



PSHE Curriculum Overview



Class	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Year 7	<p>Topic: Managing a successful transition</p> <p>Resources: Rise Above website</p> <p>Focus: Managing emotions around transition and building resilience.</p> <p>Outcome: To develop SMART targets for the rest of the academic year.</p> <p>Duration: 3</p>	<p>Topic: Careers and Enterprise Skills</p> <p>Resources: Barclays Bank teaching videos and lessons</p> <p>Focus: workplaces and creativity.</p> <p>Outcome: to develop an understanding of workplaces, behaviours and skills</p> <p>Duration: 3</p>	<p>Topic: Personal wellbeing</p> <p>Resources: Talk to Frank, Kooth and resources from Cornwall Health Promotion services.</p> <p>Focus: how to keep themselves safe and healthy through puberty, including physical activity and diet.</p> <p>Outcome: for students to know how to get help.</p> <p>Duration: 3</p>	<p>Topic: Personal wellbeing</p> <p>Resources: Talk to Frank, Kooth and resources from Cornwall Health Promotion services.</p> <p>Focus: Drugs, alcohol and smoking. CPR and Defib use from external agencies.</p> <p>Outcome: for students to know how to get help.</p> <p>Duration: 3</p>	<p>Topic: Healthy relationships</p> <p>Resources: Brook, Kooth, Stonewall</p> <p>Focus: self esteem, friendships and bullying including cyber-bullying.</p> <p>Outcome: for students to know how to get help and support. To know how to be safe online.</p> <p>Duration: 3</p>	<p>Topic: Healthy relationships</p> <p>Resources: Brook, Kooth, Stonewall</p> <p>Focus: types of relationships, LGBTQ+ and equality.</p> <p>Outcome: for students to know how to get help and support. To know how to be safe online.</p> <p>Duration: 3</p>
Year 8	<p>Topic: Finance</p> <p>Resources: Martin Lewis books, Barclays Bank resources</p> <p>Focus: Finance and debt, advertising, bank accounts for young people.</p> <p>Outcome: Students aware of how to manage money sensibly.</p> <p>Duration: 3</p>	<p>Topic: Career pathways</p> <p>Resources: NSSW, Career Pilot, ICT</p> <p>Focus: importance of education, development of skills, assumptions of gender and networking. Types and patterns of work.</p> <p>Outcome: students take part in a speed networking event.</p> <p>Duration: 3</p>	<p>Topic: Loss</p> <p>Resources: Penhaligon friends and Mind UK</p> <p>Focus: Bereavement, loss and separation.</p> <p>Focus: To allow students to develop confidence in dealing with difficult situations.</p> <p>Duration: 3</p>	<p>Topic: Mental Health and Well-being</p> <p>Resources: Kooth, MindEd</p> <p>Focus: factors that affect mental health, different types of mental health illness.</p> <p>Outcome: for students to know how to get help and support. To recognise signs and symptoms of mental illness.</p> <p>Duration: 3</p>	<p>Topic: Relationships and Sex Education</p> <p>Resources: Cornwall Health Promotion and Brook, Durex lesson plans</p> <p>Focus: what is love, contraception and an introduction to consent</p> <p>Outcome: For students to know how their feelings may change in the future. Know how to keep themselves safe.</p> <p>Duration: 3</p>	<p>Topic: Discrimination and Human Rights</p> <p>Resources: internet and Declaration of Human Rights</p> <p>Focus: Discrimination and prejudice.</p> <p>Outcome: for students to be aware of Human Rights and how countries adhere to these.</p> <p>Duration: 3</p>

Health and wellbeing	Living in the wider world	Relationships (RSE)



