

# **Core Studies**

## **Subject**

### **Overview**

## ROUTE 1 – Core Studies (PSHE, RSHE & Citizenship.)

### PSHE Association KS1/2: Encountering, Foundation & Core

#### Year 7 to Year 11

#### Skills and Knowledge Progression

##### KNOWLEDGE

- Managing feeling/Self awareness
- Self- Care Support and Safety
- Healthy Lifestyle Choices
- Changing and Growing
- The World I live in
- British Values

##### SKILLS

- Speaking and Listening
- Reading
- Debating and enquiry
- Resolution and Decision Making
- Social Development
- ICT Skills

##### SPIRAL

- Topics revisited in all phases at different progressive stages.
- Cross curricular links - LifeSkills, Science and Careers lessons.
- YEAR 7 – 8 - KS1 & 2 – Secure in Encountering and Foundation.
- YEAR 9-10 – KS1 & 2 – Secure in Foundation and Core skills.
- YEAR 11 – KS1 & 2 – Secure in Foundation and Core skills.

	AUTUMN HALF TERM 1	AUTUMN HALF TERM 2	SPRING HALF TERM 1	SPRING HALF TERM 2	SUMMER HALF TERM 1	SUMMER HALF TERM 2
	Managing Feelings:	Self- Awareness	Self-Care, Support and Safety	Healthy Lifestyles	Changing and Growing (RSHE)	The World I live in

<p><b>Year 7 PSHE &amp; RSHE (Encountering)</b></p>	<p><b>Identifying and expressing feelings:</b></p> <p><i>Respond with curiosity to stimuli about different emotions. Respond with curiosity to stimuli which depict facial expressions representing different emotions/feelings</i></p>	<p><b>Things we are good at:</b></p> <p><i>Respond with curiosity to stimuli about the ways in which we are special. Respond with curiosity to stimuli about our family.</i></p>	<p><b>Taking care of ourselves:</b></p> <p><i>Respond to stimuli about the people who look after Us.</i></p> <p><b>Keeping safe online:</b></p>	<p><b>Healthy Eating:</b></p> <p><i>Respond to different stimuli about what it means to be 'healthy'</i></p> <p><b>Mental Wellbeing:</b></p>	<p><b>Baby to adult:</b></p> <p><i>Respond with curiosity to prompting about babies, what they look like and how they behave; about how we have changed since we were a baby.</i></p>	<p><b>Respecting differences between people:</b></p> <p><i>Respond to stimuli with awareness and curiosity about the physical differences between people.</i></p>
<p><b>Year 7 Citizenship</b></p>	<p>British Values Links to all British Values</p> <p>Black History Month</p>	<p>British Values Links to all British Values</p>	<p>British Values Links to all British Values</p>	<p>British Values Links to all British Values</p>	<p>British Values Links to all British Values</p>	<p>British Values Links to all British Values</p>
<p><b>Year 8 PSHE &amp; RSHE (Encountering)</b></p>	<p><b>Managing strong feelings:</b></p> <p><i>Respond to stimuli about some of the different ways we can communicate our feelings and needs to others.</i></p>	<p><b>Kind and unkind behaviours:</b></p> <p><i>Respond with curiosity to stimuli about what anger is and what being angry feels like. Respond to stimuli about what feeling upset means.</i></p>	<p><b>Keeping Safe:</b></p> <p><i>Respond to stimuli about keeping physically safe. Respond with curiosity to stimuli about the adults who are responsible for keeping us safe</i></p> <p><b>Keeping safe online:</b></p>	<p><b>Taking care of physical health:</b></p> <p><i>Respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies</i></p> <p><b>Mental Wellbeing:</b></p>	<p><b>Changes at puberty:</b></p> <p><i>Respond with curiosity to adult prompting of the names for body parts and changes of puberty.</i></p>	<p><b>Jobs people do:</b></p> <p><i>Respond to stimuli about the different jobs adults in school do.</i></p>

