

PSHE Curriculum Year 7 2025-2026

Rationale

The Year 7 PSHE curriculum is carefully sequenced to support students through the transition to secondary school while developing the knowledge, skills, and values they need to thrive. It begins with **Safety, Identity, Relationships, and Resilience**, helping students build self-awareness, emotional literacy, and strong foundations in respect, tolerance, and personal responsibility.

Next, **Healthy Lifestyles** equips students with practical strategies for physical, mental, and emotional wellbeing, covering nutrition, exercise, sleep, hygiene, and self-care. Finally, **Substances, Risk, and Decision-Making** addresses contemporary challenges, exploring the effects of drugs, alcohol, and tobacco, managing risk and peer pressure, and understanding social and legal consequences.

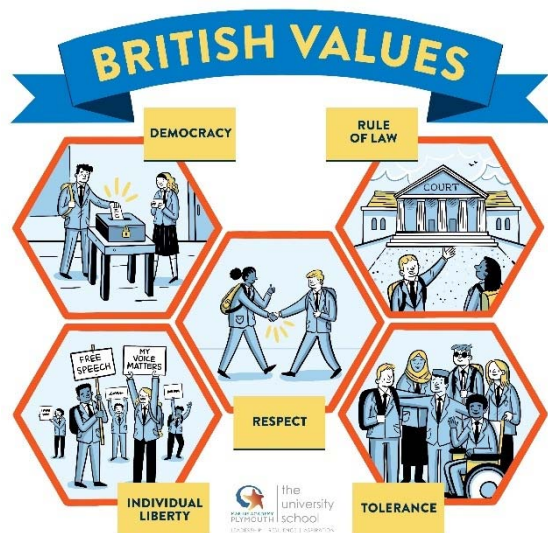
Religious and cultural perspectives are integrated throughout, encouraging ethical reflection, community responsibility, and appreciation of diversity. British Values, careers education (CEIAG), and media literacy are embedded to make learning relevant, contextualised, and transferable.

The sequence is intentional: starting with self and relationships, then wellbeing, then societal challenges. Each term culminates in reflection, assessment, and creative projects, enabling students to consolidate learning and demonstrate growth.

This curriculum empowers students to make safe, informed choices, contribute positively to their communities, and face adolescence with confidence, resilience, and empathy.

Student Centred Leadership Curriculum

Week 1	Map Award Pin Drop Logging
Week 2	Anti – Bullying Ambassador Meeting
Week 3	MAP aspiration target setting
Week 4	Student council tutor reps meeting
Week 7	Student ambassadors meeting
Week 10	Student Parliament Meets
Week 12	Student Parliament SLT feedback



YEAR 7 — Cycle 1

Safety, Identity, Relationships & Resilience

Year 7 – PSHE Curriculum outline

VS C1 – Year 7 – Safety, Religion Introduction

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)	Assembly (fortnightly)
1	Transition & Identity	What helps me settle into secondary school? → BV: Individual liberty	How can I understand my strengths and worries? → CEIAG: Self-awareness	What makes up my identity? → PC: Religion or belief	—
2	Belonging & Friendship	What makes a good friend? → PC: Disability (inclusive friendship)	How can I be a good friend to others? → BV: Mutual respect	—	Welcome to Secondary School — Belonging, Kindness & Respect
3	Emotions & Resilience	How can I recognise my emotions? → CEIAG: Emotional literacy	How can I bounce back from setbacks? → CEIAG: Resilience for learning	What do religious stories teach us about resilience? → BV: Tolerance of beliefs	—
4	Staying Safe Online	How can I stay safe on social media? → BV: Rule of law	How do I respond to online pressure or bullying? → PC: Sexual orientation	—	Staying Safe Online & Speaking Up Early
5	Boundaries & Consent	What is consent, and why is it important? → PC: Sex	How do I recognise when a relationship feels wrong? → BV: Rule of law	What do religions teach about respect and the body? → PC: Religion or belief	—
6	Media & Self-Image	How does social media affect how I see myself? → PC: Gender reassignment	How can I challenge unrealistic images online? → CEIAG: Media literacy	—	Resilience — Learning From Mistakes & Bouncing Back
7	Community & Responsibility	What are my rights and responsibilities? → BV: Democracy	How can I make a difference in my community? → CEIAG: Active citizenship	Why do religions help people in their communities? → BV: Mutual respect	—
8	Diversity & Inclusion	What is prejudice and how can I challenge it? → PC: Race	How can I celebrate difference in others? → BV: Tolerance	—	guest speaker <i>(Pastoral / Anti-bullying ambassador)</i>
9	Money Awareness (Intro)	What's the difference between needs and wants? →	How can I start to manage money wisely? → CEIAG:	What do religions teach about wealth and giving? →	—

		CEIAG: Financial literacy	Economic wellbeing	BV: Individual liberty	
10	Aspirations & Goals	What are my hopes for the future? → CEIAG: Goal setting	How can I turn a goal into a plan? → CEIAG: Employability skills	–	Celebrating Diversity & Being a Good Friend
11	Assessment Week	What have I learned about myself and others? → BV: Individual liberty	Can I apply my learning to new situations? → CEIAG: Reflection & growth	How do my beliefs influence the way I treat others? → PC: Religion or belief	—
12	Super Teaching Week	How can I show what I've learned this term? → CEIAG: Communication	What does it mean to aim high and be kind? → School values / British values wrap-up	Creative project or interfaith exploration → BV: Tolerance	—

YEAR 7 — Cycle 2

Healthy Lifestyles & Sikhism

PSHE C2 – Year 7 – Healthy Lifestyles, Sikhism

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)	Assembly (fortnightly)
1	Introduction to Health & Wellbeing	What does it mean to be healthy? → BV: Individual liberty	How can I set personal health goals? → CEIAG: Self-awareness	What do Sikhs believe about health and wellbeing? → PC: Religion or belief	—
2	Physical Health	Why is regular exercise important? → PC: Disability (inclusive fitness)	How does physical activity support mental health? → BV: Mutual respect	–	Healthy Routines — Sleep, Nutrition & Self-Care
3	Nutrition & Diet	What makes a balanced diet? → CEIAG: Nutritional literacy	How can I develop healthy eating habits? → CEIAG: Resilience for change	What does Sikhism say about food and diet? → BV: Tolerance of beliefs	—
4	Sleep & Mental Wellbeing	Why is sleep essential for health? → BV: Rule of law	How can I improve my sleep habits? → PC: Sexual orientation	–	Media Messages About Body Image — What's Real?
5	Hygiene & Self-Care	How do personal hygiene and self-care affect health? → PC: Sex	What are good hygiene routines? → BV: Rule of law	What do Sikhs teach about purity and self-care? → PC: Religion or belief	—
6	Media & Health Perceptions	How does social media impact body image? → PC: Gender reassignment	How can I challenge unrealistic health messages online? →	–	Community Health & Helping Others Stay Well

