



# St Peter's Catholic College KS3/KS4 PSHE+ Curriculum

	HT1	HT2	HT3	HT4	HT5	HT6
Teaching Focus	<b>Health and Wellbeing-emotional health and transition from KS2-3.</b>	<b>Relationships and Sex</b>	<b>Careers- Job sector explosion</b>	<b>Citizenship- Community Law</b>	<b>Staying Safe</b>	<b>Finance and Economic Well Being</b>
Rationale	Pupils will know what a support network is and how to recognise their own and how to build one up to support at key transition points such as moving from Primary to secondary School. They need to know the importance of sleep and how they can make informed choices about healthy sleep patterns and explore a range of strategies to avoid reduced sleep quality. They need to know what is meant by resilience and explore ways they can become more self-resilient, reframing their responses to failure, using real life examples.	This is supported by Ten Ten resources 'Life to the Full'  Pupils will be going through puberty and this brings mixed emotions for many. They need to understand that the physical, emotional and sexual developments are all part of God's plan for them and he is with them throughout it all. Pupils will learn how to manage their self-esteem in terms of what affects it and how to increase it if they find their mood becoming low. Students also need to know that sexual intercourse is more than just a physical act, that it is a gift from God for married couples to have a baby as part of His plan.	Pupils will start to understand about different jobs in different job sectors. They need to be introduced to LMI so they can have context of careers in the local area and start to make informed Career decisions. Pupils will need to recognise their own skills and qualities and how these affect careers decisions.  They need to begin to think about what motivates them to go to work and apply this to aspirations.	Pupils living in the 21st Century need to be aware of the law and the justice system in relation to weapons and gangs. This is so they can make informed choices and keep themselves and others safe.  Pupils need to know how anti-social behaviour and behaviour of peers affects communities and how this is dealt with. They also need to be aware of the impact of racism and sexism in the communities in which they live so they have the confidence and tools to be able to challenge this kind of unacceptable behaviour, being a socially responsible individual.	Pupils will know how to keep themselves safe when playing in or near water and how to respond if they or one of their peers encounters a problem. Pupils will know how to reduce the risk of harm when playing near water. Pupils will be able to perform CPR, know what it means and how to use an automated defibrillator, should they find themselves in a situation where it is needed. They also need to be able to recognise if first aid needs to be given and different first aid approaches depending on different situations.	Students need to be able to budget and have opportunities to develop their Enterprise skills. As an introduction they will plan a birthday party. As part of this they will practice managing a budget, making profit for a target audience. They will also explore how to recognise and manage a range of influences on financial decisions.
End Point	Pupils will be able to understand how to be more resilient in the transition between KS2 to KS3.	Pupils will be able to understand about themselves and the changes that are taking place to their bodies and in their lives.	Pupils will understand different job sectors using LMI to start to make career decisions.	Pupils will determine how to stay safe in different levels of society.	Pupils will understand how to stay safe near water and how to perform CPR.	Pupils will understand what enterprise is and how companies make healthy financial decisions.
Assessment	Formative Assessment throughout the 3 lessons.  Learning Journey.	Formative Assessment throughout the 3 lessons.  Learning Journey.	Formative Assessment throughout the 3 lessons.  Learning Journey.	Formative Assessment throughout the 3 lessons.  Learning Journey.	Formative Assessment throughout the 3 lessons.  Learning Journey.	Formative Assessment throughout the 3 lessons.  Learning Journey.
Key Vocabulary	Emotions, Anxiety, Resilience, Sleep Pattern, Healthy, Sleep quality, Emotional Health, Support network.	Body image, Fullness of life, Reproduction, Fertility, Menstrual cycle, Puberty, Physical changes, Emotional	Labour market information, Job sector, Skill, Quality ,	Community, Racism, Tolerance, Hate crime, Sexism, Gender, Criminal, punishment, Youth crime.	RNLI, Emergency, First aid, CPR, Recovery position, Defibrillator.	Enterprise, Risk, Financial decisions, Communication, Target audience, Budget, Profit.