<b>Year 8 Citizenship</b>	British Values Links to all British Values  Black History Month	British Values Links to all British Values	British Values Links to all British Values	British Values Links to all British Values	British Values Links to all British Values	British Values Links to all British Values
<b>Year 9 PSHE &amp; RSHE (Foundation)</b>	<b>Identifying and expressing feelings:</b>  <i>Describe different kinds of feelings we may have experienced; those we like and those we don't like. Identify things that make us feel happy. Identify things that may make us cry/feel sad. Identify what makes us feel upset, angry, worried, anxious, frightened</i>	<b>Playing and working together:</b>  <i>Respond to an adult modelling how we can show we are ready to participate in an activity. Respond with curiosity to modelling of 'good listening'. Respond to 'taking turns' as modelled by both adults and peers.</i>	<b>Taking care of ourselves:</b>  <i>Identify people who look after us and help us to take care of ourselves.</i>  <b>Keeping safe online:</b>	<b>Healthy Eating:</b>  <i>Identify foods that we like and dislike to eat</i>  <b>Mental Wellbeing:</b>	<b>Baby to adult:</b>  <i>Identify some of the differences between a baby, child and adult.</i>	<b>Rules and laws:</b>  <i>Respond to stimuli or adult modelling about the things we are allowed to do in school.</i>
<b>Year 9 Citizenship</b>	British Values Links to all British Values Black History Month	British Values Links to all British Values	British Values Links to all British Values	British Values Links to all British Values	British Values Links to all British Values	British Values Links to all British Values

<b>Year 10 PSHE &amp; RSHE (Foundation)</b>	<b>Managing strong feelings:</b>  <i>Identify some different ways of communicating feelings and needs to others.</i>	<b>Things we are good at:</b>  <i>Describe ourselves — recognising that there is self and there are others.</i>	<b>Keeping Safe:</b>  <i>Describe some simple ways we can help keep ourselves physically safe in school.</i>	<b>Taking care of physical health:</b>  <i>Demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair or teeth). Recognise the importance of simple rules for sun safety. Recognise how we feel if we have not had enough sleep</i>	<b>Changes at puberty:</b>  <i>Recognise correct vocabulary for some of the main body parts, including genitalia. Recognise that bodies change as people become adults, including the onset of menstruation (when appropriate).</i>	<b>Respecting differences between people:</b>  <i>Identify simple differences and similarities between people.</i>
<b>Year 10 Citizenship</b>	British Values  Black History Month	British Values	<b>Keeping safe online:</b> British Values	<b>Mental Wellbeing:</b> British Values	British Values	British Values

<p style="text-align: center;"><b>Year 11 PSHE &amp; RSHE (Foundation / Core)</b></p>	<p><b>Identifying and expressing feelings:</b></p> <p><i>(CORE)</i> Identify signs, actions, facial expressions, body language which can help us identify how others might be feeling</p>	<p><b>Kind and unkind behaviours:</b></p> <p><i>Describe what feeling angry means. Describe what feeling upset means. Recognise that behaviour which hurts others' bodies or feelings is wrong.</i></p>	<p><b>Trust:</b></p> <p><i>Identify trusted adults in school. Recognise things we would call 'personal' and things we would call 'private'. Recognise what keeping something secret means. Identify someone who can help us if we are afraid or worried.</i></p>	<p><b>Keeping well:</b></p> <p><i>Demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain. Explain that when we are hurt or unwell we may have to go to bed, see a nurse or doctor, or go to the hospital. Recognise that we may be given medicines to help us get better and that these will be given to us by a nurse or doctor (or by our parent/carer looking after us)</i></p> <p><b>Mental Wellbeing:</b></p>	<p><b>Changes at puberty:</b></p> <p><i>(CORE)</i> Describe the main physical differences between male and female bodies,</p>	<p><b>Rules and laws:</b></p> <p><i>Give some simple examples of things we are allowed/not allowed to do in school (rules).</i></p>
<p style="text-align: center;"><b>Year 11 Citizenship</b></p>	<p>British Values Black History Month</p>	<p>British Values</p>	<p>British Values</p>	<p>British Values</p>	<p>British Values</p>	<p>British Values</p>

## Curriculum Overview

- In Route 1, pupils build on the knowledge and understanding, skills, attributes, and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Pupils learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.
- During Key Stage 3 and 4, pupils deepen their knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 1 and 2. PSHE education reflects the fact that pupils are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

British Values - Links to be made to all British Values throughout the year.