			CEIAG: Media literacy		
7	Community & Public Health	How do public health initiatives help us stay healthy? → BV: Democracy	How can I support others in making healthy choices? → CEIAG: Active citizenship	What do Sikhs do to serve their communities' health needs? → BV: Mutual respect	—
8	Diversity in Health	How do different cultures approach health? → PC: Race	What can I learn from others' health practices? → BV: Tolerance	—	guest speaker (<i>School nurse / public health worker</i>)
9	Substance Awareness	How can I make informed choices about substances? → CEIAG: Health literacy	What are the risks of smoking, alcohol, and drugs? → CEIAG: Economic wellbeing	What does Sikhism teach about avoiding intoxicants? → BV: Individual liberty	—
10	Aspirations & Healthy Living	How can I maintain a healthy lifestyle in the future? → CEIAG: Goal setting	What habits will help me stay healthy long-term? → CEIAG: Employability skills	—	Building Healthy Habits for the Future
11	Assessment Week	What have I learned about my health and wellbeing? → BV: Individual liberty	Can I apply my learning to new situations? → CEIAG: Reflection & growth	How do Sikh beliefs influence personal discipline and wellbeing? → PC: Religion or belief	—
12	Super Teaching Week	How can I show what I've learned this term? → CEIAG: Communication	What does it mean to strive for balance in life? → School values / British values wrap-up	Creative project or Sikhism-focused exploration → BV: Tolerance	—

YEAR 7 — Cycle 3

Drugs, Alcohol, Risk & Buddhism

PSHE C3 – Year 7 – Drugs, Alcohol, Buddhism

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)	Assembly (fortnightly)
1	Introduction to Substances & Wellbeing	What do we mean by drugs, alcohol, and tobacco? → BV: Individual liberty	How do substances impact health and wellbeing? → CEIAG: Health awareness	What are the core beliefs of Buddhism? → PC: Religion or belief	—
2	Understanding Risk & Decision-Making	What are the short- and long-term effects of substances? → PC: Disability (mental & physical health risks)	How can I make informed decisions about substances? → BV: Mutual respect	—	Pressure, Persuasion & Saying “No” With Confidence

3	Alcohol Awareness	What does alcohol do to the body and mind? → CEIAG: Risk awareness	How can I resist peer pressure around alcohol? → CEIAG: Resilience for healthy choices	What does Buddhism say about mindful living and avoiding harm? → BV: Tolerance of beliefs	—
4	Tobacco & Vaping	What are the risks of smoking and vaping? → BV: Rule of law	How do marketing and social influence affect smoking habits? → PC: Sexual orientation	—	The Law, Consequences & Staying Safe
5	Drugs & the Law	What does the law say about drug use and possession? → PC: Sex	What are the social and legal consequences of drug misuse? → BV: Rule of law	What do Buddhist teachings say about self-discipline and ethical choices? → PC: Religion or belief	—
6	Media & Substance Use	How does the media portray drugs, alcohol, and tobacco? → PC: Gender reassignment	How can I challenge myths about substance use? → CEIAG: Media literacy	—	Addiction — Myths, Realities & Compassion
7	Community & Substance Awareness	What support is available for those affected by substances? → BV: Democracy	How can I help create a substance-free community? → CEIAG: Active citizenship	How do Buddhists promote compassion and support for others? → BV: Mutual respect	—
8	Cultural Attitudes & Substance Use	How do different cultures approach substance use? → PC: Race	What can I learn from different perspectives on substance use? → BV: Tolerance	—	guest speaker <i>(Drug & alcohol awareness educator)</i>
9	Addiction & Support	What is addiction and how does it affect individuals and families? → CEIAG: Health literacy	How can people seek help for addiction? → CEIAG: Economic wellbeing	How does Buddhism approach suffering and recovery? → BV: Individual liberty	—
10	Aspirations & Healthy Choices	How can I maintain a substance-free lifestyle? → CEIAG: Goal setting	What habits will help me stay resilient against pressure? → CEIAG: Employability skills	—	Positive Choices & Looking After Each Other
11	Assessment Week	What have I learned about substance use and wellbeing? → BV: Individual liberty	Can I apply my learning to new situations? → CEIAG:	How do Buddhist beliefs influence choices and	—

			Reflection & growth	self-control? → PC: Religion or belief	
12	Super Teaching Week	How can I show what I've learned this term? → CEIAG: Communication	What does it mean to live with balance and mindfulness? → School values / British values wrap-up	Creative project or Buddhism-focused exploration → BV: Tolerance	—

PSHE Curriculum Year 8 2025-2026

Rationale

The Year 8 PSHE curriculum deliberately builds on the foundations established in Year 7, moving students from transition and self-awareness towards greater independence, critical thinking, and personal responsibility. As students grow in confidence and maturity, the curriculum deepens their understanding of risk, wellbeing, and their role within wider society.

The year begins by extending learning around **substances, risk, and decision-making**, moving beyond basic awareness to a more nuanced exploration of drugs, alcohol, vaping, the law, media influence, addiction, and community responsibility. Students are supported to evaluate short- and long-term consequences, resist peer pressure, and make informed, ethical choices. Buddhist perspectives are integrated to promote mindfulness, self-discipline, compassion, and reflection on harm and responsibility.

The curriculum then develops a sustained focus on **mental health and emotional wellbeing**, recognising the increasing pressures faced by adolescents. Students explore stress, anxiety, resilience, relationships, digital wellbeing, and help-seeking behaviours, equipping them with practical coping strategies and emotional literacy. Islamic perspectives are woven throughout to encourage reflection on patience, perseverance, community support, balance, and care for self and others.

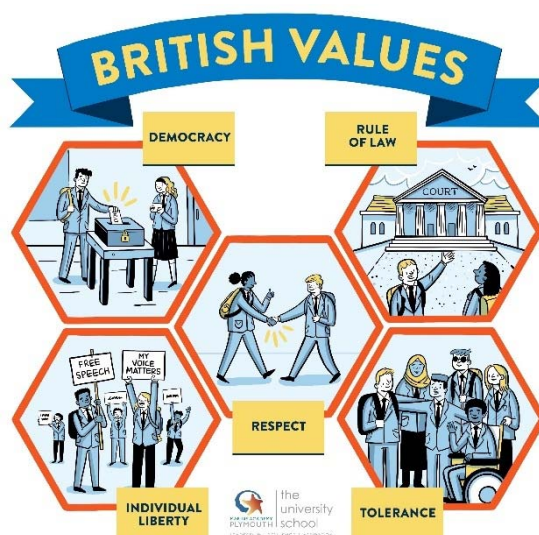
Finally, **Living in the Wider World** broadens students' horizons by strengthening learner skills, employability, leadership, and career awareness. Through teamwork, communication, enterprise, digital literacy, and goal-setting, students are encouraged to see themselves as active, capable participants in education, work, and society. Jewish perspectives provide ethical insights into purpose, responsibility, lifelong learning, and community contribution.

Across all cycles, **British Values, protected characteristics, careers education (CEIAG), and media literacy** are explicitly embedded, ensuring learning is inclusive, relevant, and transferable beyond the classroom. The sequencing is intentional: progressing from personal risk and wellbeing, to emotional resilience, and finally to societal participation and future aspirations.

Each cycle concludes with opportunities for reflection, assessment, and creative application, enabling students to consolidate learning and demonstrate personal growth. Collectively, the Year 8 PSHE curriculum empowers students to make thoughtful choices, support their own and others' wellbeing, and engage with the wider world with confidence, empathy, and responsibility.

