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| **PSHE Overview** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer** |
| Health & wellbeing | Living in the wider world | Relationships | Health & wellbeing | Relationships, Sex and Health Education (RSHE) |
| **Year 7** | **Transition and safety** | **Developing skills and aspirations** | **Diversity** | **Health and puberty** | **Life to the Full** |
| Transition to secondary school and personal safety in and outside school, including first aid | Careers, teamwork and enterprise skills, and raising aspirations | Diversity, prejudice, and bullying | Healthy routines, influences on health, puberty, unwanted contact, and FGM | Who am I? Changing bodies, Healthy inside and out, where we come from, family and friends, my life on screen and living in the wider world. |
| **Year 8** | **Drugs and alcohol** | **Community and careers** | **Discrimination** | **Emotional wellbeing** | **Life to the Full** |
| Alcohol and drug misuse and pressures relating to drug use | Equality of opportunity in careers and life choices, and different types and patterns of work | Discrimination in all its forms, including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia | Mental health and emotional wellbeing, including body image and coping strategies | Created and chosen, appreciating differences, feelings, before I was born, tough relationships, think before you share, wider world. |
| **Year 9** | **Peer influence, substance use and gangs** | **Setting goals** | **Respectful relationships** | **Healthy lifestyle** | **Life to the Full** |
| Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation | Learning strengths, career options and goal setting as part of the GCSE options process | Families and parenting, healthy relationships, conflict resolution, and relationship changes | Diet, exercise, lifestyle balance and healthy choices, and first aid | The search for love, love people and use things, in control of my choices, fertility and contraception, marriage, keeping safe, knowing my rights and responsibilities. |
| **Year 10** | **Mental health** | **Financial decision making** | **Addressing extremism and radicalisation** | **Exploring influence** | **Life to the Full** |
| Mental health and ill health, stigma, safeguarding health, including during periods of transition or change | The impact of financial decisions, debt, gambling and the impact of advertising on financial choices | Communities, belonging and challenging extremism | The influence and impact of drugs, gangs, role models and the media | Authentic freedom, self-image, values, attitudes and beliefs, parenthood, pregnancy and abortion, abuse. |
| **Year 11** | **Building for the future** | **Next steps** | **Communication in relationships** | **Independence** | **Life to the Full** |
| Self-efficacy, stress management, and future opportunities | Application processes, and skills for further education, employment and career progression | Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse | Responsible health choices, and safety in independent contexts | Self-worth, addiction, eating disorders, birth control, pornography, STIs, coercive control. |