- **Democracy**
- **Tolerance of Different Faiths and Beliefs**
- **Rule of Law**
- **Individual Liberty**
- **Mutual Respect**

## Cross-Curricular Links

- Route 1 Core Studies, English opportunities to address; Spoken English. Spoken Language. Reading-Word Reading. Reading-Comprehension. Writing-Composition. Writing-VGP.
- Route 1 Core Studies, Science opportunities to address; Biology – identifying parts of the body and staying fit. Germs, keeping clean & hygiene. Health – including mental and physical health. Healthy eating and diet. Use of alcohol, drugs and tobacco and the effects on the body. Changing and growing, including human life cycle, puberty. Chemistry – keeping safe in the home and identifying hazards e.g. chemicals and warning symbols. Looking after the environment.
- Route 1 Core Studies, E-safety opportunities to address; Self-Image and Identity. Online Reputation. Online Bullying. Privacy and Security. Online Relationships.

## Destinations

- YEAR 7 – 8 – KS3 & 4 - Core and Development skills.
- YEAR 9-10 – KS3 & 4 – Core, Development and Enrichment.
- YEAR 11 – KS3 & 4 – Development and Enrichment skills.

## ROUTE 2 – Core Studies (PSHE, RSHE & Citizenship.)

### PSHE Association KS1/2: Core, Development & Enrichment

### KS3/4: Foundation, Core & Development

#### Year 7 to Year 11

#### Skills and Knowledge Progression

##### KNOWLEDGE

- Managing feeling/Self awareness
- Self- Care Support and Safety
- Healthy Lifestyle Choices
- Changing and Growing
- The World I live in
- British Values

##### SKILLS

- Speaking and Listening
- Reading
- Debating and enquiry
- Resolution and Decision Making
- Social Development
- ICT Skills

##### SPIRAL

- Topics revisited in all phases at different progressive stages. Cross curricular links - Life skills, Science and Careers lessons.

	AUTUMN HALF TERM 1	AUTUMN HALF TERM 2	SPRING HALF TERM 1	SPRING HALF TERM 2	SUMMER HALF TERM 1	SUMMER HALF TERM 2
	Managing Feelings	Self- Awareness	Self-Care, Support and Safety	Healthy Lifestyles	Changing and Growing (RSHE)	The World I live in

<p style="text-align: center;"><b>Year 7 PSHE &amp; RSHE</b></p>	<p><b>Self-esteem and unkind comments:</b></p> <p><i>(KS3/4 FOUNDATION)</i> Identify feelings associated with feeling good about ourselves</p>	<p><b>Getting on with others:</b></p> <p><i>(KS1/2 DEVELOPMENT)</i> Explain how other people may feel differently to us about the same situation and offer some examples. Identify how to treat ourselves and others with respect.</p>	<p><b>Public and Private:</b></p> <p><i>(KS1/2 DEVELOPMENT / ENRICHMENT)</i> Explain that there are likely to be things about ourselves we are comfortable sharing with everyone; things we are comfortable sharing with our friends; things we are comfortable sharing with our most special people and things we do not want to, or should not share with anyone Explain the importance of respecting others' belongings, privacy and feelings. Identify practical strategies to ensure our privacy and that of others.</p> <p><b>Keeping safe online:</b></p>	<p><b>Elements of a healthy lifestyle</b></p> <p><i>(KS3/4 CORE)</i> Identify different ways that people can live a healthy lifestyle. Describe how to take care of dental health (e.g. how to brush teeth correctly/ use floss, food and drink that support dental health and why regular check-ups at the dentist are important).</p> <p><b>Mental Wellbeing:</b></p>	<p><b>Dealing with touch</b></p> <p><i>(KS1/2 CORE / DEVELOPMENT)</i> Explain that our bodies belong to us and that we have a right to feel safe. Recognise the need to respect other people's bodies and to ask for permission before we touch them.</p> <p>Describe different types of physical contact; explain how to differentiate between acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical contact</p>	<p><b>Taking care of the environment</b></p> <p><i>(KS1/2 CORE/ DEVELOPMENT / ENRICHMENT)</i> Give reasons why it is important to take care of people, animals and all living things.</p> <p>Describe our own home and explain how we and family members may take care of it.</p> <p>Explain how we can take care of our school environment.</p>
	<p><b>Year 7</b> <b>Citizenshi</b></p>	<p>British Values Black History Month</p>	<p>British Values</p>	<p>British Values</p>	<p>British Values</p>	<p>British Values</p>

