16. how a range of factors might influence career decisions (e.g. contract types, salary, risks and rewards,</p>	<p>investments, pensions, contracts, loans and insurance</p> <p>11. factors to consider before taking on debt and ways of managing debt</p> <p>15. to recognise coercive and controlling behaviours online, including harassment and stalking; to manage the risks of technology being used to facilitate harassment and stalking; how to seek appropriate support and report concerns OSA10</p> <p>8. how online content, including the more extreme expression of views and curated, fake and idealised profiles, can present a distorted picture of people and the world; the influence of extreme views on people’s attitudes, beliefs and behaviours, and the shared responsibility to challenge extreme viewpoints that incite violence or hate OSA1 OSA3 OSA8</p> <p>9. how people can be drawn into extremist narratives or communities offline or online; the personal consequences of extremism and intolerance in all their forms, and ways to get help for themselves or others RR4 RR9 RR12</p> <p>10. how false or harmful narratives promoted by some online communities or influencers can distort understanding and cause harm RR12</p>	<p>medicines and how to recognise signs that something is wrong DATV5</p> <p>9. the consequences of illegal substance use and misuse for the mental and physical health and wellbeing of individuals, their family and wider society DATV1</p> <p>10. about wider and long-term implications of criminal drug convictions, e.g. for career, travel and future opportunities DATV2</p> <p>11. the law and risks related to buying or selling substances online WO6</p> <p>12. the physical and psychological consequences of problem-use of alcohol; the impact of alcohol and other drugs on decision making, risk-taking behaviour and sexual activity DATV4</p> <p>13. strategies to manage personal safety in situations involving alcohol or illegal drugs, including reducing consumption (and what constitutes low risk consumption in adulthood), minimising risks of drink spiking or methanol poisoning, and how to support peers DATV3</p> <p>7. strategies to manage a range of influences, including peer influence, on drug use; about problematic and harmful drug use, including sources of help and support DATV1 DATV4</p> <p>14. to identify and access help for problematic and harmful substance</p>	
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	<p>working patterns, the labour market, personal circumstances, qualifications, values, interests and strengths)</p> <p>17. how to research the labour market, job opportunities, workplaces, role requirements and recruitment processes; how to align their values with possible career choices</p> <p>22. strategies to manage their online presence and how to evaluate its impact, including both reputational risks and career opportunities</p> <p>23. how to research, secure and take full advantage of any opportunities for work experience that are available; how to draw on their work experience, and the skills developed, to support future applications</p> <p>24. about preparing for work experience, including professional and respectful communication in the workplace, personal safety considerations, confidentiality (when it should be kept and when it might need to be broken) and how to seek help if concerns arise during work placements</p> <p>6. about everyone’s right to be treated with respect, and how the Equality Act applies in different contexts, including schools, workplaces, public spaces and online RR2 RR9</p>	<p>11. to recognise misogynistic attitudes and behaviours and how they have a detrimental effect on everyone (female and male)’s wellbeing, relationships and sexual ethics RR9 RR12</p> <p>12. how harmful narratives can spread online, including misogynistic or violent ideas; how to report disturbing or inappropriate content and where to seek advice and support related to online content that normalises or glamorises unhealthy or illegal behaviours OSA8</p> <p>13. safe and appropriate ways to challenge misogynistic ideas, how to support those affected, and how to limit the spread of misogynistic beliefs and attitudes RR9 RR12</p> <p>15. to recognise and challenge bullying, harassment or abusive behaviour in a range of contexts, including online; the moral and legal responsibilities and protections everyone has in relation to bullying and harassment; how to report and seek support for self or others RR6 WO3</p> <p>16. strategies to avoid or deescalate conflict and challenge bullying behaviour online, including on social media, and how to report when needed OSA9 OSA10</p>	<p>use, including alcohol dependency; how to access cessation services for smoking and vaping DATV4 DATV6</p> <p>11. evidence of the harms caused by pornography; how the portrayal of sex in pornography misrepresents sexual intimacy and can influence sexual attitudes, expectations, behaviours, consent and feelings around body acceptance and autonomy, or can create a sense of sexual entitlement over others’ bodies RR11 OSA7 OSA6</p> <p>12. about the negative influence pornography can have on people who see it, accidentally or deliberately; that pornography can promote misogynistic attitudes and behaviours; the law on, and purpose of, age-verification for websites showing pornographic content; how to seek support if affected by pornography or concerned about their own use or behaviour OSA8 OSA11</p> <p>13. how pornography can normalise harmful sexual behaviours (that many people do not and will never engage in), including the representation of strangulation; the legal, physical and emotional consequences associated with strangulation and suffocation; that applying force or pressure to someone’s neck or covering the mouth and nose is dangerous and can lead to serious injury or death RR11 BS14 BS15</p>	