			changes, Self esteem, Sexual maturity, Sexual intercourse.	Business ambassador, Career Progression.			
	<b>Possible Enrichment Opportunities</b>  <b>*Covid Implications meant that these sessions may not have taken place</b>				Neighbourhood policing workshop on hate crimes and antisocial behaviour.	RNLI water workshop with RNLI volunteers.	
<b>Y e a r 8</b>	<b>Teaching Focus</b>	<b>Careers – Employment and employability</b>	<b>Health and Wellbeing – Appearance ideals, media literacy and eating disorders.</b>	<b>Relationships and Sex</b>	<b>Staying safe and introduction to Drugs</b>	<b>Citizenship – Politics and the Government</b>	<b>Finance and Economic Wellbeing</b>
	<b>Rationale</b>	<p>Pupils will know about different kinds of employment, and the different contracts that they may come across in their working life. They need to be able to evaluate which type of employment best meets their needs/ circumstances. Pupils will know what employability skills employers desire so they can practise and refine these to secure better outcomes at interviews. Pupils will also learn how their online profile can affect their job chances and be given the tools so they can make choices to improve their online profile and digital footprint now rather than making mistakes that will affect their chances later on in life.</p>	<p>Body image and appearance ideals is a significant issue affecting many of our young people, leading to mental health issues such as low self-esteem, depression and eating disorders.</p> <p>Pupils will explore appearance ideals and where pressure to achieve them comes from and the impact this has on daily life. They will be given tools to challenge and reject them. Pupils will build media literacy understanding that images and messages on social media are manipulated. Pupils will recognise signs and symptoms of eating</p>	<p>Pupils will be going through puberty and this brings mixed emotions for many. They need to understand that the physical, emotional and sexual developments are all part of God's plan for them and he is with them throughout it all. They will learn how to manage their self-esteem in terms of what affects it and how to increase it if they find their mood becoming low. Pupils will know that sexual intercourse is more than just a physical act, that it is a gift from God for married couples to have a baby as part of His plan.</p>	<p>Continuing on from Y7 where students learnt how to be safe near water, they will learn how to stay safe and reduce the risk when playing on or near railway lines or level crossings and the consequences it can bring. They need to be able to recognise fire hazards in their own homes and know how to safety plan and reduce risk.</p> <p>Students in Y8 are more likely to show an interest in drugs so they will explore what an illegal and legal drug is and how to respond to peer pressure, providing tools to empower students to stay in control and keep themselves safe. This prepares the way for deeper learning about more serious drugs and the consequences of handling,</p>	<p>Pupils will know the importance of Politics and the privileges and responsibilities that come with democracy so they are ready to become active participants in the political process as adults. They will have an understanding of what Youth Parliament is and how they can get involved with politics before they reach the legal voting age.</p>	<p>Pupils will be able to budget in different areas of their lives. They will use the budgeting skills developed in Y7 when planning the birthday party, to apply this to budgeting in the home situation. Pupils will have awareness of the cost of living and how to budget effectively, making sound financial decisions. They will know the difference between credit and savings so they can make informed choices regarding managing their finances. Pupils will know how to open bank accounts and be encouraged to do so. They will understand financial vocabulary to enable interpretation of bank statements. They will also have an awareness of</p>



	Pupils will need to understand how volunteering can improve employability and help develop key employability skills as well as improved mental wellbeing, improved self-esteem and a sense of worth and social justice.	disorders and where they can access help and support for themselves, their friends or family.		selling or producing drugs in y9.		fraud and identity theft, how it happens, the consequences for victims and perpetrators and where to seek help if it happens to them or their families/ friends.
<b>End Point</b>	Pupils will be able to understand what makes them more employable and the opportunities available to them.	Pupils will be able to understand how to self manage their mental health around body image and appearance ideals.	Pupils will be able to understand the importance of healthy sexual intercourse and how to manage emotions around their self image.	Pupils will be able to understand how to keep safe in different situations, especially hazards that can be found locally to them.	Pupils will determine how democracy works across the UK and how they can get involved in youth politics.	Pupils will be able to understand budgeting and managing their own finances.
