

# PSHE

2023-2024

	Key Stage	Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Living in the wider world Being Me	Relationships Human values	Living in the wider world Careers, financial capability and economic wellbeing	Health and wellbeing Healthy Me	Relationships My Relationships	Health and Well-being Changing Me
Grange Drive	EYFS/KS1	Nightingales 2	<ul style="list-style-type: none"> <li>Unique, similar and different</li> <li>My likes and dislikes</li> <li>Making choices</li> </ul>	<ul style="list-style-type: none"> <li>Our Families</li> <li>Where we live</li> <li>Different family situations</li> </ul>	<ul style="list-style-type: none"> <li>People that help us</li> <li>In school, at home and in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding feelings</li> <li>When I am happy and upset</li> </ul>	<ul style="list-style-type: none"> <li>Friendships</li> <li>How friendships are formed.</li> <li>Identify people who are special to us.</li> </ul>	<ul style="list-style-type: none"> <li>My body</li> <li>Body parts have names</li> <li>Public and private</li> <li>Differences between boys and girls</li> </ul>
		Kingfishers	<ul style="list-style-type: none"> <li>Explain how rules help us; rules we have in the classroom and at home.</li> <li>ENABLES</li> <li>Using our voice</li> <li>Consequences</li> <li>Rewards and feeling proud</li> </ul>	<ul style="list-style-type: none"> <li>Identify when people are being kind or unkind —either to us or to others.</li> <li>How our feelings can be hurt + Describe how this may make us feel</li> </ul>	<ul style="list-style-type: none"> <li>Identify some different</li> <li>Jobs that people we know do.</li> <li>Achieving goals</li> </ul>	<ul style="list-style-type: none"> <li>About eating well</li> <li>The importance of physical activity, sleep and rest</li> <li>About people who help us to stay healthy and well and about basic health and hygiene routines</li> </ul>	<ul style="list-style-type: none"> <li>The importance of special people in their lives</li> <li>Making friends and who can help with friendships Solving problems that might arise with friendships</li> </ul>	<ul style="list-style-type: none"> <li>My body is private</li> <li>Coping with change</li> <li>Life cycles – animal and human</li> <li>Changes in me</li> <li>Changes since being a baby</li> <li>Differences between female and male bodies (correct terminology)</li> </ul>
	KS2	Hummingbirds	<ul style="list-style-type: none"> <li>How to be safe when gaming</li> <li>Keeping safe online, such as using passwords or having adult help to access the internet</li> <li>Keeping safe near roads, rail, water, building sites and around fireworks</li> <li>What to do in an emergency and basic emergency first aid understand that people can be influenced by things online</li> </ul> <p>Engagement Pathway: Celebrating myself- it's good to be me.</p>	<ul style="list-style-type: none"> <li>Where is Great Britain</li> <li>What makes a good citizen</li> <li>Britain as a democratic society</li> <li>How laws are made</li> <li>Learn about the local council</li> <li>How we can make positive changes</li> <li>Student council</li> </ul> <p>Engagement Pathway: My friendships.</p>	<ul style="list-style-type: none"> <li>What influences people's choices about spending and saving money</li> <li>How people can keep track of their money</li> <li>The world of work</li> </ul> <p>Engagement Pathway: Consent</p>	<ul style="list-style-type: none"> <li>Why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</li> <li>Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally).</li> <li>The importance of getting enough sleep</li> </ul> <p>Engagement Pathway: My Body – Changing and growing up.</p>	<ul style="list-style-type: none"> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Secrets, trust and appreciation</li> </ul> <p>Engagement Pathway: My emotions. How do you feel today?</p>	<ul style="list-style-type: none"> <li>The physical changes associated with puberty</li> <li>Puberty in physical hygiene and strategies for managing this</li> <li>How puberty affects emotions and behaviour</li> </ul> <p>Engagement Pathway: Healthy Lifestyles.</p>
		Robins	<ul style="list-style-type: none"> <li>How to be safe when gaming</li> <li>What makes a good citizen</li> </ul>	<ul style="list-style-type: none"> <li>Where is Great Britain</li> <li>What makes a good citizen</li> </ul>	<ul style="list-style-type: none"> <li>What influences people's choices about spending and saving money</li> </ul>	<ul style="list-style-type: none"> <li>Why people may eat or avoid certain foods (religious, moral,</li> </ul>	<ul style="list-style-type: none"> <li>Being a good friend to myself</li> </ul>	<ul style="list-style-type: none"> <li>The physical changes associated with puberty</li> </ul>
		Penguins	<ul style="list-style-type: none"> <li>How to be safe when gaming</li> </ul>	<ul style="list-style-type: none"> <li>Where is Great Britain</li> <li>What makes a good citizen</li> </ul>	<ul style="list-style-type: none"> <li>What influences people's choices about spending and saving money</li> </ul>	<ul style="list-style-type: none"> <li>Why people may eat or avoid certain foods (religious, moral,</li> </ul>	<ul style="list-style-type: none"> <li>Being a good friend to myself</li> </ul>	<ul style="list-style-type: none"> <li>The physical changes associated with puberty</li> </ul>