<p style="text-align: center;"><b>Year 8 PSHE &amp; RSHE</b></p>	<p><b>Strong feelings:</b></p> <p><i>(KS3/4 FOUNDATION)</i> Describe how we might feel, look and sound when we are happy or unhappy. Identify a range of feelings, where we might feel them in our body.</p>	<p><b>Personal strengths:</b></p> <p><i>(KS3/4 FOUNDATION &amp; CORE)</i> Describe what we are good at and/or enjoy. Identify some of our own personal strengths and skills (things we are really good at or can do really well)</p>	<p><b>Feeling unwell:</b></p> <p><i>(KS3/4 CORE)</i> Identify how we can tell if we are unwell (including possible symptoms). Describe in simple terms how germs can be spread to others. Identify whom to tell if we feel unwell. Identify useful phrases or vocabulary to use in order to let someone know that we feel unwell. Explain why it is a good idea to ask for help quickly if we feel unwell.</p> <p><b>Keeping safe online:</b></p>	<p><b>Physical activity:</b></p> <p><i>(KS3/4 CORE)</i> Identify our favourite forms of physical activity and exercise. Identify some of the benefits of being physically active, and possible consequences of inactivity.</p> <p><b>Mental Wellbeing:</b></p>	<p><b>Different types of relationships:</b></p> <p><i>(KS1/2 DEVELOPMENT)</i> Identify some of the ways in which we may be cared for by our families, friends and other adults who care for us. Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship.</p>	<p><b>Belonging to a community:</b></p> <p><i>(KS1/2 CORE / DEVELOPMENT)</i> Describe things we do in the groups we belong to.</p> <p>Describe how being part of a group makes us feel. Identify specific things we take part in as a member of these groups.</p>
<p style="text-align: center;"><b>Year 8 Citizenship</b></p>	<p>British Values – Rule of Law Black History Month</p>	<p>British Values Democracy</p>	<p>British Values Mutual Respect</p>	<p>British Values Mutual Respect</p>	<p>British Values Tolerance of Faiths and Beliefs</p>	<p>British Values Individual Liberty</p>

<p style="text-align: center;"><b>Year 9 PSHE &amp; RSHE</b></p>	<p><b>Self-esteem and unkind comments:</b></p> <p><i>(KS3/4 CORE)</i> Identify things we can do which help us to feel good about ourselves.</p>	<p><b>People who are special to us:</b></p> <p><i>(KS1/2 ENRICHMENT)</i> Give some practical examples of the ways our special people care for us and help us with problems and difficulties. Identify different types of family.</p>	<p><b>Feeling frightened/worried:</b></p> <p><i>(KS3/4 CORE)</i> Demonstrate some simple strategies we can use if we are feeling frightened or worried. Identify who is responsible for keeping us safe and explain the importance of helping to keep ourselves safe. Explain what unwanted physical contact means. Explain that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are. Demonstrate simple ways of communicating to others that we need help.</p> <p><b>Keeping safe online:</b></p>	<p><b>Healthy Eating:</b></p> <p><i>(KS3/4 CORE)</i> Describe our favourite foods and drinks, and give reasons for our choices. Identify foods we can eat all the time which are good for us. Identify foods that should only be eaten occasionally.</p> <p><b>Mental Wellbeing:</b></p>	<p><b>Puberty:</b></p> <p><i>(KS3/4 CORE)</i> Describe some of the new opportunities and responsibilities we have experienced as we have grown older. Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social). Explain why puberty happens.</p>	<p><b>Diversity/ rights and responsibilities:</b></p> <p><i>(KS3/4 FOUNDATION / CORE)</i> Identify what is meant by having rules in school, at home and in the wider world.</p> <p>Describe some of the similarities, differences and diversity among people of different race, faith and culture. Describe what is meant by rights and responsibilities.</p>
	<p><b>Year 9</b> <b>Citizenshi</b></p>	<p>British Values Black History Month</p>	<p>British Values</p>	<p>British Values</p>	<p>British Values</p>	<p>British Values</p>