Student Centred Leadership Curriculum

Week 1	Map Award Pin Drop Logging
Week 2	Anti – Bullying Ambassador Meeting
Week 3	MAP aspiration target setting
Week 4	Student council tutor reps meeting
Week 7	Student ambassadors meeting
Week 10	Student Parliament Meets
Week 12	Student Parliament SLT feedback



YEAR 8 — Cycle 1

Drugs, Alcohol, Risk & Buddhism

PSHE C1 – Year 8 – Drugs, Alcohol, Buddhism

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)	Assembly (fortnightly)
1	Introduction to Substances & Wellbeing	What do we mean by drugs, alcohol, and tobacco? → BV: Individual liberty	How do substances impact health and wellbeing? → CEIAG: Health awareness	What are the core beliefs of Buddhism? → PC: Religion or belief	—
2	Understanding Risk & Decision-Making	What are the short- and long-term effects of substances? → PC: Disability (mental & physical health risks)	How can I make informed decisions about substances? → BV: Mutual respect	—	Risk-Taking — Why We Do It & How to Stay Safe
3	Alcohol Awareness	What does alcohol do to the body and mind? → CEIAG: Risk awareness	How can I resist peer pressure around alcohol? → CEIAG: Resilience for healthy choices	What does Buddhism say about mindful living and avoiding harm? → BV: Tolerance of beliefs	—
4	Tobacco & Vaping	What are the risks of smoking and vaping? → BV: Rule of law	How do marketing and social influence affect smoking habits? → PC: Sexual orientation	—	Marketing & Influence — How We Are Targeted
5	Drugs & the Law	What does the law say about drug use and possession? → PC: Sex	What are the social and legal consequences of	What do Buddhist teachings say about self-	—

			drug misuse? → BV: Rule of law	discipline and ethical choices? → PC: Religion or belief	
6	Media & Substance Use	How does the media portray drugs, alcohol, and tobacco? → PC: Gender reassignment	How can I challenge myths about substance use? → CEIAG: Media literacy	–	Coping Without Substances — Strength & Support
7	Community & Substance Awareness	What support is available for those affected by substances? → BV: Democracy	How can I help create a substance-free community? → CEIAG: Active citizenship	How do Buddhists promote compassion and support for others? → BV: Mutual respect	—
8	Cultural Attitudes & Substance Use	How do different cultures approach substance use? → PC: Race	What can I learn from different perspectives on substance use? → BV: Tolerance	–	guest speaker <i>(Community youth support worker)</i>
9	Addiction & Support	What is addiction and how does it affect individuals and families? → CEIAG: Health literacy	How can people seek help for addiction? → CEIAG: Economic wellbeing	How does Buddhism approach suffering and recovery? → BV: Individual liberty	—
10	Aspirations & Healthy Choices	How can I maintain a substance-free lifestyle? → CEIAG: Goal setting	What habits will help me stay resilient against pressure? → CEIAG: Employability skills	–	Being an Upstander — Looking Out for Friends
11	Assessment Week	What have I learned about substance use and wellbeing? → BV: Individual liberty	Can I apply my learning to new situations? → CEIAG: Reflection & growth	How do Buddhist beliefs influence choices and self-control? → PC: Religion or belief	—
12	Super Teaching Week	How can I show what I've learned this term? → CEIAG: Communication	What does it mean to live with balance and mindfulness? → School values / British values wrap-up	Creative project or Buddhism-focused exploration → BV: Tolerance	—

YEAR 8 — Cycle 2

Mental Health & Wellbeing (Islam)

PSHE C2 – Year 8 – Mental Health and Wellbeing, Islam

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)	Assembly (fortnightly)
1	Introduction to Mental Health & Wellbeing	What is mental health and why is it important? → BV: Individual liberty	How can I recognise my own emotions? → CEIAG: Emotional literacy	What are the core beliefs of Islam? → PC: Religion or belief	—
2	Managing Stress & Anxiety	What are common causes of stress and anxiety? → PC: Disability (mental health awareness)	How can I develop healthy coping strategies? → BV: Mutual respect	—	Understanding Feelings & Emotional Literacy
3	Building Emotional Resilience	What is resilience and how can I strengthen it? → CEIAG: Growth mindset	How can I develop a positive self-image? → CEIAG: Self-reflection	What does Islam teach about patience and perseverance? → BV: Tolerance of beliefs	—
4	Healthy Relationships & Mental Wellbeing	How do relationships impact our mental health? → BV: Rule of law	What are the signs of a healthy vs unhealthy relationship? → PC: Sexual orientation	—	Healthy vs Unhealthy Relationships & Boundaries
5	Digital Wellbeing & Social Media	How does social media affect our mental health? → PC: Sex	How can I use social media in a healthy way? → BV: Rule of law	What does Islam teach about self-discipline and social responsibility? → PC: Religion or belief	—
6	Managing Negative Thinking	How can I challenge negative thoughts? → PC: Gender reassignment	What techniques can help me stay mentally strong? → CEIAG: Mental resilience	—	Digital Wellbeing — Comparison, Pressure & Identity
7	Community & Mental Wellbeing	How does a strong community support mental health? → BV: Democracy	How can I help others who are struggling? → CEIAG: Active citizenship	How do Islamic communities support mental and emotional wellbeing? → BV: Mutual respect	—
8	Diversity & Mental Health	How do different cultures understand mental health? → PC: Race	How can I respect and learn from different perspectives? → BV: Tolerance	—	guest speaker <i>(Mental health charity speaker)</i>
9	Seeking Help & Support	When should I ask for help with my	What professional and	What does Islam teach about	—

		mental health? → CEIAG: Health literacy	peer support is available? → CEIAG: Economic wellbeing	seeking support and caring for others? → BV: Individual liberty	
10	Aspirations & Emotional Wellbeing	How does mental health impact my future goals? → CEIAG: Goal setting	What habits will help me maintain emotional balance? → CEIAG: Employability skills	–	Courage to Ask for Help & Support Others
11	Assessment Week	What have I learned about mental health and emotional wellbeing? → BV: Individual liberty	Can I apply my learning to new situations? → CEIAG: Reflection & growth	How do Islamic beliefs influence emotional and spiritual wellbeing? → PC: Religion or belief	—
12	Super Teaching Week	How can I show what I've learned this term? → CEIAG: Communication	What does it mean to live a balanced and fulfilled life? → School values / British values wrap-up	Creative project or Islam-focused exploration → BV: Tolerance	—

YEAR 8 — Cycle 3

Living in the Wider World & Judaism

PSHE C3 – Year 8 – Living in the Wider World, Judaism

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)	Assembly (fortnightly)
1	Introduction to Learner Skills	What are learner skills and why are they important? → BV: Individual liberty	How can I assess my strengths and areas for growth? → CEIAG: Self-awareness	What are the core beliefs of Judaism? → PC: Religion or belief	—
2	Presentation & Communication Skills	How can I improve my speaking and listening skills? → PC: Disability (communication styles)	How do I structure an effective presentation? → BV: Mutual respect	–	What Makes a Great Learner? Confidence & Curiosity
3	Teamwork & Collaboration	Why is teamwork essential in learning and work? → CEIAG: Collaboration skills	How can I contribute effectively to a team? → CEIAG: Self-reflection	What does Judaism teach about working together as a community? → BV: Tolerance of beliefs	—
4	Problem-Solving & Critical Thinking	What strategies help in problem-solving? → BV: Rule of law	How can I think critically about challenges and solutions? → PC:	–	Teamwork, Respect & Listening to Others