# Long Term Curriculum Map

			<ul style="list-style-type: none"> <li>Keeping safe online, such as using passwords or having adult help to access the internet</li> <li>Keeping safe near roads, rail, water, building sites and around fireworks</li> <li>What to do in an emergency and basic emergency first aid understand that people can be influenced by things online</li> </ul>	<ul style="list-style-type: none"> <li>Britain as a democratic society</li> <li>How laws are made</li> <li>Learn about the local council</li> <li>How we can make positive changes</li> <li>Student council</li> </ul>	<ul style="list-style-type: none"> <li>How people can keep track of their money</li> <li>The world of work</li> </ul>	<p>cultural or health reasons)</p> <ul style="list-style-type: none"> <li>Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally).</li> <li>The importance of getting enough sleep</li> </ul>	<ul style="list-style-type: none"> <li>Celebrating special relationships</li> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Secrets, trust and appreciation</li> </ul>	<ul style="list-style-type: none"> <li>Puberty in physical hygiene and strategies for managing this</li> <li>How puberty affects emotions and behaviour</li> </ul>
	Engagement	Merlins	My Friends and Family	How do I feel today?	Consent	My body changing and growing	Changing and growing	Personal Hygiene
		Owls	I feel proud of me	Making new friends	Keeping myself healthy	Consent	My Emotions	I'm growing up
	KS2/3	Eagles	<ul style="list-style-type: none"> <li>How to be safe when gaming</li> <li>Keeping safe online, such as using passwords or having adult help to access the internet</li> <li>Keeping safe near roads, rail, water, building sites and around fireworks</li> <li>What to do in an emergency and basic emergency first aid understand that people can be influenced by things online</li> </ul> <p>Engagement Pathway: Celebrating myself- it's good to be me.</p>	<ul style="list-style-type: none"> <li>Where is Great Britain</li> <li>What makes a good citizen</li> <li>Britain as a democratic society</li> <li>How laws are made</li> <li>Learn about the local council</li> <li>How we can make positive changes</li> <li>Student council</li> </ul> <p>Engagement Pathway: My friendships.</p>	<ul style="list-style-type: none"> <li>What influences people's choices about spending and saving money</li> <li>How people can keep track of their money</li> <li>The world of work</li> </ul> <p>Engagement Pathway: Consent</p>	<ul style="list-style-type: none"> <li>Why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</li> <li>Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally).</li> <li>The importance of getting enough sleep</li> </ul> <p>Engagement Pathway: My Body – Changing and growing up.</p>	<ul style="list-style-type: none"> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Secrets, trust and appreciation</li> </ul> <p>Engagement Pathway: My emotions. How do you feel today?</p>	<ul style="list-style-type: none"> <li>The physical changes associated with puberty</li> <li>Puberty in physical hygiene and strategies for managing this</li> <li>How puberty affects emotions and behaviour</li> </ul> <p>Engagement Pathway: Healthy Lifestyles.</p>
	KS3	Goldfinches	<ul style="list-style-type: none"> <li>What rules do we have in the classroom, home and community. ENABLES Rights and responsibilities. Consequences, student voice, student council, Rewards and feeling proud.</li> </ul> <p>Engagement Pathway: Personal hygiene</p>	<ul style="list-style-type: none"> <li>Recognise Bullying and how it can make people feel. Different types of bullying (including online), and how to respond to incidents of bullying. What to do if they witness Bullying.</li> </ul> <p>Engagement Pathway: Friendships, kindness.</p>	<ul style="list-style-type: none"> <li>What is the world of work? What are my skills and qualities? Celebrating achievements and setting personal goals. Building resilience.</li> </ul> <p>Engagement Pathway: Consent.</p>	<ul style="list-style-type: none"> <li>Making healthy choices about food and drink. How labelling and branding can affect what foods people choose to buy. Keeping active and some of the challenges of this linking health and happiness.</li> </ul> <p>Engagement Pathway: Healthy food and nutrition.</p>	<ul style="list-style-type: none"> <li>Physical contact preferences. People who help us. Qualities as a friend and person. What is peer on peer abuse. Dealing with bullying.</li> </ul> <p>Engagement Pathway: My Body Puberty</p>	<ul style="list-style-type: none"> <li>How babies grow. Understanding a baby's needs. Family stereotypes. Challenging my ideas.</li> </ul> <p>Engagement Pathway: Emotions, how do you feel today?</p>