<b>Assessment</b>	Formative Assessment throughout the 3 lessons. Learning Journey.	Formative Assessment throughout the 3 lessons. Learning Journey.	Formative Assessment throughout the 3 lessons. Learning Journey.	Formative Assessment throughout the 3 lessons. Learning Journey.	Formative Assessment throughout the 3 lessons. Learning Journey.	Formative Assessment throughout the 3 lessons. Learning Journey.
<b>Key Terminology</b>	Employment, Contract, Employability, Online profile, Digital Footprint, Volunteering.	Body image, Media, Appearance ideal, Confidence, Eating disorder, Low self esteem, Anorexia, Bulimia, Binge eating disorder.	Body image, Fullness of life, Reproduction, Fertility, Menstrual cycle, Puberty, Physical changes, Emotional changes, Self esteem, Sexual maturity, Sexual intercourse.	Level crossings, Risk, Consequence, Hazard, Escape plan, Illegal drug, Legal drug, Peer pressure, Stewardship.	Election, Parliament, Viewpoint, Manifesto, Voting system, Democracy, Candidate.	Statement, Risk, Financial decisions, Credit, Debit, Interest, Fraud, Identity theft, Scam, Savings.
<b>Possible Enrichment Opportunities</b> <b>*Covid Implications meant that these sessions may not go ahead</b>	Volunteer ambassador workshops x 2 to hear personal stories of benefits of volunteering for them and how it has helped in day to day career plans.					



	Teaching Focus	Drugs – Classification, the law and the risks, and police stop and search powers.	Citizenship – Extremism and diversity.	Health and Wellbeing – managing mental health, positives and negatives of transition fromKS3-4., depression and anxiety.	Careers- Decision making, GCSE Option choices, Post 16 Course choices, Destination data and how to start your own business.	Relationships and Sex -	Finance and Economic Wellbeing – Types of Gambling, reducing risk, challenging stereotypes.
Year 9	Rationale	<p>In order to make informed decisions to keep themselves and their peers safe the pupils need to know how and why drugs are classified the way they are and the consequences of breaking the law if supplying, possessing or producing drugs. They need to be made aware of the risks (long and short term) of misusing New Psychoactive Substances (NPS) and alcohol. They also need to know what happens if they are stopped and searched by the police and what rights the police have and what rights they have as individuals.</p>	<p>Pupils are living in a multicultural society which can be challenging. We want our students to be tolerant of other faiths and cultures and grow up to be responsible, caring citizens. Pupils need to be aware that some groups of people are discriminated against and how to stand up against this. They need to understand stereotypes and how this can lead to racial bullying or prejudice. They need to know about extremism in our society and the impact of terrorism, looking at how the news and media can manipulate people's views so they can make informed choices and have balanced views.</p>	<p>Pupils find themselves dealing with situations which are often out of their control. We need to equip them so they can learn how to identify situations outside of their control and how to manage these. They need to be taught the mental, physical and social strategies that can be developed to help manage mental and emotional health by identifying areas of improvement in lifestyle. To prevent worries and fears, pupils need to identify the positives and negatives of transition from KS3 – 4 and explain the causes, symptoms and treatments of depression and anxiety.</p>	<p>Pupils choose their GCSE options in Year 9. They need to know how to make decisions and what to consider when doing so. They will practise this before making their choices. They will hear from Post 16 providers about different course types and where they can lead career wise. It's important for aspirations that pupils can see which destinations Year 11 leavers progress onto and the different types of courses. Some students may want to set up their own business on leaving school so the council small business advisor will speak to the year group about how they can do this should they want to.</p>	<p>This is supported by Ten Ten resources 'Life to the Full'</p> <p>In line with Catholic Teachings, pupils need to understand about objectification, and consider the negative impact of casual sex, pornography and masturbation. For healthy and lasting relationships they need to understand about love and lust, shame and regret and delaying sexual intimacy: all with a view to making wise, informed and mindful choices. Pupils need to know how to keep themselves safe from STI's and pregnancy, but also need to be aware of methods for managing conception and discuss how they uphold or contravene God's plan for sex.</p>	<p>Pupils need to be taught the dangers and risks of gambling following the rise of underage bettors. This is to ensure future generations do not develop gambling addictions. They need to develop protective skills to reduce the risks associated with gambling. They need to be made aware how the gambling industry influences their thinking so they can reduce their impulsivity. They also need to be able to recognise signs that someone in their family or friendship group may have a gambling problem and how they can support and signpost to support. Pupils will also understand their consumer rights.</p>
	End Point	Pupils will be able to understand the laws and risk around drug misuse.	Pupils will be able to understand how to be a responsible citizen, with balanced views and diversity.	Pupils will determine how to use physical and social strategies to improve their lifestyle.	Pupils will understand how different option choices can guide them to different career pathways.	Pupils will be able to understand ideas around safe sexual relations.	Pupils will be able to determine the risks of gambling and what their rights are as a consumer.