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		9.	<p>18. reasons people have for making different choices about long-term relationships and parenting F2 F7</p> <p>22. about the qualities, responsibilities, joys and challenges of parenthood, and factors that support development in the early years of a child's life F7</p> <p>23. about shifting family dynamics and how to manage their increasing independence in relation to others in their family F6</p> <p>22. about the qualities, responsibilities, joys and challenges of parenthood, and factors that support development in the early years of a child's life F7</p> <p>16. the skills to discuss contraception use with a partner, and when necessary, assert their right to insist on its use</p> <p>15. where to find medically accurate information about contraception; how to choose and access appropriate contraception, including emergency contraception ISR6</p> <p>16. the skills to discuss contraception use with a partner, and when necessary assert their right to insist on its use ISR6</p>	
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			<p>17. to be a critical consumer of sexual health information; how to identify and counter misinformation and disinformation in relation to sexual health advice and treatment ISR12</p> <p>12. the characteristics and benefits of healthy, positive relationships of all kinds, and the impact of ethical principles and values on relationships; how to assert and respect personal values and boundaries in relationships, including online BS1 RR1 RR3 RR1 RR3 RR8</p> <p>16. how to judge the trustworthiness of adults and when a family relationship is unsafe, and to confidently access appropriate sources of support F8</p> <p>13. the legal protections and processes involved in reporting sexual harassment, violence, assault or rape, what happens when and after a report is made; where and how to access medical support if needed, even if a report is not being made BS7 BS8 BS9 BS16</p> <p>14. to recognise when attention or behaviours are unwanted, fixated or obsessive; the legal implications of these behaviours; ways to manage obsessions and access help for own behaviour; how to report or seek help if experiencing unwanted attention and related behaviours BS10 BS16</p>	
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			<p>10. to recognise any manipulation, persuasion, pressure or coercion in others' (or their own) behaviour, including in sexual contexts, and how to respond BS2</p> <p>11. about the impact of victim-blaming, and ways to challenge victim-blaming attitudes RR6 BS4</p> <p>12. what constitutes sexual harassment (including non-contact sexual offences), violence and assault, (including rape), the law relating to these and the impact of misconceptions about them BS5 BS6 BS7 BS8</p> <p>9. risks and warning signs of online scams, including sextortion, and the harm they can cause; the importance of seeking help swiftly, how to report and who to tell if scammed or involved in sextortion OSA14</p> <p>8. the ethical, legal and social implications of sexual image sharing, including AI-generated sexual abuse and deepfake material; the protections and rights young people have in relation to sexual image sharing; ways to reduce harm, how to seek support and report concerns OSA4 OSA5 OSA6 OSA7</p> <p>10. to recognise when they have encountered or are engaging with content that is potentially harmful to</p>	
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			<p>their physical or mental wellbeing; the risks of engaging with violent or harmful content; how and why to report the content and seek appropriate support WO7</p> <p>7. how physical activity and time outdoors can support mental health and wellbeing, including boosting mood PHF3 MW2</p> <p>8. to make informed choices about physical activity, including the consequences of an inactive lifestyle, such as cardiovascular ill-health PHF1</p> <p>9. about the impact of sleep on brain function and wellbeing, including the consequences of poor quality or lack of sleep; how to make informed choices regarding sleep, and develop sleep hygiene strategies HPP6 MW2</p> <p>11. the impact of diet on health, and how to make confident, informed and independent decisions about diet and nutrition, including with the support of a medical professional when required HE1 HPP8</p> <p>12. to recognise influences on food and drink choices, including alcohol, barriers to healthy eating, and strategies for managing these HE3</p> <p>13. the benefits of making healthier food choices over the life course; the risks associated with unhealthy weight</p>	
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gain, including type 2 diabetes, cardiovascular disease and cancer HE2

<i>Faith</i> <i>Learning</i> <i>Attitude</i> <i>Mutual Respect</i> <i>Enrichment</i>				
Year 11	Cycle 1	Cycle 2	Cycle 3	Exceptional performance/links to end points



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<p>What do students need to know and understand by the end of each cycle to progress to the next stage?</p>	<p>Mental health and wellbeing (PROMOTES BRITISH VALUES)</p> <p>Self-concept</p> <p>Sexual health and fertility</p> <p>Managing risk and personal safety</p>	<p>*Revision and Careers sessions</p>	<p>*Revision and Careers sessions</p>	<p>*The ability to...</p> <ul style="list-style-type: none"> - Understand how mental health and well-being can change throughout life and how to build resilience - How to maintain sexual health - What fertility is and what can impact it - How to manage risk and personal safety
