



## **PSHE (INCLUDING RSE) CURRICULUM OVERVIEW 2023-2024**

PSHEE at CSPS is taught in topics, drawing upon the framework outlined by the PSHE Association, with three Core Themes:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

These topics are strategically placed within the PSHE Scheme of Work to show considered progression, an appreciation of our own unique context, the pupils' needs and stages of development.

Space is *intentionally* provided to respond to various themes - at both an international, national and school level - that develop within the course of a year and where pupils would benefit from additional educational support. The Scheme of Work, therefore, changes annually and will reflect wider society.

For the purpose of simplicity, topics are presented in half termly blocks, though in reality may run over into the subsequent term.

Equally, Lower Key Stage 2 pupils will often spend some of these lessons in Circle Time, where topics may emerge unexpectedly.

Relationship and Sex Education (RSE) is compulsory for Years 7 and 8, and woven specifically into PSHE *lessons*, as well as science. However, other sources of information such as computer science and forums such as assemblies and Chapel services will also contribute to every pupils' SMSC education, regardless of age.

The school actively promotes fundamental British values. The acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Please note that in Computer Science Y7 and 8 will explore Cyberbullying, Social Media use/misuse and Sexting at the beginning of the Michaelmas Term, while all other years will explore general 'online safety' appropriate to their age group, week 1.

In Year 5 science the following is taught, which is an extension of the PSHE curriculum:

- The main stages of the human life cycle – changes in the length and mass of a baby as it grows.
- The physical and emotional changes which take place during adolescence.
- The changes as humans develop to old age.
- The stages in the growth and development of humans.
- The changes experienced in puberty.
- Scientifically researching the gestation periods of other animals and comparing them with humans.

In Year 8 science the following is taught, which is an extension of the PSHE curriculum:

- Reproduction in humans, including the structure and function of male and female reproductive systems, the menstrual cycle (without details of hormones), gametes, fertilisation.
- Fertilisation occurs in humans when the head of the sperm (a male cell) enters the ovum (a female cell) and the nuclei fuse together, bringing together through the genes some of the characteristics of both parents.
- The structure and functions of the human reproductive system and how sperm and egg are brought together. Note that hormonal control will not be examined.
- The effect of maternal lifestyle on the fetus.
- The fetus is protected and nourished in the uterus and how its waste materials are eliminated; that molecules such as alcohol and nicotine can pass across the placenta and affect fetal development.
- The physical and emotional changes which take place during adolescence.

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Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Michaelmas 1 <b>Assembly, House and Chapel Themes</b> Welcome Back Kindness Responsibility Courage Collaboration Creativity	How do we decide how to behave? Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt	How can we help? Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment  <b>NB Science Curriculum:</b> Looking at changes from baby – toddler – child – teenager – adult – elderly  Keeping ourselves healthy: the importance of exercise and how to eat a balanced diet)	What are the rules that keep us safe? Importance of school rules for health and safety; hygiene routines; to consider touch and to know that a person has a right to personal space; keeping safe in local environment; how to get help in an emergency; people who help them stay safe  <b>NB Computer Science Curriculum:</b> ICT Acceptable Use	What is diversity? Difference and diversity of people living in the UK; values and customs of people around the world; challenging stereotypes  <b>NB Computer Science Curriculum:</b> ICT Acceptable Use	What makes a community? What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world  <b>NB Computer Science Curriculum:</b> ICT Acceptable Use	What makes a healthy and happy relationship? Different relationships, inc online; what makes positive; healthy relationships; consider physical and emotional behaviour in relationships; the impact of bullying  <b>NB Computer Science Curriculum:</b> ICT Acceptable Use Cyberbullying Safe Social Media Internet Safety  What changes are taking place? To describe how and why the body changes during puberty in preparation for reproduction, inc menstruation* * taught by female Y6 Form Tutor	Respectful Relationships Making new friends; inclusion versus exclusion; managing conflict: discuss different types of adult relationships with confidence  What changes are taking place? To explore the physical and emotional changes occurring in puberty. To be able to ask questions about puberty with confidence. To provide an 'Ask-It Basket' for pupils to post anonymous questions.  <b>NB Computer Science Curriculum:</b> ICT Acceptable Use Cyberbullying Safe Social Media Internet Safety	Respectful Relationships How do positive relationships look, inc online; how can stereotypes be damaging; what constitutes sexual harassment and violence and why these are always unacceptable; the impact of bullying; the Everyone's Invited movement  First aid and personal safety, focusing on roads.  <b>NB Computer Science Curriculum:</b> ICT Acceptable Use Cyberbullying Safe Social Media Sexting Internet Safety

