





PSE Curriculum Plan 2023-2023 Version September 2023 (U)

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	How can I succeed at secondary school? Study Skills and transition – target setting Stoke Community “Respect, Inspire, Achieve” values Safety: Personal safety inside and outside of school including online	What are my aspirations? Aspirations, careers, and opportunities Future careers – what are the options Building teamwork skills Enterprise and using our skills to help others	What are positive relationships? Defining relationships Qualities of positive relationships including friendships Bullying, its impact and sources of support My identity and family relationships	How do I keep healthy? Healthy lifestyles including diet, exercise, importance of good quality sleep, hygiene, and stress management Puberty changes* (SRE) Recognising and talking about emotions Mental health and wellbeing		What is digital wellbeing and financial literacy? Online identities Opening bank accounts, budgeting, and saving money Making financial choices Safe use of online banking and websites
Assessment Method	Core knowledge check after modules and regular reviews		Assessment week – core knowledge checks and regular reviews		Assessment week – core knowledge checks and regular reviews	
 Opportunities	CEIAG – Students think about their future aspirations and how they might achieve these through qualifications and skills that they develop at school and through enrichment opportunities. SMSC – Students work in pairs/ groups; students consider the importance of identity for those with faith and none, students consider cultural differences Enrichment- Students can take part in careers-based assemblies/ events, students reflect on the skills they have gained through enrichment opportunities. British Values – Students develop their self-esteem and responsibility for their behaviour. Students consider the importance of community, respect, and tolerance of others regardless of faith, belief, or background. E-safety – Use of computers, following school ICT policies and procedures. Students will consider how to stay safe online and sources of support.					
8	How do I stay safe and healthy? Drugs and dangers to health Dangers of smoking and alcohol misuse and peer pressure including county lines Vaccinations and the use of antibiotics	How can I stay safe online? Rights, responsibilities, and opportunities online Physical and psychological effects of being online Protecting myself from harmful content	How can we value one another? Types and effects of prejudice and discrimination including racism, sexism, and homophobia Radicalisations and impacts British Values Equality Act 2010	How do I protect myself from exploitation and stay safe? Crime, gangs and keeping safe Impact of county lines Managing risks Sending inappropriate images and protecting myself online		What skills do I need for the future? Developing skills for future employment Work and how it is changing Careers and opportunities Enterprise
Assessment Method	Core knowledge check after modules and regular reviews		Assessment week – core knowledge checks and regular reviews		Assessment week – core knowledge checks and regular reviews	
 Opportunities	CEIAG – Students think about their future aspirations and how they might achieve these through qualifications and skills that they develop at school and through enrichment opportunities. SMSC – Students work in pairs/ groups; students consider the importance of identity for those with faith and none, students consider cultural differences and discuss ethical issues. Enrichment- Students can take part in opportunity to raise money for charity. Students have access to careers-based assemblies/ events, and students reflect on the skills they have gained through enrichment opportunities.					