# Long Term Curriculum Map

	Post 16	The Lodge	<ul style="list-style-type: none"> <li>Mental well-being – Emotions / self regulation Consent Having a</li> <li>boyfriend/girlfriend/ Consent Greeting</li> <li>people appropriately Understanding the difference between what you can do in</li> <li>public and private Knowing which parts of your body (or someone else’s) you can</li> <li>touch Knowing which parts of your body can be touched by others</li> <li>Keeping clean</li> <li>Sensory stories surround topics in RHSE</li> </ul> <p>Engagement Pathway- Dalip’s deodrant</p>	<ul style="list-style-type: none"> <li>Engagement Pathway- Consent</li> <li>Changes in Puberty Male and</li> <li>Female Puberty and Hygiene</li> <li>Naming parts of the body Physical differences between males and females.</li> </ul>	<ul style="list-style-type: none"> <li>Engagement Pathway- Emotion’s – how do you feel today?</li> <li>Consent Communicating in a relationships Good or bad relationships</li> <li>Life choices - Marriage, living with family or friends Understanding</li> <li>relationships with others - Family - Friends - In the community -</li> <li>Boyfriend/girlfriend/partner -LGBT Plus               <ul style="list-style-type: none"> <li>Gay/Lesbian/Bi-sexual</li> </ul> </li> <li>Transgender/gender neutral relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Engagement Pathway- Celebrating ourselves and each other.</li> <li>Pregnancy</li> <li>Masturbation males/ females</li> <li>Intercourse</li> <li>Conception Parenting</li> </ul>	<ul style="list-style-type: none"> <li>Engagement Pathway- Party Time</li> <li>Consent Personal Safety- including online Assessing sexual health</li> <li>The media Pornography and self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>Engagement Pathway- Moving On</li> <li>Sexual Consent</li> <li>Contraceptives Sexual</li> <li>Health Choices and Decisions</li> </ul>
Birch Wood Vale	Transition	DH - Transition	<ul style="list-style-type: none"> <li>Making new friends</li> <li>Understand that people can be influenced by things online</li> <li>Explain why what they see online might not be trustworthy</li> <li>Know when and how to report something that makes them feel unsafe or uncomfortable procedures</li> </ul>	<ul style="list-style-type: none"> <li>Assumptions and stereotypes about gender</li> <li>Understanding bullying</li> <li>Standing up for self and others</li> <li>Gender diversity</li> <li>Celebrating difference and remaining friends</li> </ul>	<ul style="list-style-type: none"> <li>Money can be borrowed but there are risks associated with this.</li> <li>Enterprise</li> <li>What influences people's decisions about careers</li> </ul>	<ul style="list-style-type: none"> <li>Definition of a drug and that drugs (including medicines) can be harmful to people</li> <li>The effects and risks of smoking tobacco and second-hand smoke The help available for people to remain smoke free or stop smoking</li> </ul>	<ul style="list-style-type: none"> <li>Expressing appreciation for special relationships</li> <li>Breaking and making friends</li> <li>Friendship and beginning to resolve conflict</li> </ul>	<ul style="list-style-type: none"> <li>Emotions and feelings and how these are experienced in the body</li> <li>Change and how this can make people feel</li> <li>Feelings associated with loss, grief and bereavement</li> </ul>
	Nurture	JM - Nurture	<ul style="list-style-type: none"> <li>Explain how rules help us; rules we have in the Classroom and at home.</li> <li>ENABLES</li> <li>Using our voice</li> <li>Consequences</li> <li>Rewards and feeling proud</li> </ul>	<ul style="list-style-type: none"> <li>Identify when people are</li> <li>being kind or unkind – Either to us or to others.</li> <li>How our feelings can be hurt.</li> <li>Describe how this may make us feel</li> </ul>	<ul style="list-style-type: none"> <li>Identify some different jobs that people we know do.</li> <li>Achieving goals</li> </ul>	<ul style="list-style-type: none"> <li>About eating well</li> <li>The importance of physical activity, sleep and rest</li> <li>About people who help us to stay healthy and well and about basic health and hygiene routines</li> </ul>	<ul style="list-style-type: none"> <li>The importance of special people in their lives</li> <li>Making friends and who can help with friendships</li> <li>Solving problems that might arise with friendships</li> </ul>	<ul style="list-style-type: none"> <li>My body is private</li> <li>Coping with change</li> <li>Life cycles – animal and human</li> <li>Changes in me</li> <li>Changes since being a baby</li> <li>Differences between female and male bodies (correct terminology)</li> </ul>
	KS3	Year 7	<ul style="list-style-type: none"> <li>Making new friends</li> <li>Keeping safe out in the local area with increasing independence.</li> </ul>	<ul style="list-style-type: none"> <li>British Values (Tolerance)</li> <li>Human rights</li> <li>People who have moved to</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world Motivation</li> </ul>	<ul style="list-style-type: none"> <li>What mental health is</li> <li>What can affect mental health and some ways of dealing with this</li> </ul>	<ul style="list-style-type: none"> <li>My changing web of friendships</li> <li>Communication and teamwork</li> <li>Types of relationships</li> <li>Kindness</li> </ul>	<ul style="list-style-type: none"> <li>Puberty for girls/Puberty for boys</li> <li>Personal hygiene</li> <li>My body belongs to me</li> <li>Public and private</li> </ul>



