

## **Subject: PSHE**

### **Curriculum Vision Statement:**

The PSHE Curriculum at Avonbourne Academies allows students to develop powerful knowledge that develops their personal, social, and moral lives.

PSHE explores relationship and sex education to give students the knowledge to feel safe and empowered to make informed choices in their lives. At the forefront is ensuring students' personal safety by learning about online safety, gambling, body image, county lines, alcohol and tobacco, and keeping healthy.

This is augmented by a commitment to personal development, where students are given the opportunity to learn about the UK political system as well as financial planning.

The curriculum charts the key aspects of British Values, such as Democracy, Tolerance, Freedom of Speech, Rule of Law, and Individual Liberty.

Like any other subject, PSHE contains powerful knowledge that will help a student realise their personal, social and moral potential.

## Term One:

	Autumn One	Why this? Why now?	Autumn Two	Why this? Why now?
<b>Year 7</b>	Valuing Myself and Others 1. Working in a team. 2. Respecting differences and factors affecting different relationships. 3. Mental and emotional health.	Students need a foregrounding in developing friendships and the relevant skills as they join the secondary context.  This is also a time when many students get smart phones and are exposed to unfettered access to the internet.	Responsibilities and Values  1. Self-review – Who am I? 2. Qualities and behaviours 3. Values and boundaries	Students will think about their place in their community, supporting them to settle into secondary school. It encourages them to think about how they can work well as a member of a team, and how they must learn to balance their own need to articulate emotions with the need to employ social skills and build relationships. . The work on relationship behaviours and risk-taking supports the increased independence that young people experience as they transition from year 6 to year 7.
<b>Year 8</b>	1. Boundaries and consent 2. Sharing Nudes 3. Managing conflict	This is a whole school priority that needs yearly reinforcing and reteaching. Ensuring students know what consent is as they may begin relationships. Online healthy relationships are conceptualised as places that also require consent.	Building perspectives 1. Perspectives and debate 2. Stereotyping, prejudice and discrimination 3. Building resilience, managing stress and emotions	Students will recognise the importance of seeking a variety of perspectives on issues and learn to discuss and debate topical issues respectfully. Students learn about the impact of stereotyping, prejudice, and discrimination on individuals and relationships, and develop strategies to build resilience to setbacks, as well as skills for maintaining good self-esteem. Finally, students will think about the positive effects of goal setting, feedback and deadlines on productivity and outlook.
<b>Year 9</b>	1. Consent 2. Relationship Expectations 3. Abuse and Harassment	This is a whole school priority that needs yearly reinforcing and reteaching. Ensuring students know what consent is as they may begin relationships.  There is a maturity to understand and label abuse and harassment at the start of Y9.	1. Relationships and Sexual Health 2. Maintaining Sexual Health (STIs) 3. Contraception 4. Unplanned pregnancy	Extending their knowledge and healthy relationships, sexual health and STIs, and awareness of contraception options is a thematic and causal link to A1's consent topics.
<b>Year 10</b>	1. Healthy and Unhealthy Relationships 2. Abusive Relationships 3. Sex and Healthy Relationships 4. Sexual Assault and the Impact of pornography (Drop Down Lesson)	Consent education is expanded to know the signs of abuse, and what constitutes healthy relationships.  Aligned with online safety, the impact of pornography is considered only after students have had three years of consent teaching.	1. Money Management, Developing resilience and self-management skills. 2. Gambling 3. Cyber Safety	Anticipating student's may have their first jobs, awareness of money and saving is to give students the tools to make the right choices, as well as warning them of the dangers of co-terminous issues of gambling online through online safety.