	Assessment	Formative Assessment throughout the 3 lessons.  Learning Journey.	.Formative Assessment throughout the 3 lessons.  Learning Journey.	.Formative Assessment throughout the 3 lessons.  Learning Journey.	Formative Assessment throughout the 3 lessons.  Learning Journey.	Formative Assessment throughout the 3 lessons.  Learning Journey.	Formative Assessment throughout the 3 lessons.  Learning Journey.



	<b>Key Terminology</b>	Misuse of drugs Act, Classification, Harm, Risk, Sentence, Supply, Possess, Psychoactive Substance, Intoxicated, Alcohol.	Extremism, Racism, Community, Islamophobia, Discrimination, Stereotype, Radicalisation, Tolerance, Responsibility, Terrorist, Manipulation.	Mental Health, Emotional Health, Abuse, Bereavement, Physical health, Social strategies, Depression, Anxiety, Support agencies, Transition, Offensive.	A Levels, T Levels, Entrepreneur, Career Progression, Post 16, Destinations, Qualification, Decision making.	Sexual desire, Sexual attraction, Causal sex, Pornography, Masturbation, Sexual intimacy, Contraception, Ovulation, Love, Lust, Reconciliation, Natural family planning, Artificial contraception, Emergency contraception.	Gambling, Risk, Persuasion, Influence, Impulsivity, Gratification, Consequences, Addiction, Stereotype, Support, consumer rights.
	<b>Possible Enrichment Opportunities</b> <b>*Covid Implications meant that these sessions may not go ahead</b>				Workshops provided by Post 16 providers including T6.		
<b>Year 10</b>	<b>Teaching Focus</b>	<b>Relationships and Sex</b>	<b>Drugs-Cannabis, Nitrous Oxide, County Lines, Drug addiction and dependence.</b>	<b>Citizenship- Government, voting, the law and parliament and how Bills are passed.</b>	<b>Health and Wellbeing- Stress, Self-harm, Cancer and confident use of the NHS.</b>	<b>Careers - The application and interview process.</b>	<b>Finance and Economic Wellbeing- Mortgages, Money Mules, Identity protection.</b>
	<b>Rationale</b>	This is supported by Ten Ten resources 'Life to the Full' .  In line with Catholic Teachings, pupils will understand about objectification, and consider the negative impact of casual sex, pornography and masturbation. Healthy and lasting relationships pupils need to understand about love and lust, shame and regret and delaying sexual intimacy: all with a view to making wise, informed and mindful choices. Pupils will know how to keep themselves safe from STI's	Pupils will know the effects of Cannabis and Nitrous oxide on mental and physical health and where to get support for misuse. Pupils will be made aware of what County Lines means and how it can affect them. How they might be groomed and how to avoid being sucked in, where to access support and what the warning signs are to look out for in family and friends. They need to be aware of the dangers and risks of taking heroin and cocaine for their health.	This will build on the introduction to the Government that students were given in Y8. They need to know how our country is run, about voting, the law and Parliament. This will help them become a responsible, active citizen. They also need to know how Bills are passed in parliament.	Pupils in KS4 are suffering more from stress. They need to be taught how to manage stress in a healthy way and how they might reduce stress in their lives. They need to know what self-harm is, what the triggers may be, recognise warning signs in their family and friends and know where to access support if needed. They need to take increased personal responsibility for monitoring and maintaining their health, including cancer prevention, screening and self-examination. They need to be given strategies to	Pupils will be making college applications or maybe applying for part time work. They need to know when they leave school, how the recruitment process works, including online and offline. They need to know how best to promote themselves through their CV (digital and non-digital) and covering letter. They need to be aware of the different interview methods and how they can best prepare for these in order to be successful.	Pupils may not have experience of a mortgage if their family has rented. They need to know what a mortgage is, when they might need one, how they work and where to get them from.  They need to know what a money mule is and how to avoid becoming one themselves. They need to know how people become deceived becoming a money mule and be able to evaluate ways of preventing being drawn into fraudulent action. They need to



		and pregnancy, but also need to be aware of methods for managing conception and discuss how they uphold or contravene God's plan for sex.			become a confident user of the NHS.		understand why it is so important to protect their identity and how crimes can be committed online using social engineering.