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	<p>British Values – Students develop their self- confidence and self-esteem. Students consider the role of democracy, rule of law including Equality Act 2010, respect for public institutions and respect for other people.</p> <p>E-safety – Use of computers, following school ICT policies and procedures. Digital literacy, online safety and reliability of the media studied in focus.</p>				
9	<p>What are the risks of drugs and alcohol?</p> <p>Attitudes of young people to alcohol and drugs Legal consequences of drug use Managing risks Effects of drugs Managing influences and peer pressure</p>	<p>How important is mental health?</p> <p>Body image, appearance, and self-esteem Emotional health Signs of mental health concerns and sources of help and support</p>	<p>What future options do I have?</p> <p>Options – how do I decide? Personal strengths, qualities, and skills now and for the future Employment rights and responsibilities</p>	<p>How do I keep healthy and safe in relationships? *</p> <p>Health intimate relationships, sexuality Fact and laws surrounding sex including consent and managing pressure Contraception choices and STIs Role of marriage and civil partnerships Pregnancy and the role of parents</p>	<p>What is citizenship?</p> <p>Citizenship and its role in society Human rights and Law Respect and multicultural societies</p>
Assessment Method	Programme delivered through forms times, assemblies, and external visiting speakers. Knowledge and skills check through class activities.				
 Opportunities	<p>CEIAG – Students think about their future aspirations and how they might achieve these through qualifications and skills that they develop at school and through enrichment opportunities.</p> <p>SMSC – Students work in pairs/ groups; students consider the importance of identity for those with faith and none, students consider cultural differences</p> <p>Enrichment- Students can take part in an entrepreneurship challenge. Students have GCSE options and careers-based assemblies, and at options evening students reflect on the skills they have gained through studies and enrichment opportunities.</p> <p>British Values – Students continue to develop self- confidence and self-esteem. Students consider the role of democracy and rule of law, tolerance and respect for other people and communities.</p> <p>E-safety – Use of computers, following school ICT policies and procedures. Students consider developing their ICT skills, and appropriate use of social media.</p>				
10	<p>What does good mental health look like?</p> <p>Emotional and mental health Challenges affecting mental health Depression, anxiety, and stress Healthy coping strategies to manage anger and pressures</p>	<p>What are my options when I leave SHS?</p> <p>Personal statements, CV, and interviews Networking and social media Workplace rights and responsibilities</p>	<p>What is the difference between healthy and unhealthy relationships? *</p> <p>Qualities of positive, healthy relationships Sexual harassment, abuse in relationships Pornography, image sharing, sexual abuse, rape, and the law Forced marriage Honour based violence, FGM</p>	<p>What financial pressures are there?</p> <p>Fraud including identity fraud Gambling and impacts Work experience, preparation, and evaluation</p>	
Assessment Method	Programme delivered through forms times, assemblies, and external visiting speakers. Knowledge and skills check through class activities.				
 Opportunities	<p>CEIAG – Students prepare for careers by researching and applying for work experience, researching careers, completing a CV, and analysing successful interview techniques.</p> <p>SMSC – Students work in pairs/ groups; students consider the importance of relationships and identity, considering the importance of tolerance and understanding cultural similarities and differences.</p> <p>Enrichment- Students complete careers-based assemblies and prepare to complete work experience.</p> <p>British Values – Students continue to develop self- confidence and self-esteem. Students consider the role of democracy and rule of law, tolerance and respect for other people and communities.</p> <p>E-safety – Use of computers, following school ICT policies and procedures. Students consider the appropriate use of social media and develop ICT skills through researching careers and creating a CV.</p>				

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<p>11</p>	<p>What are my post-16 options? Options available after SHS Applications forms and personal statements for college/ Sixth Forms Apprenticeships</p>	<p>How do I keep optimum health? Role of a healthy diet, exercise, and sleep Services and support to maintain physical and emotional health Cancer Organ, blood, and stem cell donation</p>	<p>Where can I get support with health—related decisions? Drugs, alcohol misuse and assessing risk First Aid - sepsis, meningitis – what should I do? Eating disorders and support Fertility issues, contraception*, abortion, pregnancy, and miscarriage</p>	 Study Leave
<p>Assessment Method</p>	<p>Programme delivered through forms times, assemblies, and external visiting speakers. Knowledge and skills check through class activities.</p>			
 Opportunities	<p>CEIAG – Students prepare for their next steps researching college course, making applications and investigation into higher education opportunities. SMSC – Students work in pairs/ groups; students consider the importance of relationships and identity. Students consider the moral issues within relationships and families. Enrichment- Students complete careers-based assemblies to prepare them for their next careers steps. British Values – Students continue to develop self- confidence. Students consider the role of communication, respect, and tolerance in building relationships with families and the wider school and local communities. E-safety – Use of computers, following school ICT policies and procedures. Students consider the appropriate use of social media and develop ICT skills through researching their next career step and reviewing their CV.</p>			