<b>Year 11</b>	<ol style="list-style-type: none"> <li>1. Mental Health Concerns (Self-Harm and Eating Disorders)</li> <li>2. Drugs and Illegal Substances</li> <li>3. Alcohol Abuse</li> <li>4. Sexual Assault and the Impact of pornography (Drop Down Lesson)</li> </ol>	<p>Anxiety over exams and the last year of school is addressed in the PSHE curriculum; students are taught and signposted to mental health concerns as well as drug and alcohol abuse awareness.</p>	<ol style="list-style-type: none"> <li>1. Consent</li> <li>2. Healthy and Unhealthy Relationships</li> <li>3. Nudes and Semi Nudes</li> <li>4. Pregnancy and Miscarriage (Drop Down Lesson)</li> </ol>	<p>Consent education is expanded to know the signs of abuse, and what constitutes healthy relationships.</p> <p>Aligned with online safety, the impact of pornography is considered only after students have had four years of consent teaching.</p> <p>Students are made aware of the real possibility of pregnancy and miscarriage as it may become pertinent to their age group.</p>
<b>Year 12</b>	<ol style="list-style-type: none"> <li>1. Transitioning into Sixth Form: study skills.</li> <li>2. Relationships: unwanted, illegal and inappropriate behaviours</li> <li>3. Relationships: consent.</li> </ol>	<p>The first lesson of this unit helps students to prepare for the Sixth Form, helping them take a proactive approach to their own learning.</p> <p>Consent education is expanded to know the signs of abuse, and what constitutes healthy relationships.</p> <p>This unit is forward-thinking and anticipates the types of situations and relationships students may find themselves in in future years.</p>	<ol style="list-style-type: none"> <li>1. Managing stress</li> <li>2. Boosting your mood.</li> <li>3. Body image: sunbeds and cosmetic surgery.</li> </ol>	<p>This unit helps Y12 students to managing their mental health in a positive way as part of a healthy lifestyle. Students also have the opportunity to consider body image, exploring the effects and impact of sunbeds and cosmetic surgery.</p>
<b>Year 13</b>	<ol style="list-style-type: none"> <li>1. STIs,</li> <li>2. Safe Sex at University</li> <li>3. The Dangers of Drugs, Spiking, and Excess Drinking</li> </ol>	<p>This unit reminds students of STIs with a perceived awareness that students may wish to know and access GUM clinics.</p> <p>This unit anticipates concerns as they consider university and the dangers they may encounter appropriate for their age.</p>	<ol style="list-style-type: none"> <li>1. CV Writing</li> <li>2. Career Development</li> <li>3. Maintaining a Positive Professional Identity</li> </ol>	<p>Preparing students for the world of work, this unit allows students to practice the literary skills of CV writing, and how to be professional in the world of work. Students will likely finish their year in a professional work context; this unit is timely to give them the requisite skills needed for this transition from school to work.</p>

**Term Two:**

	Spring One	Why this? Why now?	Spring Two	Why this? Why now?
<b>Year 7</b>	<p>Amplifying Voices</p> <ol style="list-style-type: none"> <li>1. Representations of mental health.</li> <li>2. Social media and self image.</li> <li>3. Social and environmental impacts of financial decisions.</li> </ol>	<p>Students to continue to think about the impact that they can have on their world. It begins by considering the relationship between the language we use and mental health stigma, moving on to looking at how we can use social media in a way that can enhance our lives. Analysing the portrayal of relationships in the media and the impact of the media on the way we view ourselves and others helps students to begin to think more critically about the role of the media in our formation of self-identity.</p>	<p>Making Safe Choices</p> <ol style="list-style-type: none"> <li>1. Presenting Self Online</li> <li>2. Reducing Risk Online</li> <li>3. First Aid and Personal Values</li> </ol>	<p>This introduces students to the idea that the way people present themselves online can have positive and negative impacts on them. Students will consider the safe choices they can make to set clear boundaries around aspects of life that they want to remain private.</p>
<b>Year 8</b>	<p>My place in the world</p> <ol style="list-style-type: none"> <li>1. Routes into work and further education</li> <li>2. Building trust and boundaries</li> <li>3. Challenging harmful social norms</li> </ol>	<p>Students build on previous goal setting work by looking at longer term goals of routes into work, training and other vocational and academic opportunities. Students then begin to consider how social media can be used positively to engage with global and local issues. Then move on to learning about the importance of trust in relationships, the importance of challenging harmful social norms and boundary setting.</p>	<p>Intimate relationships</p> <ol style="list-style-type: none"> <li>1. Healthy long term relationships</li> <li>2. Intimate relationships and consent</li> <li>3. Risks of unprotected sex</li> </ol>	<p>Students explore the nature and importance of stable, long-term relationships for family life and bringing up children. Students' increasing maturity means that this is an appropriate time to teach about the value of delaying all kinds of sex, as well as explicitly teaching the legal age of consent. Students will learn about consent in the context of intimate relationships, including legal and moral implications, and will be given an overview of the risks of unprotected sex.</p>
<b>Year 9</b>	<ol style="list-style-type: none"> <li>1. Rights in the Community</li> <li>2. Relationship Boundaries - Friendships</li> <li>3. Fertility, Adoption, and Abortion</li> </ol>	<p>The content here builds on their RSE content in the previous term, but extends to what constitutes a healthy relationship as well as RSE through the prism of fertility and abortion.</p>	<ol style="list-style-type: none"> <li>1. Managing Transition to Key Stage 4</li> <li>2. Managing Mental Health Concerns</li> <li>3. Aspirations for the Future</li> </ol>	<p>As students may be anxious about starting their GCSEs, students now</p>
<b>Year 10</b>	<ol style="list-style-type: none"> <li>1. Gangs and County Lines</li> <li>2. Drugs and Alcohol</li> <li>3. Assertive Communication</li> </ol>	<p>Students are introduced to a mature topic of County Lines as research suggests 12-15 year olds are the most likely victims of County Lines. Linking to this is the safety concerns of alcohol and drug access. Assertive communication is the corollary to this, enabling students to resist peer pressure.</p>	<ol style="list-style-type: none"> <li>1. Making safe and Healthy Lifestyle Choices</li> <li>2. Health Promotion</li> <li>3. First Aid</li> </ol>	<p>This is a reactive unit (based on feedback and assessments) that seeks to cover students' interest in healthy lifestyle, with a new and pertinent inclusion of ultra-processed food dangers.</p>