			Sexual orientation		
5	Enterprise & Creativity	What qualities make a successful entrepreneur? → PC: Sex	How can I develop an entrepreneurial mindset? → BV: Rule of law	What does Judaism teach about business ethics and enterprise? → PC: Religion or belief	—
6	Digital Literacy & Online Communication	How can I communicate professionally online? → PC: Gender reassignment	How do I create a positive digital footprint? → CEIAG: Digital literacy	—	Leadership — Influence, Role-Modelling & Responsibility
7	Leadership & Responsibility	What makes a good leader? → BV: Democracy	How can I develop my leadership skills? → CEIAG: Active citizenship	How do Jewish communities promote leadership and responsibility? → BV: Mutual respect	—
8	Work Ethic & Motivation	Why is a strong work ethic important? → PC: Race	How can I stay motivated in challenging situations? → BV: Tolerance	—	guest speaker <i>(Local business / youth enterprise)</i>
9	Career Planning & Future Goals	How do I explore potential career paths? → CEIAG: Career literacy	How can I set realistic and ambitious goals? → CEIAG: Economic wellbeing	What does Judaism teach about purpose and lifelong learning? → BV: Individual liberty	—
10	Employability Skills	What skills do employers look for? → CEIAG: Goal setting	How can I prepare for future employment? → CEIAG: Workplace skills	—	Motivation, Effort & Personal Growth
11	Assessment Week	What have I learned about employability and learner skills? → BV: Individual liberty	Can I apply my learning to new situations? → CEIAG: Reflection & growth	How do Jewish beliefs influence learning and career aspirations? → PC: Religion or belief	—
12	Super Teaching Week	How can I showcase my skills effectively? → CEIAG: Communication	What does it mean to be a lifelong learner? → School values / British values wrap-up	Creative project or Judaism-focused exploration → BV: Tolerance	—

PSHE and RS Curriculum Year 9 2025-2026

Rationale

The Year 9 PSHE curriculum builds directly on the knowledge, skills, and confidence developed in Year 8, moving students from personal wellbeing and learner skills towards deeper ethical reasoning, social responsibility, and preparation for adult life. As students mature, the curriculum addresses more complex, sensitive, and real-world issues with greater depth and independence.

The year begins with **sexual health, relationships, and consent**, extending prior learning on wellbeing, relationships, and decision-making into age-appropriate, factual, and values-led education. Students explore identity, consent, online safety, contraception, reproductive health, and parenthood, equipping them to make informed, respectful choices. Hindu perspectives support reflection on responsibility, self-discipline, family life, and ethical relationships.

The curriculum then widens its focus to **discrimination, equality, and diversity**, building on earlier work around community, tolerance, and British Values. Students examine prejudice, racism, stereotyping, human rights, online hate, and allyship, developing the confidence to challenge injustice and promote inclusion. Folk religion is used to explore cultural identity, belief, and social cohesion, reinforcing respect for diversity and shared humanity.

Finally, **employability and careers education** prepares students for post-16 pathways and the world of work. Building on Year 8 learner skills, students develop practical understanding of qualifications, CVs, interviews, workplace rights, financial literacy, and long-term goal setting. Irreligious perspectives encourage ethical debate around purpose, success, and responsibility in modern society.

Across all cycles, **British Values, protected characteristics, careers education (CEIAG), and digital literacy** are explicitly embedded, ensuring learning is relevant, inclusive, and transferable. The sequencing is intentional: moving from personal relationships, to social justice, and finally to future planning and economic participation.

Each cycle concludes with reflection, assessment, and applied learning, enabling students to consolidate understanding and demonstrate readiness for Key Stage 4. Collectively, the Year 9 PSHE curriculum empowers students to navigate adolescence responsibly, challenge inequality, and approach their future with confidence, integrity, and ambition.

Student Centred Leadership Curriculum

Week 1	Map Award Pin Drop Logging
Week 2	Anti – Bullying Ambassador Meeting
Week 3	MAP aspiration target setting
Week 4	Student council tutor reps meeting
Week 7	Student ambassadors meeting
Week 10	Student Parliament Meets
Week 12	Student Parliament SLT feedback



YEAR 9 — Cycle 1

Sexual Health, Consent & Hinduism

PSHE C1 – Year 9 – Sexual Health, Hinduism

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)	Assembly (fortnightly)
1	Introduction to Sexual Education	What is sexual health and why is it important? → BV: Individual liberty	How can I make informed choices about relationships? → CEIAG: Self-awareness	What are the core beliefs of Hinduism? → PC: Religion or belief	—
2	Understanding Sexual Orientation & Identity	What is sexual orientation? → PC: Disability (inclusivity)	How can we respect different identities? → BV: Mutual respect	–	Respect, Consent & Personal Boundaries
3	Healthy Relationships & Consent	What does a healthy relationship look like? → CEIAG: Communication skills	Why is consent essential in relationships? → CEIAG: Respect & boundaries	What does Hinduism teach about love and relationships? → BV: Tolerance of beliefs	—
4	Puberty & Body Changes	How does puberty affect emotional and physical health? → BV: Rule of law	How can I manage changes in a healthy way? → PC: Sexual orientation	–	Growing Up — Maturity, Trust & Responsibility
5	Contraception & Family Planning	What are the different types of contraception? → PC: Sex	How can contraception support responsible decision-making? → BV: Rule of law	What does Hinduism teach about family and responsibility? → PC: Religion or belief	—
6	Online Safety & Sexual Content	How can I navigate relationships safely online? → PC: Gender reassignment	What are the risks of sharing personal images? → CEIAG: Digital literacy	–	Online Safety, Image Sharing & Reputation
7	Peer Pressure & Decision-Making	How does peer pressure affect choices about sex? → BV: Democracy	How can I build confidence in making my own decisions? → CEIAG: Active citizenship	How do Hindu teachings promote self-discipline and ethical choices? → BV: Mutual respect	—
8	Reproductive Health & STIs	How can I protect my reproductive health? → PC: Race	What are the symptoms and prevention of STIs? → BV: Tolerance	–	guest speaker <i>(Sexual health nurse / educator)</i>
9	Parenthood & Responsibilities	What does it mean to be responsible for a child? → CEIAG: Life skills	What support is available for young parents? → CEIAG: Economic wellbeing	What does Hinduism teach about parenting and family life? → BV: Individual liberty	—
10	Media, Stereotypes & Relationships	How does the media influence perceptions of sex and relationships? → CEIAG: Critical thinking	How can I challenge harmful stereotypes? → CEIAG: Self-reflection	–	Respectful Relationships & Self-Worth

11	Assessment Week	What have I learned about sexual education and relationships? → BV: Individual liberty	Can I apply my learning to real-life situations? → CEIAG: Reflection & growth	How do Hindu beliefs influence relationships and family values? → PC: Religion or belief	—
12	Super Teaching Week	How can I apply my learning to support others? → CEIAG: Communication	What does it mean to have a balanced and responsible approach to relationships? → School values / British values wrap-up	Creative project or Hinduism-focused exploration → BV: Tolerance	—

YEAR 9 — Cycle 2

Discrimination, Equality, Diversity & Folk Religion

PSHE C2 – Year 9 – Discrimination, Equality, Diversity, Folk Religion

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)	Assembly (fortnightly)
1	Introduction to Discrimination & Inclusivity	What is discrimination, and why does it occur? → BV: Individual liberty	How can I promote inclusivity in my daily life? → CEIAG: Self-awareness	What are folk religions? → PC: Religion or belief	—
2	Understanding Racism & Its Impact	What is racism, and how does it affect individuals and society? → PC: Disability (inclusivity)	How can I challenge racist attitudes and behaviors? → BV: Mutual respect	—	Standing Up to Prejudice & Harmful Language
3	Prejudice & Stereotypes	How do stereotypes shape our perceptions of others? → CEIAG: Critical thinking	How can I challenge my own biases? → CEIAG: Respect & boundaries	What role do folk religions play in shaping cultural identity? → BV: Tolerance of beliefs	—
4	The Power of Language & Representation	How does language reinforce discrimination? → BV: Rule of law	How can we ensure positive representation in media and daily life? → PC: Sexual orientation	—	Identity, Culture & Belonging
5	Equality & Human Rights	What rights do individuals have in the fight against discrimination? → PC: Sex	How do laws protect against discrimination? → BV: Rule of law	How do folk religions influence social justice movements? → PC: Religion or belief	—
6	Digital Spaces & Online Hate	How does discrimination appear online? → PC: Gender reassignment	What can I do to challenge hate speech on social media? → CEIAG: Digital literacy	—	Online Hate, Algorithms & Responsibility