# Long Term Curriculum Map

			<ul style="list-style-type: none"> <li>e.g., personal safety, travel awareness</li> <li>Recognising and responding to peer pressure</li> <li>Consequences of anti-social behaviour (including gangs and gang related behaviour)</li> <li>Who can we ask for help from?</li> </ul>	<ul style="list-style-type: none"> <li>Leicestershire from other places, (including the experience of refugees) about human rights and the UN Convention on the Rights of the Child (including Protected Characteristics)</li> <li>How we can make positive changes</li> <li>Student council</li> </ul>	<ul style="list-style-type: none"> <li>Recognising achievements Compliments</li> </ul>	<ul style="list-style-type: none"> <li>How to have a Healthy Lifestyle</li> <li>Don't smoke or vape and addiction</li> <li>Where to find help and support</li> <li>Responding to an emergency</li> </ul>	<ul style="list-style-type: none"> <li>Permission and consent</li> <li>Developing positive relationships</li> <li>Assertiveness in relationships</li> <li>What is Peer on peer abuse</li> <li>Online Safety</li> </ul>	
		Year 8	<ul style="list-style-type: none"> <li>British Values (Democracy)</li> <li>What is politics</li> <li>What is the government</li> <li>How are laws made</li> <li>Personal beliefs and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Assumptions and stereotypes about gender</li> <li>Understanding bullying</li> <li>Standing up for self and others</li> <li>Gender diversity</li> <li>LGBTQ + Homophobia</li> <li>Celebrating difference and remaining friends</li> </ul>	<ul style="list-style-type: none"> <li>Skills for Employment</li> <li>Skills builder programme</li> <li>Target setting</li> <li>Enterprise (Ice cream Challenge)</li> </ul>	<ul style="list-style-type: none"> <li>Healthy choices about my emotional health</li> <li>Managing stress</li> <li>Managing my nutritional choices</li> <li>Alcohol awareness</li> <li>Medicines and immunisation</li> <li>Healthy choices about physical activity and rest/sleep</li> </ul>	<ul style="list-style-type: none"> <li>Staying Safe</li> <li>Boundaries are appropriate in friendships with peers and others.</li> <li>How to appropriately interact with people they may not know how to</li> <li>report feelings of being unsafe and managing risk</li> </ul>	<ul style="list-style-type: none"> <li>Reproductive system and making a baby</li> <li>Consent</li> <li>Inappropriate or unsafe physical, and other, contact.</li> <li>FGM</li> <li>How to report concerns or abuse</li> </ul>
		Year 9	<ul style="list-style-type: none"> <li>Unique me, differences &amp; conflict,</li> <li>LGBTQ+</li> <li>Teenage Pregnancy awareness</li> <li>Online and Media influences</li> <li>Media and relationships</li> </ul>	<ul style="list-style-type: none"> <li>Assertiveness</li> <li>Prejudice and discrimination My values and those of others Challenging stereotypes</li> <li>Discrimination in school</li> <li>How prejudice and discrimination feel bullying Being