<b>Year 10 PSHE &amp; RSHE</b>	<p><b>Strong feelings:</b></p> <p>(KS3/4 CORE) Recognise when others may be feeling happy or unhappy from their facial expression and body language. Describe strong emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy)</p>	<p><b>Getting on with others:</b></p> <p>(KS1/2 ENRICHMENT) Explain why it is important to listen to others' point of view; demonstrate active listening; demonstrate simple ways of resolving disagreements. Describe what it means to 'fall out' with friends or family. Identify what might make someone feel that they are in an unhappy or unhealthy friendship or relationship.</p>	<p><b>Public and Private:</b></p> <p>(KS3/4 CORE) Explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online. Identify reasons why being asked to share a photo of ourselves might not be a safe thing to do. Explain why it is important to talk with a trusted adult before deciding whether to share a photo or personal information.</p> <p><b>Keeping safe online:</b></p>	<p><b>Physical activity:</b></p> <p>(KS3/4 DEVELOPMENT) Describe some of the physical and mental health benefits of regular exercise.</p> <p><b>Mental Wellbeing:</b></p>	<p><b>Different types of relationships:</b></p> <p>(KS1/2 ENRICHMENT) Recognise that two people in a long term relationship might live together or be married (or in a civil partnership); that getting married must always be a choice both people make together. Recognise that two people who love and care for one another may or may not have children. Identify some of the roles and responsibilities of parents and carers.</p>	<p><b>Belonging to a community:</b></p> <p>(KS1/2 ENRICHMENT) Describe what it means to be part of a community. Identify different groups that make up our community.</p>
<b>Year 10 Citizenship</b>	<p>British Values</p>	<p>British Values</p>	<p>British Values</p>	<p>British Values</p>	<p>British Values</p>	<p>British Values</p>

<p style="text-align: center;"><b>Year 11 PSHE &amp; RSHE (Core)</b></p>	<p><b>Self-esteem and unkind comments:</b></p> <p><i>(KS3/4 DEVELOPMENT)</i> Identify things that we may say or do that could affect how we or others feel about us. Identify things that others may say or do that could affect how we feel about ourselves</p>	<p><b>Personal strengths:</b></p> <p><i>(KS3/4 DEVELOPMENT)</i> Demonstrate how to recognise and appreciate personal strengths in other people.</p>	<p><b>Feeling unwell:</b></p> <p><i>(KS3/4 DEVELOPMENT)</i> Identify some things we can do to take care of our physical wellbeing and our mental wellbeing. Describe simple things we can do if we are not feeling well. Demonstrate simple hygiene routines that can prevent the spread of germs (bacteria and viruses). Recognise some situations where we might need to ask someone for help with our mental wellbeing (e.g. feeling unhappy or depressed, disrupted sleep pattern, not wanting to eat/over-eating). Identify some of the terms that are used to describe when someone is emotionally/mentally unwell.</p> <p><b>Keeping safe online:</b></p>	<p><b>Healthy Eating:</b></p> <p><i>(KS3/4 DEVELOPMENT)</i> Explain what we mean by a healthy, balanced diet. Explain what makes some foods better for our health than others.</p> <p><b>Mental Wellbeing:</b></p>	<p><b>Puberty:</b></p> <p><i>(KS3/4 DEVELOPMENT)</i> Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings. Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty.</p>	<p><b>Diversity/ rights and responsibilities:</b></p> <p><i>(KS3/4 DEVELOPMENT)</i> Recognise what we all have in common, despite differences (e.g. in age, ability, sex, sexual orientation and gender identity). Identify some of the different kinds of rights and responsibilities we have in and outside school.</p>
<p><b>Year 11 Citizenshi</b></p>	<p>British Values Black History Month</p>	<p>British Values</p>	<p>British Values</p>	<p>British Values</p>	<p>British Values</p>	<p>British Values</p>

## Curriculum Overview

- In Route 2 pupils build on the knowledge and understanding, skills, attributes, and values they have acquired and develop their understanding developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Pupils learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.
- During Key Stage 3 and 4, pupils deepen their knowledge and understanding, extend and rehearse skills, and further develop their understanding of attitudes, values and attributes acquired during Key Stage 1 and 2. PSHE education reflects the fact that pupils are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.
- British Values - Links to be made to all British Values throughout the year.
- Democracy
- Tolerance of Different Faiths and Beliefs
- Rule of Law
- Individual Liberty
- Mutual Respect