7	Religious Discrimination & Tolerance	How does religious discrimination impact different faith groups? → BV: Democracy	How can we promote religious inclusivity? → CEIAG: Active citizenship	How do folk religions interact with major world religions? → BV: Mutual respect	—
8	Allyship & Advocacy	How can I be an ally to those facing discrimination? → PC: Race	What actions can I take to stand up against injustice? → BV: Tolerance	—	guest speaker (<i>Equalities / inclusion advocate</i>)
9	Celebrating Diversity	Why is cultural diversity important? → CEIAG: Cultural awareness	How can we create inclusive communities? → CEIAG: Economic wellbeing	What does folk religion teach about nature and spirituality? → BV: Individual liberty	—
10	Historical & Global Perspectives	How has discrimination evolved throughout history? → CEIAG: Historical literacy	What lessons can we learn from past movements for equality? → CEIAG: Self-reflection	—	Active Allyship — Doing the Right Thing
11	Assessment Week	What have I learned about discrimination and inclusivity? → BV: Individual liberty	Can I apply my learning to real-life situations? → CEIAG: Reflection & growth	How do folk beliefs influence traditions and modern society? → PC: Religion or belief	—
12	Super Teaching Week	How can I apply my learning to support others? → CEIAG: Communication	What does it mean to be an advocate for equality? → School values / British values wrap-up	Creative project or folk religion-focused exploration → BV: Tolerance	—

YEAR 9 — Cycle 3

Employability, Careers & Irreligion

PSHE C3 – Year 9 – Employability, Irreligion

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)	Assembly (fortnightly)
1	Introduction to Employability & Career Pathways	What does employability mean, and why is it important? → BV: Individual liberty	How can I identify my strengths for future careers? → CEIAG: Self-awareness	What is irreligion, and how does it differ from religious belief? → PC: Religion or belief	—
2	Academic vs Vocational Routes	What are the differences between academic and vocational pathways? → PC: Disability (access to education)	How do I decide which route is right for me? → BV: Mutual respect	—	Your Future Path — Everyone's Journey Is Different
3	The Importance of Training & Qualifications	What role does education play in employability? → CEIAG: Career planning	How can I access training and apprenticeships? → CEIAG: Workplace skills	How does irreligion impact views on education and progress? → BV: Tolerance of beliefs	—
4	Building a CV & Job Applications	What makes a strong CV? → BV: Rule of law	How can I write an effective job application? → PC: Sexual orientation	—	Qualifications, Skills & Opportunity
5	Interview Skills & Professionalism	What skills help in job interviews? → PC: Sex	How do I present myself professionally? → BV: Rule of law	What are secular and atheist perspectives on ethics and morality? → PC: Religion or belief	—
6	Workplace Rights & Responsibilities	What rights do employees have? → PC: Gender reassignment	How can I ensure fair treatment at work? → CEIAG: Digital literacy	—	Professionalism, Attitude & First Impressions
7	Entrepreneurship & Self-Employment	What does it take to start a business? → BV: Democracy	What are the risks and rewards of self-employment? → CEIAG: Active citizenship	How do non-religious perspectives influence business ethics? → BV: Mutual respect	—
8	Financial Literacy & Economic Wellbeing	How can I manage my money effectively? → PC: Race	What financial skills will help me succeed in work and life? → BV: Tolerance	—	guest speaker <i>(Apprenticeship / industry pathway speaker)</i>

9	Workplace Culture & Inclusivity	Why is inclusivity important in the workplace? → CEIAG: Cultural awareness	How can I contribute to a positive work environment? → CEIAG: Economic wellbeing	How does irreligion influence perspectives on inclusivity and diversity? → BV: Individual liberty	—
10	Future Planning & Setting Goals	How can I set realistic career goals? → CEIAG: Goal setting	What strategies help in long-term career planning? → CEIAG: Self-reflection	—	Goal-Setting & Taking Ownership of Your Future
11	Assessment Week	What have I learned about employability and career planning? → BV: Individual liberty	Can I apply my learning to real-world situations? → CEIAG: Reflection & growth	How does irreligion shape ideas about purpose and fulfillment? → PC: Religion or belief	—
12	Super Teaching Week	How can I apply my learning to support my future career? → CEIAG: Communication	What does success mean to different people? → School values	Creative project or irreligion-focused exploration → BV: Tolerance	—

PSHE Curriculum Year 10 2025-2026

Rationale

The Year 10 PSHE curriculum builds on the independence, ethical awareness, and future focus developed in Year 9, supporting students as they navigate increasingly complex personal, social, and financial realities. As students move closer to adulthood, the curriculum prioritises informed decision-making, safeguarding, and resilience in high-risk contexts.

The year begins with an advanced focus on **mental health and wellbeing**, extending earlier work on emotional literacy into deeper understanding of mental illness, stigma, coping strategies, and support systems. Students explore stress, anxiety, body image, social media, and relationships through a preventative and supportive lens. Christian and Islamic perspectives encourage reflection on suffering, healing, self-discipline, and the role of community in sustaining wellbeing.

The curriculum then addresses **unhealthy relationships, sexual identity, consent, and online harm**, building directly on Year 9 relationship education. Students critically examine coercion, abuse, pornography, media influence, and boundaries, equipping them to recognise risk, protect themselves, and seek help. Jewish and Sikh teachings provide ethical frameworks centred on respect, dignity, responsibility, and care for others.

Finally, **financial exploitation and risk** prepares students for real-world independence by developing financial literacy and safeguarding awareness. Students learn to identify scams, fraud, gambling risks, debt, and digital manipulation, alongside strategies for ethical spending and financial resilience. Buddhist perspectives reinforce principles of honesty, moderation, and ethical conduct.

Across all cycles, **British Values, protected characteristics, careers education (CEIAG), and digital literacy** remain fully embedded, ensuring learning is relevant, inclusive, and practical. The sequencing is deliberate: strengthening personal resilience, safeguarding relationships, and protecting financial independence.

Assessment, reflection, and applied learning at the end of each cycle allow students to consolidate understanding and demonstrate maturity. Overall, the Year 10 PSHE curriculum equips students with the knowledge, confidence, and ethical awareness needed to navigate late adolescence safely, responsibly, and with integrity.