<b>End Point</b>			Pupils will be able to understand different classes of drugs and how they could be impacted in their own lives by the drug trade.	Pupils will understand how the democracy process works in the UK.	Pupils will be able to determine how to manage stress and know methods of self-examination and how to access support if needed.	Pupils will understand the recruitment process and how to be a successful candidate.	Pupils will understand how a mortgage works and how to protect themselves from online financial crime.
<b>Assessment</b>	Formative Assessment throughout the 3 lessons. Learning Journey.	Formative Assessment throughout the 3 lessons. Learning Journey.	Formative Assessment throughout the 3 lessons. Learning Journey.	Formative Assessment throughout the 3 lessons. Learning Journey.	Formative Assessment throughout the 3 lessons. Learning Journey.	Formative Assessment throughout the 3 lessons. Learning Journey. .	Formative Assessment throughout the 3 lessons. Learning Journey.
<b>Key Terminology</b>	Sexual desire, Sexual attraction, Causal sex, Pornography, Masturbation, Sexual intimacy, Contraception, Ovulation, Love, Lust, Reconciliation, Natural family planning, Artificial contraception, Emergency contraception.	Cannabis, Recreational Drug, Habit, Addiction, Dependence, County Lines, Cuckooing, Criminal Exploitation, Gangs, Risk taking.	Government, Parliament, Councillor, Member of Parliament (MP), Ward constituency, 'Left 'Right', Bill, Policy, Law.	Stress, Pressure, Stress circles, Balanced thinking, Teenage cancer, NHS, Breast cancer, Cervical cancer, Skin cancer, Testicular cancer, Self-examination.	LinkedIn, Recruitment, Digital CV, Curriculum Vitae, Interview, Online, Application.	Mortgage, Loan, Mortgage term, Money Mule, Fraud, Social Engineering, Malware, Vishing, Smishing, Phishing.	
<b>Possible Enrichment Opportunities</b>  <b>*Covid Implications meant that these sessions may not go ahead</b>			Youth parliament elections (bi-annually)		Taster day at Trinity Catholic College.  Taster day at the Northern School of Art	Barclays Life Skills workshops.	
