

Subject: PSHE

Curriculum Vision Statement:

The PSHE Curriculum at Avonbourne Academies allows students to develop powerful knowledge that develops their Personal, Social, and Moral lives.

PSHE explores Relationship and Sex Education to give students the knowledge to feel safe and empowered to make informed choices in their lives. At the forefront is ensuring students' personal safety by learning about online safety, gambling, body image, county lines, alcohol and tobacco, and keeping healthy.

This is augmented by a commitment to Personal Development, where students are given the opportunity to learn about the UK political system as well as financial planning.

The curriculum charts the key aspects of British Values, such as Democracy, Tolerance, Freedom of Speech, Rule of Law, and Individual Liberty.

Like any other subject, PSHE contains powerful knowledge that will help a student realise their personal, social and moral potential.

Term One:

	Autumn One	Why this? Why now?	Autumn Two	Why this? Why now?
Year 7	<ol style="list-style-type: none"> 1. What are Friendships? 2. What are Learning Skills and Teamwork? 3. How Can I Manage Dangers Online? 	<p>Students need a foregrounding in developing friendships and the relevant skills as they join the secondary context.</p> <p>This is also a time when many students get smart phones and are exposed to unfettered access to the internet.</p>	<ol style="list-style-type: none"> 1. Political System of UK 2. Liberties, Rules and Laws 3. Voting and Elections in the UK 	<p>This is a personal development part of PSHE so students have their PSHE curriculum bookmarked with civics.</p> <p>Students are able to articulate what the political system in the UK looks like and how it works, and will return to it in Y11.</p>
Year 8	<ol style="list-style-type: none"> 1. Boundaries and consent 2. Sharing Nudes 3. Managing conflict 	<p>This is a whole school priority that needs yearly reinforcing and reteaching. Ensuring students know what consent is as they may begin relationships. Online healthy relationships are conceptualised as places that also require consent.</p>	<ol style="list-style-type: none"> 1. Drugs and Alcohol 2. Alcohol and Peer Pressure 3. Keeping Safe Online 	<p>Students are introduced to issues based on safety in A1 and then extend this knowledge to safety issues based on personal choices and how they can be mal-influenced.</p>
Year 9	<ol style="list-style-type: none"> 1. Consent 2. Relationship Expectations 3. Abuse and Harassment 	<p>This is a whole school priority that needs yearly reinforcing and reteaching. Ensuring students know what consent is as they may begin relationships.</p> <p>There is a maturity to understand and label abuse and harassment at the start of Y9.</p>	<ol style="list-style-type: none"> 1. Relationships and Sexual Health 2. Maintaining Sexual Health (STIs) 3. Contraception 4. Unplanned pregnancy 	<p>Extending their knowledge and healthy relationships, sexual health and STIs, and awareness of contraception options is a thematic and causal link to A1's consent topics.</p>
Year 10	<ol style="list-style-type: none"> 1. Healthy and Unhealthy Relationships 2. Abusive Relationships 3. Sex and Healthy Relationships 4. Sexual Assault and the Impact of pornography (Drop Down Lesson) 	<p>Consent education is expanded to know the signs of abuse, and what constitutes healthy relationships.</p> <p>Aligned with online safety, the impact of pornography is considered only after students have had three years of consent teaching.</p>	<ol style="list-style-type: none"> 1. Money Management, Developing resilience and self-management skills. 2. Gambling 3. Cyber Safety 	<p>Anticipating students may have their first jobs, awareness of money and saving is to give students the tools to make the right choices, as well as warning them of the dangers of co-terminous issues of gambling online through online safety.</p>
Year 11	<ol style="list-style-type: none"> 1. Mental Health Concerns (Self-Harm and Eating Disorders) 2. Drugs and Illegal Substances 3. Alcohol Abuse 4. Sexual Assault and the Impact of pornography (Drop Down Lesson) 	<p>Anxiety over exams and the last year of school is addressed in the PSHE curriculum; students are taught and signposted to mental health concerns as well as drug and alcohol abuse awareness.</p>	<ol style="list-style-type: none"> 1. Consent 2. Healthy and Unhealthy Relationships 3. Nudes and Semi Nudes 4. Pregnancy and Miscarriage (Drop Down Lesson) 	<p>Consent education is expanded to know the signs of abuse, and what constitutes healthy relationships.</p> <p>Aligned with online safety, the impact of pornography is considered only after students have had four years of consent teaching.</p>