<b>Year 11</b>	<ol style="list-style-type: none"> <li>1. Promoting Diversity</li> <li>2. Stereotyping and Discrimination</li> <li>3. LGBTQ</li> </ol>	This is a reactive unit (based on feedback and assessments) that seeks to promote, as per the Statutory Protected Characteristics, diversity and awareness of LGBTQ definitions and the dangers of stereotyping	<ol style="list-style-type: none"> <li>1. Change, Loss and Bereavement</li> <li>2. Healthy Coping Strategies</li> <li>3. Role of Parliament and Electoral Systems</li> <li>4. Religious, Ethnic Regional Identities in the UK</li> </ol>	Having covered civics in Y7, the loop is closed in Y11 with a return to awareness of voting and the electoral system. Y11 is seen as a mature stage where students can start to think and process loss and bereavement.
<b>Year 12</b>	<ol style="list-style-type: none"> <li>1. Living in a Diverse Society</li> <li>2. Challenging Prejudice and Discrimination</li> <li>3. Relationships: communicating wants and needs at university and in the workplace.</li> </ol>	This unit prepares students for a diverse place of work and education they may be entering into.	<ol style="list-style-type: none"> <li>1. Exploring Future Opportunities</li> <li>2. Post-18 options</li> <li>3. Career opportunities and preparing for the world of work.</li> </ol>	This is a reactive unit (based on feedback and assessments) that seeks to empower students to feel confident that they are prepared for their futures.
<b>Year 13</b>	<ol style="list-style-type: none"> <li>1. Managing Money</li> <li>2. Saving and Budgeting</li> <li>3. Personal finance: tax, mortgages and overdrafts.</li> </ol>	This is a reactive unit (based on feedback and assessments) that seeks to help students to be able to plan and think about their finances, awareness of debt, as well as saving as students' gain increasing independence.	<ol style="list-style-type: none"> <li>1. Assertive Communication</li> <li>2. Positive Relationships and Recognising Abuse</li> <li>3. Dangerous situations or Relationships</li> </ol>	This is a mature topic area that allows Y13s to remind themselves of the importance of recognising