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Year 9	<p>Topic: Families</p> <p>Resources: TES videos and PSHE Association</p> <p>Focus: Different types of family units; marriage, civil partnership, forced and arranged marriage.</p> <p>Outcome: for students to be aware of differing types of family units.</p> <p>Duration: 3</p>	<p>Topic: Careers and the future</p> <p>Resources: NSSW, Career Pilot</p> <p>Focus: desirable skills, future career focus, CV development</p> <p>Outcome: all pupils will have a CV</p> <p>Duration: 3</p>	<p>Topic: Drug and alcohol abuse/misuse</p> <p>Resources:</p> <p>Focus: drug classifications and law, factors that result in people taking drugs and effects.</p> <p>Outcome: to understand the socio-economic factors that may influence drug/alcohol use.</p> <p>Duration: 3</p>	<p>Topic: Personal safety and consent</p> <p>Resources: Cornwall Health Promotion service, Action Aid.</p> <p>Focus: consent both online and offline, including sexting. Influence of media on relationships (Including pornography)</p> <p>Outcome: for pupils to know how to keep themselves safe and within the law.</p> <p>Duration: 3</p>	<p>Topic: Relationships and Sex Education</p> <p>Resources: Cornwall Health Promotion service</p> <p>Focus: healthy relationships, CSE, victim blaming and FGM.</p> <p>Outcome: Students know how to recognise signs of abuse and exploitation.</p> <p>Duration: 3</p>	<p>Topic: Relationships and Sex Education</p> <p>Resources: Cornwall Health Promotion service</p> <p>Focus: healthy relationships, CSE, victim blaming and FGM.</p> <p>Outcome: Students know how to recognise signs of abuse and exploitation.</p> <p>Duration: 3</p>
Year 10	<p>Topic: RSE</p> <p>Resources: PSHE Association</p> <p>Focus: Parenthood, pregnancy and unwanted pregnancy, abortion, adoption, fostering.</p> <p>Outcome: students to become aware of their choices as they become young adults.</p> <p>Duration: 2</p>	<p>Topic: Personal wellbeing</p> <p>Resources: Internet access, Heads Together and Mind</p> <p>Focus: Fear of Missing Out Online (FOMO), stress and exam stress, cancer signs and symptoms.</p> <p>Outcome: For students to know the signs, symptoms and management methods for stress, anxiety and depression.</p> <p>Duration: 3</p>	<p>Topic: Politics and UK political system (International links)</p> <p>Resources:</p> <p>Focus: UK parliamentary system, voting, civil and criminal law, democracy and other types of governments.</p> <p>Outcome: To have an understanding of the Fundamental British Values and Law.</p> <p>Duration: 3</p>	<p>Topic: Drug and Alcohol use/misuse</p> <p>Resources: Talk to Frank, Cornwall Health Promotion Service.</p> <p>Focus: prescription drugs and steroids, county lines activities and alcohol use and impacts.</p> <p>Outcome: for students to know about reliance on prescribed drugs and addictions.</p> <p>Duration: 3</p>	<p>Topic: Crime and equality Act 2010</p> <p>Resources: online Rise Above teaching activities</p> <p>Focus: Knife crime, hate crime and radicalisation., stalking and harassment. and gangs (Including Equality Act 2010,)</p> <p>Outcome: for students to know how to cope with pressure and where to get help and support.</p> <p>Duration: 3</p>	<p>Topic: Personal Health and wellbeing</p> <p>Resources: Mind and NHS</p> <p>Focus: Stem cells, organ donations and blood donations. Cosmetics, piercings and cosmetic surgery</p> <p>Outcome: students are aware of risks and potential benefits.</p> <p>Duration: 3</p>

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Year 11	<p>Topic: Qualification framework. Am I job ready?</p> <p>Resources: NSSW and Career Pilot. Employers.</p> <p>Focus: Review of skills, writing of CVs and mock interviews with employers. To review Local Labour Market Information (LMI)</p> <p>Outcome: for students to be adequately prepared for college interviews and applications.</p> <p>Duration: 3</p>	<p>Topic: Personal wellbeing</p> <p>Resources: online and Rise Above resources.</p> <p>Focus: Consent, revenge pornography and online safety. Law surrounding Female Genital Mutilation.</p> <p>Outcome: For students to understand human rights and laws that exist to protect them.</p> <p>Duration: 3</p>	<p>Student Voice Curriculum</p> <p>Duration: 3</p>	<p>Student Voice Curriculum</p> <p>Duration: 3</p>	<p>Revision and Exams</p>	<p>Revision and Exams</p>

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