				Students are made aware of the real possibility of pregnancy and miscarriage as it may become pertinent to their age group.
Year 12	<ol style="list-style-type: none"> 1. Consent, 2. Communicating wants and needs at University 3. Unwanted, Illegal and Inappropriate Behaviours 	<p>Consent education is expanded to know the signs of abuse, and what constitutes healthy relationships.</p> <p>This unit is forward-thinking and anticipates the types of situations and relationships students may find themselves in in future years.</p>	<ol style="list-style-type: none"> 1. Diet and Health 2. Career Opportunities 3. Preparing for the World of Work 	Considering the impact of ultra-processed food, this unit allows students to improve their nutritional-literacy. Along with the previous term that has considered university as a given, this unit also allows students to consider other forms of development such as apprenticeships.
Year 13	<ol style="list-style-type: none"> 1. STIs, 2. Safe Sex at University 3. The Dangers of Drugs, Spiking, and Excess Drinking 	<p>This unit reminds students of STIs with a perceived awareness that students may wish to know and access GUM clinics.</p> <p>This unit anticipates concerns as they consider university and the dangers they may encounter apposite for their age.</p>	<ol style="list-style-type: none"> 1. CV Writing 2. Career Development 3. Maintaining a Positive Professional Identity 	Preparing students for the world of work, this unit allows students to practice the literary skills of CV writing, and how to be professional in the world of work. Students will likely finish their year in a professional work context; this unit is timely to give them the recondite skills needed for this transition from school to work.

Term Two:

	Spring One	Why this? Why now?	Spring Two	Why this? Why now?
Year 7	<ol style="list-style-type: none"> 1. Puberty and Managing Change 2. Body Satisfaction and Self-Concept 3. Identifying and Challenging Bullying 	Having established the essential skills to make friends, this unit anticipates the relative body changes many may be experiencing.	<ol style="list-style-type: none"> 1. Diet and Exercise 2. Hygiene and Dental Health 3. Sleep 	This unit builds on body satisfaction in S1 by reminding the students of the essential tools needed for body satisfaction, such as diet, healthy lifestyle and sleep.
Year 8	<ol style="list-style-type: none"> 1. Puberty 2. Contraception 3. Body Image 	This unit anticipates the relative body changes many may be experiencing.	<ol style="list-style-type: none"> 1. Importance of Physical Activity 2. Regulating Emotions 3. Mental Wellbeing 	This unit builds on body image in S1 by reminding the students of the essential tools needed for body satisfaction, such as physical activity.
Year 9	<ol style="list-style-type: none"> 1. Rights in the Community 2. Relationship Boundaries - Friendships 3. Fertility, Adoption, and Abortion 	The content here builds on their RSE content in the previous term, but extends to what constitutes a healthy relationship as well as RSE through the prism of fertility and abortion.	<ol style="list-style-type: none"> 1. Managing Transition to Key Stage 4 2. Managing Mental Health Concerns 3. Aspirations for the Future 	As students may be anxious about starting their GCSEs, students now
Year 10	<ol style="list-style-type: none"> 1. Gangs and County Lines 2. Drugs and Alcohol 3. Assertive Communication 	Students are introduced to a mature topic of County Lines as research suggests 12-15 year olds are the most likely victims of County Lines. Linking to this is the safety concerns of alcohol and drug access. Assertive communication is the corollary to this, enabling students to resist peer pressure.	<ol style="list-style-type: none"> 1. Making safe and Healthy Lifestyle Choices 2. Health Promotion 3. First Aid 	This is a reactive unit (based on feedback and assessments) that seeks to cover students' interest in healthy lifestyle, with a new and pertinent inclusion of ultra-processed food dangers.
Year 11	<ol style="list-style-type: none"> 1. Promoting Diversity 2. Stereotyping and Discrimination 3. LGBTQ 	This is a reactive unit (based on feedback and assessments) that seeks to promote, as per the Statutory Protected Characteristics, diversity and awareness of LGBTQ definitions and the dangers of stereotyping	<ol style="list-style-type: none"> 1. Change, Loss and Bereavement 2. Healthy Coping Strategies 3. Role of Parliament and Electoral Systems 4. Religious, Ethnic Regional Identities in the UK 	Having covered civics in Y7, the loop is closed in Y11 with a return to awareness of voting and the electoral system. Y11 is seen as a mature stage where students can start to think and process loss and bereavement.