**Term Three:**

	Summer One	Why this? Why now?	Summer Two	Why this? Why now?
<b>Year 7</b>	<p>Growing and Thriving</p> <ol style="list-style-type: none"> <li>1. FGM &amp; Peer Influence</li> <li>2. Strategies to Manage Puberty</li> <li>3. Gender &amp; Sexuality</li> </ol>	<p>The content of this unit feels increasingly mature, with students learning about FGM. An understanding of consent is deepened. Students learn about triggers for unhealthy coping behaviours, and strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing. The topics of gender and sexuality are introduced; the emphasis in these sessions is the universal right to be treated with respect and dignity. Students are taught about bullying and its impact, as well as skills and strategies to manage being targeted or witnessing others being bullied.</p>	<p>Healthy Futures</p> <ol style="list-style-type: none"> <li>1. Responsibility for Physical Health</li> <li>2. Positive and Negative Uses of Drugs</li> <li>3. Employment Pathways</li> </ol>	<p>Students are encouraged to take more responsibility for their health and success, both now and in the future. Students learn the importance of taking increased responsibility for their own physical health and awareness of drugs. Students will consider the role of employment in their future, learning about some different types and patterns of work, including employment, self-employment and voluntary work.</p>
<b>Year 8</b>	<p>Responding to risk</p> <ol style="list-style-type: none"> <li>1. Risks on the internet</li> <li>2. Factors associated with young people and gangs</li> <li>3. FGM and cultural expectations</li> </ol>	<p>Students learn about the range of risks associated with the internet. The unit also covers the different types of gangs, and the social, legal and physical consequences of gang behaviours. FGM is covered again in this unit (it is covered each year as a safeguarding measure). Students learn about how their aspirations can be limited by stereotypes and family or cultural expectations, and how to recognise and manage internal and external influences on decisions which affect health and wellbeing.</p>	<p>Making good decisions</p> <ol style="list-style-type: none"> <li>1. Health services and the benefits of healthy diet and exercise</li> <li>2. The effects of drugs and alcohol</li> <li>3. Consequences of carrying a weapon (anti-knife crime)</li> </ol>	<p>Students learn about the range of different health services. Students learn about factors that can influence decisions on eating a balanced diet and taking part in physical exercise, as well as strategies to manage these. The unit also covers the benefits of physical exercise. Students learn about the risks of drugs and alcohol and carrying a weapon, as well as how to mitigate these. Water safety (coastal) is also covered.</p>
<b>Year 9</b>	<ol style="list-style-type: none"> <li>1. Stereotypes, Prejudice and Discrimination</li> <li>2. Promoting diversity and equality</li> <li>3. Fertility, Adoption and Abortion</li> </ol>	<p>This links with Y7 and Y8, ensuring students know what stereotypes are and not to discriminate.</p>	<ol style="list-style-type: none"> <li>1. Friendship Challenges,</li> <li>2. Drugs and Alcohol and,</li> <li>3. Gangs and Crime)</li> </ol>	<p>Linking with Y7s awareness of smoking and vaping, Y9 are informed of drugs and alcohol dangers</p>

<b>Year 10</b>	<ol style="list-style-type: none"> <li>1. Arranged Marriage and Forced Marriage</li> <li>2. Trafficking</li> <li>3. FGM (Drop Down Lesson)</li> </ol>	The mature topic that may not affect all students is covered as per the statutory requirements. This is so students are able to identify any students who may be subject to this treatment.	<ol style="list-style-type: none"> <li>1. Personal Safety Online</li> <li>2. Extremism (Terrorism and Far-Right)</li> <li>3. Preparing for Adult Life</li> <li>4. Extremism (Drop Down Lesson)</li> </ol>	Data from Prevent suggests that online radicalisation occurs in the Y10 age arrange. This is mediated through an awareness of online safety measures.
<b>Year 11</b>	<ol style="list-style-type: none"> <li>1. The role of parliament.</li> <li>2. Electoral systems.</li> <li>3. Religious, ethnic and regional identities in the UK.</li> </ol>	This unit helps students to understand democracy and how the UK political system works. Underpinned by the British Values of Rules of Law, Liberty and Respect, students will conclude their studies with an appreciation and understanding of Britain's diverse population.		
<b>Year 12</b>	<ol style="list-style-type: none"> <li>1. Financial Terminology: tax and National Insurance</li> <li>2. Budgeting and the impact of financial decisions</li> <li>3. Saving for your first home: renting and buying property.</li> </ol>	This is a reactive unit (based on student feedback) that seeks to educate students on managing their personal finance, equipping them with basic financial knowledge to enter the workplace and save for their own home.	<ol style="list-style-type: none"> <li>1. Independence and Keeping Safe (Driving)</li> <li>2. Travel</li> <li>3. First Aid</li> </ol>	Awareness that Y12s may be learning to drive and this have increasing independence, reminding them of how to be safe when travelling, driving and to administer first aid.
<b>Year 13</b>	<ol style="list-style-type: none"> <li>1. Exploring future opportunities.</li> <li>2. Post-18 Options and CV Writing.</li> <li>3. Budgeting and the impact of financial decisions.</li> </ol>	This future planning unit empowers students to prepare for their future.	Examination revision strategies and study skills.	As students come to the end of their sixth form journey, this unit supports students to revise effectively for their final exams.