## Cross-Curricular Links

- Route 2 Core Studies, English opportunities to address; Spoken English. Spoken Language. Reading-Word Reading. Reading-Comprehension. Writing-Composition. Writing-VGP.
- Route 2 Core Studies, Science opportunities to address; Biology – identifying parts of the body and staying fit. Germs, keeping clean & hygiene. Health – including mental and physical health. Healthy eating and diet. Use of alcohol, drugs and tobacco and the effects on the body. Changing and growing, including human life cycle, puberty, reproduction, menstruation and wet dreams.  
Chemistry – keeping safe in the home and identifying hazards e.g. chemicals and warning symbols.  
Looking after the environment.
- Route 2 Core Studies, E-safety opportunities to address; Self-Image and Identity. Online Reputation. Online Bullying. Privacy and Security. Online Relationships. Sexting and the sharing of personal information and images.

## Destinations

- YEAR 7 – 8 - KS1 & 2 – Secure in Core, Development and Enrichment skills.
- YEAR 9-10 – KS3 & 4 – Secure in Foundation and Core skills.
- YEAR 11 – KS3 & 4 – Secure in Core and Development skills.

## ROUTE 3 – Core

### Studies (PSHE, RSHE & Citizenship.)

#### PSHE Association KS3/4: Core, Development & Enrichment.

#### Year 7 to Year 11

#### Skills and Knowledge Progression

##### KNOWLEDGE

- Managing feeling/Self awareness
- Self- Care Support and Safety
- Healthy Lifestyle Choices
- Changing and Growing
- The World I live in
- British Values

##### SKILLS

- Speaking and Listening
- Reading
- Debating and enquiry
- Resolution and Decision Making
- Social Development
- ICT Skills

##### SPIRAL

- Topics revisited in all phases at different progressive stages. Cross curricular links - Life skills, Science and Careers lessons.

	AUTUMN HALF TERM 1	AUTUMN HALF TERM 2	SPRING HALF TERM 1	SPRING HALF TERM 2	SUMMER HALF TERM 1	SUMMER HALF TERM 2
	Managing Feelings:	Self- Awareness	Self-Care, Support and Safety	Healthy Lifestyles	Changing and Growing (RSHE)	The World I live in

<p style="text-align: center;"><b>Year 7 PSHE &amp; RSHE</b></p>	<p><b>Strong feelings</b></p> <p><i>(CORE)</i> Recognise when others may be feeling happy or unhappy from their facial expression and body language. Describe strong emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy).</p>	<p><b>Skills for learning</b></p> <p><i>(CORE)</i> Describe the particular ways we like to learn. Identify the difference between a short-term target and an aspirational, long-term goal.</p>	<p><b>Accidents and risk</b></p> <p><i>(DEVELOPMENT)</i> Describe some situations and behaviours in and out of school, including online, which may not be safe or may entail risk. Identify trusted adults who can help us in risky situations and strategies we can use to help ourselves</p> <p><b>Keeping safe online</b></p>	<p><b>Healthy eating</b></p> <p><i>(CORE / DEVELOPMENT)</i> Explain what we mean by a healthy, balanced diet. Explain what makes some foods better for our health than others. Describe some of the long term benefits of a healthy diet. Explain some of the risks of consuming food and drinks with high sugar or caffeine content.</p>	<p><b>Healthy and unhealthy relationships</b></p> <p><i>(CORE)</i> Identify our expectations of friendships/relationships (e.g. spending time together, sharing interests). Describe the positive qualities people bring to relationships (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries).</p>	<p><b>Managing online information</b></p> <p><i>(CORE)</i> Recognise that advertising online is targeted at individuals. Recognise that not everything we see or read online is trustworthy; that some things that are written about are not real and are 'fake'.</p>
	<p><b>Year 7 Citizenshi</b></p>	<p>British Values Black History Month</p>	<p>British Values</p>	<p>British Values</p>	<p>British Values</p>	<p>British Values</p>