Student Centred Leadership Curriculum

Week 1	Map Award Pin Drop Logging
Week 2	Anti – Bullying Ambassador Meeting
Week 3	MAP aspiration target setting
Week 4	Student council tutor reps meeting
Week 7	Student ambassadors meeting
Week 10	Student Parliament Meets
Week 12	Student Parliament SLT feedback



YEAR 10 — Cycle 1

Mental Health, Wellbeing, Christianity & Islam

PSHE C1 – Year 10 – Mental Health, Wellbeing, Christianity, Islam

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)	Assembly (fortnightly)
1	Introduction to Mental Health & Wellbeing	What is mental health, and why is it important? → BV: Individual liberty	How can I maintain good mental wellbeing? → CEIAG: Self-awareness	What are the core beliefs of Christianity and Islam? → PC: Religion or belief	—
2	Understanding Mental Illness	What are common mental illnesses, and how do they affect people? → PC: Disability (mental health)	How can I support someone with a mental health condition? → BV: Mutual respect	—	Managing Stress, Exams & Pressure
3	Stress Management & Resilience	How can I cope with stress effectively? → CEIAG: Coping strategies	What techniques help build resilience? → CEIAG: Growth mindset	How do Christianity and Islam view suffering and healing? → BV: Tolerance of beliefs	—
4	Eating Disorders & Body Image	What are eating disorders, and how can they be managed? → BV: Rule of law	How does media influence body image? → PC: Sexual orientation	—	Body Image, Identity & Media Influence
5	Emotional Intelligence & Self-Care	Why is emotional intelligence important? → PC: Sex	How can I practice self-care? → BV: Rule of law	What do Christianity and Islam teach about self-discipline and self-care? → PC: Religion or belief	—
6	The Role of Social Media in Mental Health	How does social media impact mental wellbeing? → PC: Gender reassignment	How can I use social media in a healthy way? → CEIAG: Digital literacy	—	Stigma, Diagnosis & Supporting Others
7	Anxiety & Depression	What causes anxiety and depression? → BV: Democracy	How can I manage these conditions or seek help? → CEIAG: Active citizenship	What do Christianity and Islam say about seeking help and community support? → BV: Mutual respect	—
8	Relationships & Mental Health	How do relationships affect mental wellbeing? → PC: Race	How can I build healthy, supportive relationships? → BV: Tolerance	—	guest speaker (CAMHS / mental health practitioner)
9	Mindfulness & Relaxation Techniques	What are mindfulness and relaxation techniques? → CEIAG: Cultural awareness	How can I use these techniques to support my mental health? → CEIAG: Economic wellbeing	How do Christianity and Islam incorporate mindfulness in prayer and reflection? →	—

				BV: Individual liberty	
10	Breaking the Stigma Around Mental Health	Why is there still stigma around mental illness? → CEIAG: Awareness & advocacy	How can we challenge stigma and create open conversations? → CEIAG: Self-reflection	–	Resilience, Balance & Long-Term Wellbeing
11	Assessment Week	What have I learned about mental health and wellbeing? → BV: Individual liberty	Can I apply my learning to real-world situations? → CEIAG: Reflection & growth	How do Christian and Islamic teachings guide believers in maintaining wellbeing? → PC: Religion or belief	—
12	Super Teaching Week	How can I apply my learning to support my own and others' mental health? → CEIAG: Communication	How can faith and non-faith perspectives work together in promoting mental wellbeing? → School values / British values	Creative project or reflection	—

YEAR 10 — Cycle 2

Unhealthy Relationships, Pornography, Identity, Judaism & Sikhism**

PSHE C2 – Year 10 – Unhealthy Relationships, Pornography, Sexual Identity, Judaism & Sikhism

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)	Assembly (fortnightly)
1	Introduction to Healthy & Unhealthy Relationships	What makes a relationship healthy or unhealthy? → BV: Individual liberty	How can I recognize red flags in relationships? → CEIAG: Self-awareness	What are the core beliefs of Judaism and Sikhism? → PC: Religion or belief	—
2	Understanding Intimate Relationships	What does a healthy intimate relationship look like? → PC: Consent	How can I ensure mutual respect and communication? → BV: Mutual respect	–	Healthy Intimacy, Trust & Emotional Safety
3	The Impact of Pornography	How does pornography affect perceptions of relationships? → CEIAG: Critical thinking	What are the myths and realities surrounding pornography? → CEIAG: Media literacy	What do Judaism and Sikhism teach about intimacy and relationships? → BV: Tolerance of beliefs	—
4	Developing Sexuality & Identity	How do people experience and understand their sexuality? → BV: Rule of law	How can I respect and support different identities? → PC: Sexual orientation	–	Pornography — Myths, Impact & Unrealistic Norms
5	Consent & Boundaries	What is consent, and why is it important? → PC: Sex	How can I set and respect personal boundaries? → BV: Rule of law	How do Jewish and Sikh teachings address consent and personal autonomy? →	—

				PC: Religion or belief	
6	The Role of Media in Relationship Expectations	How does the media shape our views on love and relationships? → PC: Gender roles	How can we challenge unrealistic relationship expectations? → CEIAG: Digital literacy	–	Coercion, Manipulation & Red Flags
7	Coercion & Abuse in Relationships	What does emotional, physical, and digital abuse look like? → BV: Democracy	How can I seek help or support others in abusive situations? → CEIAG: Active citizenship	What do Judaism and Sikhism say about respect and protection in relationships? → BV: Mutual respect	—
8	Sexting & Online Safety	What are the risks of sharing intimate images? → PC: Race	How can I protect myself and others online? → BV: Tolerance	–	guest speaker <i>(Domestic abuse / healthy relationships educator)</i>
9	Understanding Love & Commitment	What does love mean in different relationships? → CEIAG: Cultural awareness	How do different cultures view commitment and marriage? → CEIAG: Economic wellbeing	How do Judaism and Sikhism define love and commitment? → BV: Individual liberty	—
10	Breaking Relationship Stereotypes	What are common relationship stereotypes? → CEIAG: Awareness & advocacy	How can I challenge toxic relationship norms? → CEIAG: Self-reflection	–	Respect, Autonomy & Responsible Choices
11	Assessment Week	What have I learned about relationships and personal boundaries? → BV: Individual liberty	Can I apply my learning to real-life situations? → CEIAG: Reflection & growth	How do Jewish and Sikh values guide believers in their relationships? → PC: Religion or belief	—
12	Super Teaching Week	How can I apply my learning to promote respectful relationships? → CEIAG: Communication	How can different religious and non-religious perspectives work together for healthy relationships? → School values / British values wrap-up	Creative project → BV: Tolerance	—

YEAR 10 — Cycle 3

Financial Exploitation, Risk & Buddhism

PSHE C3 – Year 10 – Financial Exploitation, Buddhism

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)	Assembly (fortnightly)
1	Introduction to Financial Exploitation	What is financial exploitation, and how does it happen? → BV: Individual liberty	How can I protect myself from financial scams? → CEIAG: Self-awareness	What are the core beliefs of Buddhism? → PC: Religion or belief	—
2	Understanding Money Laundering	What is money laundering, and why is it illegal? → PC: Financial responsibility	How do criminals exploit financial systems? → BV: Mutual respect	—	Scams, Fraud & Digital Manipulation
3	Money Mules & Financial Crime	What are money mules, and why is it dangerous to get involved? → CEIAG: Critical thinking	How can I spot financial manipulation? → CEIAG: Risk management	What do Buddhist teachings say about ethical financial conduct? → BV: Tolerance of beliefs	—
4	Online Scams & Cybersecurity	What are the most common online scams? → BV: Rule of law	How can I protect my personal and financial information online? → PC: Digital safety	—	Debt, Gambling & Financial Wellbeing
5	The Dangers of Debt	How do people get into debt, and what are the consequences? → PC: Economic wellbeing	What are responsible ways to borrow money? → BV: Rule of law	How does Buddhism approach wealth and materialism? → PC: Religion or belief	—
6	Gambling & Financial Risk	What are the risks of gambling? → PC: Addictive behaviors	How can I make informed financial decisions? → CEIAG: Digital literacy	—	Protecting Your Identity & Online Security
7	Fraud & Identity Theft	How do fraudsters steal identities and commit financial crimes? → BV: Democracy	How can I keep my financial identity safe? → CEIAG: Active citizenship	What do Buddhist principles say about honesty and integrity in finances? → BV: Mutual respect	—
8	The Role of Banks & Credit Scores	What is a credit score, and why is it important? → PC: Economic stability	How can I build and maintain good financial health? → BV: Tolerance	—	guest speaker <i>(Banking / financial crime prevention specialist)</i>
9	Ethical Spending & Consumer Awareness	How can I be a responsible consumer? → CEIAG: Cultural awareness	What is the impact of ethical vs unethical spending? → CEIAG: Economic wellbeing	How does Buddhism guide ethical consumption? → BV: Individual liberty	—
10	Breaking the Cycle of	How do financial predators target	How can I build financial	—	Ethical Spending,