inclusive</li> </ul>	<ul style="list-style-type: none"> <li>British Values</li> <li>Celebrating success,</li> <li>Identifying goals</li> <li>Employment</li> <li>Learning from mistakes, Overcoming challenges,</li> </ul>	<ul style="list-style-type: none"> <li>Stress and anxiety,</li> <li>Managing mental health,</li> <li>Effects of substances,</li> <li>Legal consequences,</li> <li>Importance of information on making health choices</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of healthy relationships, consent, relationships and change.</li> <li>Peer pressure</li> <li>Domestic violence and abuse awareness</li> <li>Sexting</li> <li>Gender based violence</li> </ul>	<ul style="list-style-type: none"> <li>Sexual and sexual relationships</li> <li>Puberty</li> <li>Contraception and Consent</li> <li>STI's</li> <li>HIV</li> <li>Sexuality</li> </ul>
	KS4	Year 10	<ul style="list-style-type: none"> <li>Preparing for adult life</li> <li>Skills for employment</li> <li>Role models</li> <li>Equality</li> <li>Sexism</li> </ul>	<ul style="list-style-type: none"> <li>Different types of families</li> <li>Parenting skills and family life</li> <li>Same sex relationships</li> <li>Tensions between parents and teenagers</li> <li>Divorce</li> </ul>	<ul style="list-style-type: none"> <li>Economic wellbeing (enterprise)</li> <li>The working world, work ethics,</li> <li>earning money, looking after money,</li> <li>leadership and relationship skills</li> </ul>	<ul style="list-style-type: none"> <li>Binge drinking</li> <li>Body image and the media</li> <li>Cosmetic surgery</li> <li>Sunbeds</li> <li>Hate crime</li> </ul>	<ul style="list-style-type: none"> <li>Conflict management</li> <li>Gang violence</li> <li>Trans identity</li> </ul>	<ul style="list-style-type: none"> <li>Physical and emotional needs, sex and relationships,</li> <li>Sexual relationships, consent, contraception.</li> <li>protection, pregnancy, and STIs.</li> <li>Revenge porn awareness</li> </ul>
		Year 11	<ul style="list-style-type: none"> <li>Fake news and critical thinking</li> <li>Independent living</li> <li>Money laundering</li> <li>Cybercrime and online fraud</li> </ul>	<ul style="list-style-type: none"> <li>Consent</li> <li>Grooming</li> <li>Child-to-Child sexual abuse.</li> </ul>	<ul style="list-style-type: none"> <li>Our local community</li> <li>Communities and cultures</li> <li>Learning about tolerance and</li> <li>Respect in the workplace</li> <li>Enterprise</li> <li>Teamwork</li> <li>Applying for Post 16 or Employment</li> </ul>	<ul style="list-style-type: none"> <li>Mental health and well-being online</li> <li>Body positivity</li> <li>Digital footprint</li> <li>Gambling &amp; online gaming</li> </ul>	<ul style="list-style-type: none"> <li>Bullying and body shaming</li> <li>Relationship breaks ups</li> <li>Managing loss</li> <li>Happiness and positivity</li> </ul>	<ul style="list-style-type: none"> <li>What is good sex? Consent, rape and sexual abuse awareness</li> <li>Safe sex</li> </ul>