<p>Ambition for all: what non-negotiable knowledge must all students learn, regardless of their starting points?</p>	<p>11. how mental health and wellbeing can change throughout life, including the impact of changes, opportunities and challenges on wellbeing MW4 MW6 MW7</p> <p>12. strategies for building connectedness with others, including making the most of opportunities for community participation and volunteering, and the importance of doing so for happiness and wellbeing MW2</p> <p>13. how mental health and wellbeing can be affected positively and negatively by relationships; skills to discuss feelings with others; ways to safely manage feelings of loneliness MW1 MW3</p>			



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	<p>14. how wellbeing can be affected by negative thinking patterns; how to reframe negative thinking and learn from disappointments and setbacks MW4 MW6 MW7</p> <p>15. to evaluate a range of cognitive and practical strategies to promote wellbeing and overcome barriers to living a fulfilling life, including strategies for managing worry, rumination, stress or tension MW6 MW7 MW4</p> <p>16. the nature and prevalence of mental health difficulties that commonly affect young people; facts about, and signs of, more serious mental health conditions; what someone could do if concerned about their own or others' mental health or wellbeing MW5</p> <p>17. about potential long-term mental health harms from addictive behaviours such as gambling, alcohol or other substance misuse; how to recognise when they or someone else may need help with addictive behaviours MW8 MW4 MW7 MW9</p> <p>18. to recognise when they or others are using unhealthy coping strategies, such as self-harm, disordered eating, alcohol or other substance misuse; the bidirectional relationship between substance use and mental health difficulties; the importance of seeking help, including when it is necessary to break a confidence to ensure someone</p>			
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	<p>else's safety or wellbeing * MW7 * MW5 MW6 MW9 * In line with best practice outlined in the statutory RSHE guidance under Health and wellbeing (42-47), it is important to avoid teaching that provides instruction on unhealthy coping strategies (e.g. ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others), or that might provide inspiration for students who are more vulnerable.</p> <p>19. why, when and how to access emotional support that may be needed during life changes and/or difficult experiences; how to critically assess different sources of information, advice and support for mental health and wellbeing, including identifying inappropriate or unreliable sources MW6 WO7</p> <p>11. the potential social, emotional and physical consequences (including on sexual and reproductive health) of choices people make about sex; that some sexual behaviours can be harmful; how to seek support if concerned about a sexual relationship ISR4 ISR5 ISR11</p> <p>12. about STIs and their prevalence; the symptoms, long- and short-term impacts, transmission, and treatment of STIs; the importance of regular testing ISR8 ISR9</p>			
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	<p>13. how the risk of STI transmission can be reduced; about the availability of PrEP and PEP to prevent HIV infection, and where, when and how to access them ISR8</p> <p>14. how to respond if someone has, or may have, an STI; about the effects of stigma and how to overcome barriers, such as embarrassment and misconceptions, to accessing sexual health services ISR12 ISR7 ISR12</p> <p>15. where to find medically accurate information about contraception; how to choose and access appropriate contraception, including emergency contraception ISR6 ISR6</p> <p>17. to be a critical consumer of sexual health information; how to identify and counter misinformation and disinformation in relation to sexual health advice and treatment ISR12</p> <p>12. about STIs and their prevalence; the symptoms, long- and short-term impacts, transmission, and treatment of STIs; the importance of regular testing ISR8 ISR9</p> <p>13. how the risk of STI transmission can be reduced; about the availability of PrEP and PEP to prevent HIV infection, and where, when and how to access them ISR8</p>			
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	<p>14. how to respond if someone has, or may have, an STI; about the effects of stigma and how to overcome barriers, such as embarrassment and misconceptions, to accessing sexual health services ISR12 ISR7 ISR12</p> <p>15. where to find medically accurate information about contraception; how to choose and access appropriate contraception, including emergency contraception ISR6</p> <p>16. the skills to discuss contraception use with a partner, and when necessary assert their right to insist on its use ISR6</p> <p>17. to be a critical consumer of sexual health information; how to identify and counter misinformation and disinformation in relation to sexual health advice and treatment ISR12</p> <p>14. about thinking errors (e.g. ‘gambler’s fallacy’) and product design features associated with gambling, including in online games; the risks and harms of gambling-related behaviours, including the accumulation of debt; how to access appropriate sources of help Back to contents MW8 Previous section WO4</p>			
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