Michaelmas 2 <b>Assembly and Chapel Themes</b> Respect & Tolerance (British Values) Collaboration Anti-Bullying Kindness Ambition <b>House Themes</b> Responsibility Courage Creativity	<b>What can we do with money?</b> Where money comes from; spending; saving; keeping money safe	<b>What is bullying?</b> Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens	<b>What can we do about bullying?</b> Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe	<b>How can we be a good friend?</b> Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback	<b>What does discrimination mean?</b> Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities	<b>What is racial discrimination?</b> Civil rights movement; the Black Lives Matter movement; our society today; that racial discrimination is always wrong	<b>British Values</b> democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different beliefs.	<b>What is racial discrimination?</b> Civil rights movement; the Black Lives Matter movement; our society today; that racial discrimination is always wrong
Lent 1 <b>Assembly and Chapel Themes</b> Resilience <b>House Integrity</b>	<b>How do we keep safe?</b> Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful	<b>How can we be healthy?</b> Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices	<b>What are we responsible for?</b> Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others	<b>How do we grow and change?</b> Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships	<b>How can we manage our money?</b> About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality	<b>What are human rights?</b> Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies; confidentiality and when to break a confidence	<b>Dove Self-Esteem Project</b> Body self-image; confronting comparison to unrealistic ideals and media messages	<b>Fake News</b> Importance of understanding what is reliable or otherwise; including online identity and CEOPS 'thinkuknow' Online safety and digital literacy.  <b>NB Science Curriculum:</b> <u>Human Movement and Health</u> Nutrition, Exercise, Effects of Alcohol and Drugs

<p>Lent 2</p> <p><b>Assembly and Chapel Themes</b></p> <p>Respect</p> <p>House</p> <p>Kindness</p>	<p>How do we keep safe?</p> <p>secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help</p>	<p>What is the same and different about us?</p> <p>Recognise what they are good at; set simple goals; growing; and changing and being more independent; describing the physical differences between males and females; belonging to different groups</p>	<p>How can we describe our feelings?</p> <p>Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to other's feelings</p>	<p>How do we grow and change?</p> <p>what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice</p>	<p>What choices help health?</p> <p>What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe</p>	<p>How can money affect us?</p> <p>Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues</p> <p><b>NB Science Curriculum:</b> <u>Smoking, alcohol and drugs</u> -The effects on the human body of tobacco, alcohol and other drugs, and how these relate to personal health</p>	<p><b>Peer Pressure</b></p> <p>How to resist the call to behave badly, including the risk of alcohol, tobacco and other substances. The role of self-esteem and mutual support</p> <p><b>NB Science Curriculum:</b> <u>Human Nutrition</u> Balanced Diet</p> <p><u>Breathing and Respiration</u> Exercise, Asthma and smoking</p>	<p>Banter or Bullying?</p> <p>What constitutes bullying; how banter is inappropriate; how watching without helping makes one part of the problem</p>
<p>Summer 1</p> <p><b>Assembly and Chapel Themes</b></p> <p>Honesty</p> <p>House</p> <p>Trust</p>	<p>How do we feel?</p> <p>Different kinds of feelings; strategies to manage feelings; change and loss</p> <p>What is a family?</p> <p>To understand there are different types of families. To know which people we can ask for help.</p>	<p>How do we show our feelings?</p> <p>Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings</p>	<p>How can we eat well?</p> <p>What makes a balanced lifestyle; balanced diet; making choices; what influences choices</p>	<p>How can we keep safe in our local area?</p> <p>Managing risk in familiar situations and the local environment; feeling negative pressure and managing this;</p>	<p><b>What changes will take place?</b></p> <p>To explore the impact of puberty on the body and the importance of hygiene; how to get support; how emotions will change</p>	<p>Respect and Tolerance</p> <p>To appreciate that while their experience may be limited, the world is made up of many different cultures and faiths which bring richness to their communities.</p>	<p>What jobs would we like?</p> <p>What is work? Why do people work? The advantages and disadvantages of work. What do you want from work? Careers advice</p> <p><b>NB Science Curriculum:</b> <u>Reproduction</u></p>	<p>Respectful Romance</p> <p>What is a boyfriend / girlfriend? To appreciate the risk and reward of boyfriends / girlfriends; to have courage to make own decisions; resisting sexual pressure; where to get further</p>

							Human reproductive system. Having a baby. The Menstrual Cycle. Health and Pregnancy.	confidential advice; to appreciate impact of disrespectful and online messaging Self-esteem, romance and friendships. To provide an 'Ask-It Basket' for pupils to post anonymous questions.
<b>Summer 2 Assembly and Chapel Themes</b> Change House Generosity	<b>What makes us special?</b> Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities	<b>How can we keep safe in different places?</b> Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency	<b>What jobs would we like?</b> What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets	<b>What does it mean to be tolerant?</b> Recognising and acknowledging differences; celebrating difference; challenging prejudice	<b>What makes us enterprising?</b> Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society	<b>How can we manage risk?</b> Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours; to know how and where to get support if an online or in person relationship goes wrong	<b>LGBTQ+</b> Challenging stereotypes; confronting prejudice; celebrating diversity and inclusion	<b>Moving on up</b> What to expect at the next school; Q&A sessions with HSMs from Sedbergh School; meetings with Senior School pupils; visits to Sedbergh School