# Long Term Curriculum Map

BW College	Post 16	BVC A	<ul style="list-style-type: none"> <li>Post 19 Options Explored</li> <li>Planning for the future</li> <li>Writing a personal Statement</li> <li>CV Writing Application forms uncovered</li> <li>Interview preparation</li> </ul>	<ul style="list-style-type: none"> <li>Respect &amp; Relationships</li> <li>Porn &amp; its impact on society</li> <li>Fertility &amp; what impacts it</li> </ul>	<ul style="list-style-type: none"> <li>Payment Methods used in the UK</li> <li>Managing a Household Budget</li> <li>Borrowing Money &amp; the Risks Value for Money &amp; making more of it</li> </ul>	<ul style="list-style-type: none"> <li>Causes of Mental Health Looking after yourself first</li> <li>Importance of Physical health &amp; Exercise</li> <li>Improving Body Image &amp; Exploring Appearance Ideals</li> <li>Stress &amp; Life Events, Exercise &amp; Sleep</li> <li>Striking a balance in life</li> </ul>	<ul style="list-style-type: none"> <li>Re- cap on characteristics of healthy relationships, consent, relationships and change.</li> <li>Domestic violence and abuse awareness</li> </ul>	<ul style="list-style-type: none"> <li>Importance of Sexual Health Revisiting Contraception Revisiting STI's Menstrual Charting &amp; your Body (Alcohol &amp; Society)</li> </ul>
		BVC N	<ul style="list-style-type: none"> <li>Transition to Further Education and personal safety in and outside College.</li> <li>Developing goal setting, organisation skills and self-awareness:</li> <li>Personal Identity and values. Learning skills and teamwork. Respect in College</li> </ul>	<ul style="list-style-type: none"> <li>Gender identity, transphobia and gender-based discrimination how to recognise and challenge homophobia and biphobia.</li> <li>How to recognise and challenge racism and religious discrimination.</li> <li>Discrimination in relation to jobs</li> </ul>	<p>Saving, borrowing, budgeting and making financial choices</p>	<ul style="list-style-type: none"> <li>How to make informed healthy eating choices</li> <li>Make independent health choices</li> <li>Take increased responsibility for physical health, including breast and testicular self-examination.</li> </ul>	<ul style="list-style-type: none"> <li>Healthy and unhealthy friendships, assertiveness.</li> <li>how to distinguish between healthy and unhealthy friendships how to assess risk and manage influences</li> <li>How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> </ul>	<ul style="list-style-type: none"> <li>Consent</li> <li>Sex (drugs and alcohol)</li> <li>Parenting skills</li> <li>Menstruation and menopause</li> </ul>
Autism Provision	KS2	The Treehouse	<ul style="list-style-type: none"> <li>How to be safe when gaming</li> <li>Keeping safe online, such as using passwords or having adult help to access the internet</li> <li>Keeping safe near roads, rail, water, building sites and around fireworks</li> <li>What to do in an emergency and basic emergency first aid understand that people can be influenced by things online</li> </ul>	<ul style="list-style-type: none"> <li>Where is Great Britain</li> <li>What makes a good citizen</li> <li>Britain as a democratic society</li> <li>How laws are made</li> <li>Learn about the local council</li> <li>How we can make positive changes</li> <li>Student council</li> </ul>	<ul style="list-style-type: none"> <li>What influences people's choices about spending and saving money</li> <li>How people can keep track of their money</li> <li>The world of work</li> </ul>	<ul style="list-style-type: none"> <li>Why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</li> <li>Identify the physical activities we like doing;</li> <li>describe how they might make us feel (physically and emotionally).</li> <li>The importance of getting enough sleep</li> </ul>	<ul style="list-style-type: none"> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Secrets, trust and appreciation</li> </ul>	<ul style="list-style-type: none"> <li>The physical changes associated with puberty</li> <li>Puberty in physical hygiene and strategies for managing this</li> <li>How puberty affects emotions and behaviour</li> </ul>
	KS3	The Yard	<ul style="list-style-type: none"> <li>Making new friends</li> <li>Keeping safe out in the local area with increasing independence. e.g., personal safety, travel awareness</li> <li>Recognising and responding to peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>British Values (Tolerance)</li> <li>Human rights</li> <li>People who have moved to Leicestershire from other places, (including the experience of refugees) about human rights and the UN</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world. Motivation</li> <li>Recognising achievements Compliments</li> </ul>	<ul style="list-style-type: none"> <li>What mental health is</li> <li>What can affect mental health and some ways of dealing with this</li> <li>How to have a Healthy Lifestyle</li> <li>Don't smoke or vape and addiction</li> </ul>	<ul style="list-style-type: none"> <li>My changing web of friendships</li> <li>Communication and teamwork</li> <li>Types of relationships</li> <li>Kindness</li> <li>Permission and consent</li> <li>Developing positive relationships</li> </ul>	<ul style="list-style-type: none"> <li>Puberty for girls/ Puberty for boys</li> <li>Personal hygiene</li> <li>My body belongs to me</li> <li>Public and private</li> </ul>