	Financial Exploitation	young people? → CEIAG: Awareness & advocacy	resilience? → CEIAG: Self-reflection		Responsibility & Independence
11	Assessment Week	What have I learned about financial safety and responsibility? → BV: Individual liberty	Can I apply my learning to real-life situations? → CEIAG: Reflection & growth	How do Buddhist values guide believers in financial decision-making? → PC: Religion or belief	—
12	Super Teaching Week	How can I apply my learning to avoid financial exploitation? → CEIAG: Communication	How can different religious and non-religious perspectives contribute to financial ethics? → School values / British values wrap-up	Creative project or Buddhism-focused exploration → BV: Tolerance	—

Rationale

The Year 11 PSHE curriculum builds on the safeguarding awareness, ethical reasoning, and independence developed in Year 10, preparing students for adulthood, post-16 pathways, and life beyond school. As students approach key transition points, the curriculum focuses on responsibility, informed choice, and real-world application.

The year begins with **reproductive health and life transitions**, extending prior learning on relationships, consent, and sexual health into a realistic exploration of teenage pregnancy, STIs, menopause, and parenthood. Students examine physical, emotional, and social impacts alongside support systems and stigma. Christian perspectives encourage reflection on care, responsibility, compassion, and navigating major life changes with dignity.

The curriculum then addresses **online professionalism and digital ethics**, building on earlier work around online safety and employability. Students develop an understanding of digital footprints, data protection, misinformation, AI, and ethical online behaviour, with clear links to future employment and civic responsibility. Hindu perspectives support discussion of truth, responsibility, discernment, and moral use of knowledge and technology.

Finally, **healthcare awareness and medical ethics** equips students to engage thoughtfully with complex health issues such as cancer prevention, organ donation, end-of-life care, and health inequalities. Students consider ethical dilemmas, advocacy, and careers in healthcare, supported by Sikh teachings emphasising service, compassion, and social responsibility.

Across all cycles, **British Values, protected characteristics, careers education (CEIAG), and digital literacy** remain embedded, ensuring learning is inclusive, relevant, and forward-looking. The sequencing is purposeful: preparing students for adult relationships, digital responsibility, and ethical engagement with health and society.

Assessment, reflection, and applied learning opportunities allow students to consolidate understanding and demonstrate readiness for life beyond compulsory education. Overall, the Year 11 PSHE curriculum empowers students to make informed, ethical decisions and approach adulthood with confidence, empathy, and responsibility.



YEAR 11 — Cycle 1

Teenage Pregnancy, STIs, Menopause & Christianity

PSHE C1 – Year 11 – Teenage Pregnancies, Menopause, STIs, Christianity

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)	Assembly (fortnightly)
1	Introduction to Teenage Pregnancy & Reproductive Health	What are the realities of teenage pregnancy? → BV: Individual liberty	How can we support young parents? → CEIAG: Self-awareness	What are the core beliefs of Christianity? → PC: Religion or belief	—
2	Understanding Miscarriage & Pregnancy Loss	What causes miscarriage, and what support is available? → PC: Emotional wellbeing	How can we discuss pregnancy loss sensitively? → BV: Mutual respect	—	Sexual Health, Trust & Responsibility
3	Sexually Transmitted Infections (STIs)	What are STIs, and how can they be prevented? → CEIAG: Health awareness	How can we reduce stigma around STIs? → CEIAG: Risk management	What do Christian teachings say about sexual health and responsibility? → BV: Tolerance of beliefs	—
4	Contraception & Safe Sex	What are the different types of contraception? → BV: Rule of law	How can we make informed choices about sexual health? → PC: Safe relationships	—	Pregnancy — Reality, Impact & Support Networks
5	The Impact of Teenage Pregnancy	What are the challenges and responsibilities of being a young parent? → PC: Economic wellbeing	How can we challenge stereotypes about young parents? → BV: Rule of law	How does Christianity view family, parenthood, and responsibility? → PC: Religion or belief	—
6	Menopause & Changing Bodies	What is menopause, and how does it affect people? → PC: Health & wellbeing	Why is menopause often misunderstood? → CEIAG: Health literacy	—	Menopause & Understanding Changing Bodies
7	Sexual Health & Relationships	How does sexual health impact overall wellbeing? → BV: Democracy	How can I access sexual health services? → CEIAG: Active citizenship	What do Christian values teach about love, marriage, and commitment? → BV: Mutual respect	—
8	Consent & Communication in Relationships	Why is consent important in all relationships? → PC: Healthy relationships	How can we communicate effectively about boundaries? → BV: Tolerance	—	guest speaker (NHS sexual health / midwifery professional)
9	Emotional & Psychological Effects of Pregnancy & Parenthood	How does pregnancy affect mental health? → CEIAG: Emotional intelligence	What support systems are available? → CEIAG: Economic wellbeing	How do Christian beliefs shape perspectives on family and responsibility? → BV: Individual liberty	—
10	Breaking Stigma Around Reproductive Health	Why is there stigma around reproductive health? → CEIAG: Awareness & advocacy	How can we foster open discussions about these topics? → CEIAG: Self-reflection	—	Care, Empathy & Adult Decision-Making
11	Assessment Week	What have I learned about reproductive health and wellbeing? → BV: Individual liberty	Can I apply my learning to real-life situations? → CEIAG: Reflection & growth	How do Christian teachings support individuals through life	—

				transitions? → PC: Religion or belief	
12	Super Teaching Week	How can I apply my learning to promote awareness and support for others? → CEIAG: Communication	How can faith-based and secular perspectives contribute to reproductive health discussions? → School values / British values wrap-up	Creative project or Christianity-focused exploration → BV: Tolerance	—

YEAR 11 — Cycle 2

Online Professionalism, Digital Ethics & Hinduism

PSHE C2 – Year 11 – Online Professionalism, Hinduism

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)	Assembly (fortnightly)
1	Introduction to Online Safety & Digital Presence	What does my digital footprint say about me? → BV: Individual liberty	How can I protect my personal data online? → CEIAG: Self-awareness	What are the core beliefs of Hinduism? → PC: Religion or belief	—
2	Sharing Content Online	What are the risks of sharing personal content? → PC: Digital responsibility	How can I control my online privacy? → BV: Mutual respect	—	Your Digital Reputation & Future Employment
3	Managing Personal Data & Cybersecurity	What happens to my data when I share it online? → CEIAG: Digital literacy	How can I recognize and prevent data breaches? → CEIAG: Risk management	What does Hinduism say about ethical use of knowledge and information? → BV: Tolerance of beliefs	—
4	Professional Relationships Online	How should I communicate professionally online? → BV: Rule of law	What are the differences between personal and professional digital interactions? → PC: Workplace ethics	—	Data, Privacy & Cybersecurity Awareness
5	Reliability of Digital Content & Fake News	How can I assess the reliability of online content? → PC: Critical thinking	How do algorithms influence the information I see? → BV: Rule of law	How does Hinduism approach truth and discernment? → PC: Religion or belief	—
6	The Impact of Social Media	How does social media affect mental health and self-esteem? → PC: Health & wellbeing	What strategies can I use for a balanced digital life? → CEIAG: Health literacy	—	AI, Integrity & Digital Ethics
7	Artificial Intelligence & Digital Ethics	What is AI, and how does it impact our lives? → BV: Democracy	What are the ethical concerns surrounding AI development? → CEIAG: Active citizenship	What are Hindu perspectives on technology and morality? → BV: Mutual respect	—
8	Online Harassment & Digital Consent	What does digital consent mean? → PC: Online safety	How can I respond to online harassment? → BV: Tolerance	—	guest speaker (Cybersecurity / tech industry professional)
9	The Role of Technology in the Future	How is technology shaping career opportunities? → CEIAG: Career awareness	What skills do I need to succeed in a digital world? → CEIAG: Economic wellbeing	How does Hinduism view technological progress and responsibility? → BV: Individual liberty	—