<p style="text-align: center;"><b>Year 8 PSHE &amp; RSHE Encountering)</b></p>	<p><b>Romantic feelings</b></p> <p><i>(CORE) Describe the difference between 'liking' someone and 'fancying' someone.</i></p>	<p><b>Prejudice and discrimination</b></p> <p><i>(CORE) Recognise what prejudice means. Explain what it means to discriminate against someone. Recognise that prejudice and discrimination in any form are unacceptable.</i></p>	<p><b>Emergency situations</b></p> <p><i>(CORE) Identify some examples of school procedures that help us keep safe (e.g. fire or emergency evacuation drills, corridor rules, playground rules). Explain how to report an accident in school.</i></p> <p style="text-align: center;"><b>Keeping safe online</b></p>	<p><b>Body image</b></p> <p><i>(CORE) Describe our thoughts and feelings about how different bodies are portrayed in the media.</i></p>	<p><b>Puberty</b></p> <p><i>(DEVELOPMENT) Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings. Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty.</i></p>	<p><b>Managing Finances</b></p> <p><i>(CORE / DEVELOPMENT) Describe different ways in which people might acquire money. Identify some ways that money can be kept safe. Explain how other people make things for us that we can't make ourselves or provide us with services that we can't do for ourselves. Explain what is meant by earning, spending, and saving money.</i></p>
<p style="text-align: center;"><b>Year 8 Citizenshi</b></p>	<p>British Values Black History Month</p>	<p>British Values</p>	<p>British Values</p>	<p>British Values</p>	<p>British Values</p>	<p>British Values</p>

<b>Year 9 PSHE &amp; RSHE</b>	<p><b>Strong Feelings</b></p> <p><i>(DEVELOPMENT)</i> Give examples of when we might feel strong emotions. Describe some simple strategies we can use to feel and stay happy. Identify how we can help others who may be feeling unhappy. Identify whom to ask or tell if we are feeling unhappy and/or need help.</p>	<p><b>Skills for Learning</b></p> <p><i>(DEVELOPMENT)</i> Describe simple strategies we can use to help us be organised in our learning. Explain how we might achieve our targets and goals (e.g. breaking longer-term goals down into several short term targets).</p>	<p><b>Accidents and risk</b></p> <p><i>(ENRICHMENT)</i> Identify ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on our own. Explain how the inappropriate use of mobile phones can contribute to accidents (e.g. looking at phone while crossing the road).</p> <p><b>Keeping safe online</b></p>	<p><b>Medicinal drugs</b></p> <p><i>(CORE / DEVELOPMENT)</i> Identify the difference between over-the-counter medicines and those prescribed by a doctor. Identify some examples of over the counter medicines. Describe how medicines, when used responsibly can help us to take care of our health (e.g. painkillers when we have a headache).</p>	<p><b>Healthy and unhealthy relationships</b></p> <p><i>(DEVELOPMENT)</i> Explain how we expect people to behave towards us in friendships and relationships. Identify the differences between positive/healthy and negative/unhealthy relationships. Identify people we can talk to about relationships.</p>	<p><b>Managing Online Information</b></p> <p><i>(DEVELOPMENT)</i> Describe simple steps to take to check if something we see online is trustworthy. Identify some of the techniques that advertisers might use to get our attention or persuade us to believe something is true, and what their motives might be</p>
<b>Year 9 Citizenshi</b>	<p>British Values Black History Month</p>	<p>British Values</p>	<p>British Values</p>	<p>British Values</p>	<p>British Values</p>	<p>British Values</p>

**Year 10 PSHE & RSHE**

**Romantic feelings & Sexual Attraction**

*(ENRICHMENT )  
Identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful. Describe how when we feel strong emotions, we might feel like doing something we wouldn't usually do; how this could affect ourselves or other people. Describe how to manage strong emotions by using simple strategies to help ourselves and others.*

**Prejudice and discrimination**

*(DEVELOPMENT ) Identify some examples of different forms of prejudice and discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation).*

**Emergency Situations**

*(DEVELOPMENT / ENRICHMENT)  
Identify examples of what would and would not be an emergency situation and suggest some ways to respond. Identify emergency services that could help us. Describe how to call 999 in the case of an emergency. Demonstrate some simple first aid procedures (e.g. putting someone in the recovery position; when not to move someone; responding to nosebleeds or cuts).*

**Body image**

*(DEVELOPMENT )  
Identify some ways in which images of people may be manipulated in the media/social media and therefore not reflect reality. Explain why some people might want to change the way they look. Recognise what is meant by body image.*

**Intimate relationships, consent and contraception**

*(CORE)  
Identify different types of intimate relationships including same-sex relationships. Describe how strong emotions (including sexual attraction) might make people feel. Explain what seeking and giving/not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel uncomfortable about and demonstrate how we might do this. Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs). Recognise that contraception, including*