## Long Term Curriculum Map

			<ul style="list-style-type: none"> <li>Consequences of anti-social behaviour (including gangs and gang related behaviour)</li> <li>Who can we ask for help from?</li> </ul>	<p>Convention on the Rights of the Child (including Protected Characteristics)</p> <ul style="list-style-type: none"> <li>How we can make positive changes</li> <li>Student council</li> </ul>		<ul style="list-style-type: none"> <li>Where to find help and support</li> <li>Responding to an emergency</li> </ul>	<ul style="list-style-type: none"> <li>Assertiveness in relationships</li> <li>What is Peer on peer abuse</li> <li>Online Safety</li> </ul>	
	The Den	<ul style="list-style-type: none"> <li>Unique me, differences &amp; conflict,</li> <li>LGBTQ+</li> <li>Teenage Pregnancy awareness</li> <li>Online and Media influences</li> <li>Media and relationships</li> </ul>	<ul style="list-style-type: none"> <li>Assertiveness</li> <li>Prejudice and discrimination My values and those of others Challenging stereotypes</li> <li>Discrimination in school</li> <li>How prejudice and discrimination feel bullying Being inclusive</li> </ul>	<ul style="list-style-type: none"> <li>British Values</li> <li>Celebrating success,</li> <li>Identifying goals</li> <li>Employment</li> <li>Learning from mistakes, Overcoming challenges,</li> </ul>	<ul style="list-style-type: none"> <li>Stress and anxiety,</li> <li>Managing mental health,</li> <li>Effects of substances,</li> <li>Legal consequences,</li> <li>Importance of information on making health choices</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of healthy relationships, consent, relationships and change.</li> <li>Peer pressure</li> <li>Domestic violence and abuse awareness</li> <li>Sexting</li> <li>Gender based violence</li> </ul>	<ul style="list-style-type: none"> <li>Sexual and sexual relationships</li> <li>Puberty</li> <li>Contraception and Consent</li> <li>STI's</li> <li>HIV</li> <li>Sexuality</li> </ul>	
KS4	The Nook	<ul style="list-style-type: none"> <li>Preparing for adult life</li> <li>Skills for employment</li> <li>Role models</li> <li>Equality</li> <li>Sexism</li> </ul>	<ul style="list-style-type: none"> <li>Different types of families</li> <li>Parenting skills and family life</li> <li>Same sex relationships</li> <li>Tensions between parents and teenagers</li> <li>Divorce</li> </ul>	<ul style="list-style-type: none"> <li>Economic wellbeing (enterprise)</li> <li>The working world, work ethics,</li> <li>earning money, looking after money,</li> <li>leadership and relationship skills</li> </ul>	<ul style="list-style-type: none"> <li>Binge drinking</li> <li>Body image and the media</li> <li>Cosmetic surgery</li> <li>Sunbeds</li> <li>Hate crime</li> </ul>	<ul style="list-style-type: none"> <li>Conflict management</li> <li>Gang violence</li> <li>Trans identity</li> </ul>	<ul style="list-style-type: none"> <li>Physical and emotional needs, sex and relationships,</li> <li>Sexual relationships, consent, contraception, protection, pregnancy, and STIs.</li> <li>Revenge porn awareness</li> </ul>	