<b>Year 11</b>	<b>Teaching Focus</b>	<b>Citizenship - The future citizen</b>	<b>Careers- Post 16 provider Carousel</b>	<b>Drugs - Prescription drugs, Performance enhancing drugs, Heroin and Cocaine, the risks and effects on physical and mental health.</b>	<b>Relationships and Sex</b>	<b>Health and Wellbeing - Healthy ways to manage feelings, especially exam stress. Workshops practising different techniques, and the importance of sleep.</b>	<b>Exam Window</b>



	<p><b>Rationale</b></p>	<p>Pupils are preparing for their next steps and need to know how they can independently develop and further their knowledge of the world, both socially and politically, to become a well informed and proactive citizen of the world. They need to understand the advantages and disadvantages of living in a digital world and know the rules and responsibilities associated with entering the world of work.</p>	<p>Pupils apply learning on decision making from Y9 when comparing Post16 providers of education and training to see which best meets their needs for their chosen career path. They need to understand the importance of having a Plan A, B and C when future planning in case one option becomes unavailable or unsuitable</p>	<p>Pupils need to know the benefits of prescription drugs and the risks associated with taking drugs that are not prescribed specifically for them. They need to be aware of the risks of taking performance enhancing drugs and where to seek help and support if this is a problem. They also need to know that recovery from these drugs is possible when accessing the right support. Pupils need to understand the impact of family life that drug addiction and drug dependence can have and how to access support.</p>	<p>In line with Catholic Teachings, students need to understand about objectification, and consider the negative impact of casual sex, pornography and masturbation. To for healthy and lasting relationships they need to understand about love and lust, shame and regret and delaying sexual intimacy: all with a view to making wise, informed and mindful choices. Students need to know how to keep themselves safe from STI's and pregnancy, but also need to be aware of methods for managing conception and discuss how they uphold or contravene God's plan for sex.</p>	<p>Pupils find the run up to GCSEs very stressful. They need to be able to prepare effectively, both mentally and physically. They can take what they learnt about managing stress in y10 and apply it to this situation. They need more tools in their box so will learn practical techniques such as yoga, tai chi, and mindfulness. Teenagers also struggle to see the importance of sleep as part of their healthy routine. They need to be taught the importance of good sleep hygiene and consequences of this. How to sign post for support if someone they know is suffering from insomnia. Pupils will also understand the importance of good dental hygiene.</p>	
	<p><b>End Point</b></p>	<p>Pupils will determine how to be a citizen of the world.</p>	<p>Pupils will understand their post 16 options and have different planned approaches to their career pathway.</p>	<p>Pupils need to understand the risks around prescription drugs, performance enhancing drugs and illegal drugs.</p>		<p>Pupils will understand managing mechanisms around exam stress and how to develop a healthy routine.</p>	
	<p><b>Assessment</b></p>	<p>Formative Assessment throughout the 3 lessons. Learning Journey.</p>	<p>Formative Assessment throughout the 3 lessons. Learning Journey.</p>	<p>Formative Assessment throughout the 3 lessons. Learning Journey.</p>	<p>Formative Assessment throughout the 3 lessons. Learning Journey.</p>	<p>Formative Assessment throughout the 3 lessons. Learning Journey.</p>	
	<p><b>Key Terminology</b></p>	<p>Digital, Online, Persona, Identity, Stereotype, Responsibility, Domestic Abuse, Bullying, Harassment, FGM, Honour, Respect, Equality Dishonour, HBV.</p>	<p>Application, College, Training provider • Apprenticeship</p>	<p>Prescription drug, Performance enhancing drug, Heroin, Cocaine, Recovery, Support.</p>	<ul style="list-style-type: none"> <li>• Sexual desire</li> <li>• Sexual attraction</li> <li>• Causal sex</li> <li>• Pornography</li> <li>• Masturbation</li> <li>• Sexual intimacy</li> <li>• Contraception</li> </ul>	<ul style="list-style-type: none"> <li>• Emotions</li> <li>• Anxiety</li> <li>• Depression</li> <li>• Resilience</li> <li>• Stress</li> <li>• Sleep</li> <li>• Meditation</li> </ul>	



			<ul style="list-style-type: none"> <li>• Career Path</li> <li>• Careers Interview</li> </ul>		<ul style="list-style-type: none"> <li>• Ovulation</li> <li>• Love</li> <li>• Lust</li> <li>• Reconciliation</li> <li>• Natural family planning</li> <li>• Artificial contraception</li> <li>• Emergency contraception</li> </ul>	<ul style="list-style-type: none"> <li>• Examinations</li> <li>• Tai chi</li> <li>• Mindfulness</li> <li>• Yoga</li> </ul>	
<p><b>Possible Enrichment Opportunities</b></p> <p><b>*Covid Implications meant that these sessions may not go ahead</b></p>			<p>Meet post 16 College providers and apprenticeship providers</p>			<p>Workshops on mindfulness, tai chi and yoga with outside speakers.</p>	