Goldwyn Ashford - PSHCE
Subject Statement and Long Term Plan

PSHCE – Statement of Intent

The intent of our PSHCE curriculum is to deliver a curriculum which is accessible to all ensuring that each of our pupils will develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and careers education). We want to make sure that each of our pupils will know more, remember more and understand more in these categories and display a further depth of knowledge by playing a successful role within our society, both as a child and as an adult within the future.

Our aim is to provide pupils with knowledge of their world locally, nationally and globally and give them the confidence to tackle many of the moral, social and cultural issues that are part of growing up within this. This will be achieved by discrete PSHCE lessons, workplace visits, our work experience programme and cross curricular themes linked with all subject areas across the school. We work closely with the Prince's Trust www.princestrust.org.uk and all students will participate in their Achieve qualifications up to Level 2.

Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to show the school values of TEAMWORK and seek leadership opportunities within the school gates and their local community.

As pupils start planning their chosen next steps, we ensure that all pupils have gained experience through the Goldwyn Careers programme called the Employment Pathway. All aspects of careers education is achieved and explored in depth through IAG, Apprenticeships (we are an ASK apprenticeship school) college visits, and employer visits in preparation for their transition. We are currently in partnership with the Careers and Enterprise Company (www.careersandenterprise.co.uk), CXK (www.cxk.org) and the EBP (www.ebpkent.co.uk).

PSHCE: Long Term Plan

The PSHCE Long Term Plan reflects a key focus upon skill and attribute building, embedding of key knowledge and understanding within three core themes: health and wellbeing, relationships and living in the wider world. All students will have the opportunity to build on foundations of knowledge from KS3 to achieving qualifications in the Prince's Trust Achieve Programme at KS4 up to level 2.

Term	1	2	3	4	5	6
	Health and Well-being	**Living in the wider world**	**Relationships**	**Health and Well-being**	**Relationships**	**Living in the wider world**
Year 7	**Transition and safety** Transition to secondary school and personal safety in and outside school, including first aid **Topics:** - Managing emotions. - Transition to a new school. - Friendships. - Study skills. - Personal strengths and weaknesses. - Personal Safety. - How to respond in an emergency situation. - Basic first aid. **Key Learning (KSU)** - How to identify,	**Enterprise skills and introduction to careers** Challenging career stereotypes and raising aspirations **Topics:** - Enterprise. - Careers and the abilities and qualities required for different careers. - Equality of opportunity. - Stereotypes. - Career Aspirations. - Values and Career choices. **Key Learning (KSU)** - How to be enterprising, including	**Diversity** Diversity, prejudice, and bullying **Topics:** - Identity, rights and responsibilities. - Living in a diverse society. - Prejudice, stereotypes and discrimination - Bullying, including online. - Responding to bullying of any kind, including online. - Supporting others. **Key Learning (KSU)** - How to challenge prejudice, stereotypes and discrimination. - Recognising the signs and effects of all types of	**Health and puberty** Healthy routines, influences on health, puberty, unwanted contact, and FGM **Topics:** - Healthy lifestyle choices. - Caffeine, smoking and alcohol. - Puberty. - Personal hygiene. - Unwanted contact. - Female genital mutilation. **Key Learning (KSU)** - How to make healthy lifestyle choices including diet, dental health, physical activity	**Building relationships** Self-worth, romance and friendships (including online) and relationship boundaries **Topics:** - Self-worth and self-efficacy. - Positive relationships. - Unhealthy relationships. - Media stereotypes. - Romantic relationships. - Consent. **Key Learning (KSU)** - How to develop	**Financial decision making** Saving, borrowing, budgeting and making financial choices **Topics:** - Financial choices. - Ethical and unethical business practices and consumerism. - Budgeting. - Bank accounts and savings. - Risk Taking. **Key Learning (KSU)** - How to make safe financial choices. - How to recognize and make informed choices of ethical and unethical