10	Breaking Stereotypes in Digital Spaces	How do biases appear in online platforms? → CEIAG: Awareness & advocacy	How can we create inclusive digital communities? → CEIAG: Self-reflection	–	Inclusive Online Spaces & Digital Leadership
11	Assessment Week	What have I learned about online safety and digital responsibility? → BV: Individual liberty	Can I apply my learning to real-life digital interactions? → CEIAG: Reflection & growth	How do Hindu teachings support ethical decision-making in technology? → PC: Religion or belief	—
12	Super Teaching Week	How can I apply my learning to promote digital safety and responsibility? → CEIAG: Communication	How can faith-based and secular perspectives contribute to digital ethics? → School values / British values wrap-up	Creative project or Hinduism-focused exploration → BV: Tolerance	—

YEAR 11 — Cycle 3

Cancer, Healthcare Ethics & Sikhism

PSHE C3 – Year 11 – Health, Sikhism

Week	Focus	Tutor Session 1	Tutor Session 2	RS Session (fortnightly)	Assembly (fortnightly)
1	Introduction to Cancer Prevention & Healthcare Awareness	What are the most common types of cancer and their risk factors? → BV: Individual liberty	How can lifestyle choices help prevent cancer? → CEIAG: Health awareness	What are the core beliefs of Sikhism? → PC: Religion or belief	—
2	NHS & Access to Healthcare	How does the NHS support public health? → PC: Digital responsibility	What services are available for young people? → BV: Mutual respect	–	Cancer Awareness — Prevention & Early Help
3	Stem Cell & Organ Donation	What is stem cell donation, and who does it help? → CEIAG: Ethical decision-making	What are the challenges around organ donation? → CEIAG: Risk management	What does Sikhism teach about selfless service (Seva) and donation? → BV: Tolerance of beliefs	—
4	Blood Transfusions & Medical Ethics	How do blood transfusions save lives? → BV: Rule of law	What are the ethical concerns around blood donation? → PC: Medical ethics	–	Organ & Stem Cell Donation — Ethics & Compassion
5	Understanding Palliative Care & Euthanasia	What is palliative care, and how does it support terminally ill patients? → PC: Emotional wellbeing	What are the arguments for and against euthanasia? → BV: Rule of law	How does Sikhism approach end-of-life care and suffering? → PC: Religion or belief	—
6	Mental Health Support in Medical Settings	How does physical health impact mental wellbeing? → PC: Health & wellbeing	What mental health services does the NHS provide? → CEIAG: Health literacy	–	End-of-Life Care, Dignity & Support
7	Ethics of Medical Advancements	What are the latest developments in cancer treatment? → BV: Democracy	How do scientific advancements shape healthcare ethics? → CEIAG: Active citizenship	What are Sikh perspectives on medical advancements and moral responsibility? → BV: Mutual respect	—
8	Raising Awareness & Advocacy	How can I support campaigns for healthcare and medical research? → PC: Social responsibility	How do charities and research institutions help patients? → BV: Tolerance	–	guest speaker (Healthcare professional / cancer charity)

9	Career Opportunities in Healthcare	What career paths are available in medicine and research? → CEIAG: Career awareness	What skills are needed to work in healthcare? → CEIAG: Economic wellbeing	How do Sikh values encourage community service in healthcare? → BV: Individual liberty	—
10	Addressing Health Inequalities	Why do some communities face barriers to healthcare? → CEIAG: Awareness & advocacy	How can we promote fair access to medical support? → CEIAG: Self-reflection	—	Care, Service & Responsibility in Society
11	Assessment Week	What have I learned about cancer prevention and medical ethics? → BV: Individual liberty	Can I apply my learning to real-life health choices? → CEIAG: Reflection & growth	How do Sikh teachings support ethical healthcare practices? → PC: Religion or belief	—
12	Super Teaching Week	How can I apply my learning to promote healthcare awareness? → CEIAG: Communication	How can faith-based and secular perspectives contribute to healthcare ethics? → School values / British values wrap-up	Creative project or Sikhism-focused exploration → BV: Tolerance	—

MAP Sixth Form PSHE and RS Curriculum

The Year 12 and 13 PSHE programme builds directly on the maturity, ethical awareness, and real-world understanding developed in Year 11, supporting students as they transition into adulthood, independence, and post-school pathways. The focus shifts from guided learning to informed autonomy, personal responsibility, and self-advocacy.

In Year 12, students deepen their understanding of identity, relationships, wellbeing, and safety in increasingly adult contexts. Learning addresses diversity and anti-racism, sexual health and parenthood choices, respectful relationships, online boundaries, physical health, and personal safety. Students are encouraged to recognise risk, assert boundaries, and acknowledge their own skills and assets as they prepare for greater independence.

Rationale

Year 13 builds on this foundation by focusing on inclusion, consent, mental health support, financial decision-making, safe travel, misinformation, and complex relationship dynamics. Greater emphasis is placed on navigating adult systems, managing transitions such as leaving home, and responding confidently to challenge, discrimination, or harm.

Across both years, the curriculum prioritises safeguarding, inclusion, wellbeing, and life skills, ensuring students are prepared for employment, higher education, and independent living. Assessment and reflection enable students to consolidate knowledge and demonstrate readiness for life beyond school. Collectively, the post-16 PSHE curriculum equips young people to act responsibly, think critically, and thrive as informed, respectful adults.

	Year 12	Year 13
Diversity and anti-racism	Staying safe: recognising harassment and abuse	Understanding inclusion
	Understanding cultural identity and cultural competency	Intersectionality, marginalisation, and privilege
Sexual health, sexuality and gender	Making choices about pregnancy and parenthood	Consent matters
	Making choices about your sexual health	
Wellbeing and mental health	Body enhancement	Mental health: accessing support
	Acknowledging skills and assets	
Relationships, family, and friends	Respectful relationships: trust and intimacy	Respectful relationships: meeting new people
	Respectful relationships: ending relationships	Respectful relationships: values and differences
		Understanding forced marriage
Life skills	Staying safe: exiting aggressive social situations	Financial choices: working and earning
	Staying safe: protecting your finances	Staying safe: transport and travel
	Staying safe: dangerous and emergency situations	The role of constructive criticism
Physical health	Staying safe: alcohol and binge-drinking	Staying safe: recreational drugs
		Leaving home: building a healthy lifestyle
Online safety	Staying safe: setting boundaries online	Understanding online misinformation
PSHE Assessment	20 Question Knowledge Test in Week 11 following by Superteaching in Week 12	
Parent / carer materials		