<p>Year 12</p>	<ol style="list-style-type: none"> 1. Taking Care of your Mental Health 2. Living in a Diverse Society 3. Challenging Prejudice and Discrimination 	<p>This is linked to exam stress and university or career worry that Y12s may be feeling. As well as getting students prepared for a diverse place of work and education they may be entering into.</p>	<ol style="list-style-type: none"> 1. Exploring Future Opportunities 2. Post-18 options 3. The Impact of Financial Decisions 	<p>This is a reactive unit (based on feedback and assessments) that seeks to empower students to feel confident that they are prepared for their futures.</p>
<p>Year 13</p>	<ol style="list-style-type: none"> 1. Managing Money 2. Debt 3. Saving and Budgeting 	<p>This is a reactive unit (based on feedback and assessments) that seeks to help students to be able to plan and think about their finances, awareness of debt, as well as saving as students' gain increasing independence.</p>	<ol style="list-style-type: none"> 1. Assertive Communication 2. Positive Relationships and Recognising Abuse 3. Dangerous Situations or Relationships 	<p>This is a mature topic area that allows Y13s to remind themselves of the importance of recognising</p>

Term Three:

	Summer One	Why this? Why now?	Summer Two	Why this? Why now?
Year 7	<ol style="list-style-type: none"> 1. Rights in the Community 2. Relationship Boundaries 3. Unwanted Contact 		<ol style="list-style-type: none"> 1. Smoking and Vaping 2. FGM and Forced Marriage 3. Uses of Money 	As many students are exposed to or using vapes, this is a big push to ensure students are aware of the consequences and dangers.
Year 8	<ol style="list-style-type: none"> 1. Gender Identity 2. Sexual Orientation 3. Stereotyping - Homophobia/ Bullying 	This is a reactive unit (based on feedback and assessments) that seeks to promote, as per the Statutory Protected Characteristics, diversity and awareness of LGBTQ definitions and the dangers of stereotyping	<ol style="list-style-type: none"> 1. What is Gambling, 2. Online Gambling, 3. Frauds and Scams) 	Ongoing part of online safety as evidence suggests online gambling is a growing problem for teenagers.
Year 9	<ol style="list-style-type: none"> 1. Stereotypes, Prejudice and Discrimination 2. Promoting diversity and equality 3. Fertility, Adoption and Abortion 	This links with Y7 and Y8, ensuring students know what stereotypes are and not to discriminate.	<ol style="list-style-type: none"> 1. Friendship Challenges, 2. Drugs and Alcohol and, 3. Gangs and Crime) 	Linking with Y7s awareness of smoking and vaping, Y9 are informed of drugs and alcohol dangers
Year 10	<ol style="list-style-type: none"> 1. Arranged Marriage and Forced Marriage 2. Trafficking 3. FGM (Drop Down Lesson) 	The mature topic that may not affect all students is covered as per the statutory requirements. This is so students are able to identify any students who may be subject to this treatment.	<ol style="list-style-type: none"> 1. Personal Safety Online 2. Extremism (Terrorism and Far-Right) 3. Preparing for Adult Life 4. Extremism (Drop Down Lesson) 	Data from Prevent suggests that online radicalisation occurs in the Y10 age arrange. This is mediated through an awareness of online safety measures.
Year 11				
Year 12	<ol style="list-style-type: none"> 1. Independence and Keeping Safe (Driving) 2. Travel 3. First Aid 	Awareness that Y12s may be learning to drive and this have increasing independence, reminding them of how to be safe when travelling, driving and to administer first aid.		
Year 13	<ol style="list-style-type: none"> 1. Toxic Masculinity 2. Misogyny 	This is a reactive unit (based on feedback and assessments) that seeks to address problematic behaviours that are often perpetuated in the first year of university		