**Managing Finances**

*(ENRICHMENT)  
Explain what is meant by the terms 'afford', 'borrow' and 'lend' (in the context of money). Explain the difference between essential and luxury purchases. Demonstrate skills for budgeting and managing potential income (salary, personal independence payments) as we become more independent.*

					<i>condoms, can help prevent pregnancy and some STIs. Explain the difference between appropriate and inappropriate relationship behaviours in public places.</i>	
<b>Year 10 Citizenshi</b>	British Values Black History Month	British Values	Keeping safe online British Values	British Values	British Values	British Values

**Year 11 PSHE & RSHE**

	Relationships & abuse	Managing Pressure	Gambling	Drugs, alcohol & tobacco	Long-term relationships/ parenthood	Preparing for adulthood
	<p><i>ENRICHMENT</i></p>	<p><i>(DEVELOPMENT)</i> Identify some of the ways in which pressure might be put on us by other people, including online. Describe ways we might challenge peer pressure. Identify different types of bullying (including online) and what the impact of bullying might be. Identify strategies to help us if we are being bullied, including online. Describe how to recognise the difference between friendship groups and gangs; describe some of the risks of becoming part of a gang.</p>	<p><i>(CORE/ DEVELOPMENT)</i> Explain what is meant by the term 'gambling' and identify places and ways this might take place. Identify what it means to 'win' or 'lose' in relation to gambling. Give some reasons why people might choose to gamble.</p>	<p><i>(CORE)</i> Identify some common legal drugs (e.g. nicotine and alcohol). Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist. Identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use. Recognise that most young people choose not to smoke/vape, drink alcohol or use drugs.</p>	<p><i>(CORE / DEVELOPMENT)</i> Explain that marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other. Recognise what 'adopted', 'fostered', or 'looked after' mean in terms of families. Recognise that some relationships will end— meaning that a couple don't go out together or live together anymore. Identify whom we can talk to if we're worried about relationships changing/ ending. Identify some of the responsibilities of being a parent</p>	<p><i>(DEVELOPMENT)</i> Identify our aspirations for adult life (which may or may not include employment and independent living). Describe the kind of job we might like to do when we are older and what we expect it to be like. Recognise that some jobs are paid more than others and money is one factor which may influence a person's job or career choice.</p>
			<p><b>Keeping Safe Online</b></p>			

<b>Year 11 Citizenshi</b>	British Values Black History Month	British Values	British Values	British Values	British Values	British Values
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## Curriculum Overview

- In Route 3 pupils build on the knowledge and understanding, skills, attributes, and values they have acquired and extend their understanding extended during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Pupils learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media. During Key Stage 3 and 4, pupils deepen their knowledge and understanding, extend and rehearse skills, and further extend their understanding of attitudes, values and attributes acquired during Key Stage 1 and 2. PSHE education reflects the fact that pupils are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.
- British Values - Links to be made to all British Values throughout the year.
- Democracy
- Tolerance of Different Faiths and Beliefs
- Rule of Law
- Individual Liberty
- Mutual Respect

## Cross-Curricular Links

- Route 3 Core Studies, English opportunities to address; Spoken English. Spoken Language. Reading-Word Reading. Reading-Comprehension. Writing-Composition. Writing-VGP.
- Route 3 Core Studies, Maths opportunities to address; Financial education – money, where money comes from, what we can do with money e.g. spending, saving.
- Route 3 Core Studies, Science opportunities to address; Biology – identifying parts of the body and staying fit. Germs, keeping clean & hygiene. Health – including mental and physical health. Healthy eating and diet. Use of alcohol, drugs and tobacco and the effects on the body. Changing and growing, including human life cycle, puberty, reproduction.  
Chemistry – keeping safe in the home and identifying hazards e.g. chemicals and warning symbols.  
Looking after the environment.
- Route 3 Core Studies, E-safety opportunities to address; Self-Image and Identity. Online Reputation. Online Bullying. Privacy and Security. Online Relationships.

## Destinations

- YEAR 7 – 8 – KS3 & 4 – Secure in Core and Development skills.
- YEAR 9-10 – KS3 & 4 – Core, Development and Enrichment.
- YEAR 11 – KS3 & 4 – Development and Enrichment skills.