	express and manage their emotions in a constructive way. - How to manage the challenges of moving to a new school. - How to establish and manage friendships. - How to improve study skills. - How to identify personal strengths and areas for development. - Personal safety strategies and travel safety, e.g. road, rail and water. - Gaining some basic first aid skills.	skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity. - How to challenge stereotypes, broaden their horizons. - How to identify future career aspirations. - Recognise and make links between values and career choices.	bullying, including online. - Responding to all types of bullying. - How to support others in variety of ways and for a variety of needs.	and sleep. - How to manage influences relating to caffeine, smoking and alcohol. - How to manage physical and emotional changes during. - How to recognise and respond to inappropriate and unwanted contact. - Understanding the need for personal hygiene for you and others. - How to access help and support regarding FGM.	self-worth and self-efficacy. - Qualities and behaviours relating to different types of relationships. - How to recognise unhealthy relationships. - How to recognise and challenge media stereotypes. - How to evaluate expectations for romantic relationships. - How to seek and assertively communicate consent.	business practices and consumerism. - Know how to budget, using computer skills and built knowledge. - Creating budget plans. - Know how to open a bank account and what interest is. - How to manage risk-taking behaviour.
Year 8	**Drugs and alcohol** Alcohol and drug misuse and pressures relating to drug use **Topics:** - Medical and recreational drugs. - Energy drinks - Habits - Medicine - Alcohol, Tobacco and Nicotine. - Substance abuse. - Society and social	**Community and careers** Equality of opportunity in careers and life choices, and different types and patterns of work. **Topics:** - Equilty - Stereotypes and discrimination. - Wages and money - Employment	**Discrimination** Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia **Topics:** - Decisions, beliefs and influences. - Group-think and persuasion. - Self-worth and confidence.	**Emotional wellbeing** Mental health and emotional wellbeing, including body image and coping strategies **Topics:** - Mental health. - Myths and stigma. - Well-being. - Emotions. - E-safety. - Unhealthy and healthy coping	**Identity and relationships** Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception. **Topics:** - Healthy relationships. - Gender identity and sexual orientation. - Building new relationships.	**Digital literacy** Online safety, digital literacy, media reliability, and gambling hooks **Topics:** - Online communication. - Social Networks. - Grooming. - Online bias. - Online private or public.

circles.	- Career choices	- Gender identity, transphobia and gender-based discrimination. - Homophobia and biphobia. - Racism and religious discrimination.	strategies.	- Consent. - Sexting. - Contraception.	- Age restrictions. - Online finance and risks.
Key Learning (KSU) - Embedding of knowledge about medicinal and recreational drugs. - Energy drinks and the negative nutritional effects. - The relationship between habit and dependence. - How to use over the counter and prescription medications safely. - How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes. - How to manage influences in relation to substance use. - How to recognise and promote positive social norms and attitudes.	**Key Learning (KSU)** - How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity. - Equality of opportunity in life and work. - How to challenge stereotypes and discrimination in relation to work and pay. - Knowledge building of employment, self-employment and voluntary work. - How to set aspirational goals for future careers and challenge expectations that limit choices.	**Key Learning (KSU)** - How to manage influences on beliefs and decisions. - How to develop self-worth and confidence. - How to recognise negativity and be respectful of gender identity, transphobia and gender-based discrimination. - How to recognise and challenge homophobia and biphobia. - How to recognise and challenge racism and religious discrimination.	**Key Learning (KSU)** - Positive and negative attitudes towards mental health. - The importance of mental health. - How to challenge myths and stigma. - Recognising the importance of managing our well-being. - How to manage our emotions. - How to develop digital resilience. - Knowledge building of unhealthy coping strategies (e.g. self-harm and eating disorders) and healthy strategies (exercise etc).	**Key Learning (KSU)** - The qualities of positive, healthy relationships. - How to demonstrate positive behaviours in healthy relationships. - Knowledge building of the varieties of gender identity and sexual orientation. - Ways of forming new partnerships and developing relationships. - The law in relation to consent. - The legal and moral duty is with the seeker of consent. - How to effectively communicate about consent in relationships. - The risks of 'sexting' and how to manage requests or pressure to send an image. - Basic forms of contraception, e.g.	**Key Learning (KSU)** - Knowledge building of online communication. - How to use social networking sites safely. - How to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalization. - How to respond and seek support in cases of online grooming. - How to recognise and critically assess biased or misleading information online. - How to distinguish between content which is publicly and privately shared. - Knowledge of age restrictions when accessing different forms of media and how to make responsible decisions. - How to protect financial security online.

					condom and pill.	- How to assess and manage risks in relation to gambling and chance-based transactions.
Year 9	**Peer influence, substance use and gangs** Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation **Topics:** - Healthy and unhealthy relationships. - Online influence. - Group think. - Behaviour and communication. - Gangs. - Knife crime. - Drugs and alcohol in society. **Key Learning (KSU)** - How to distinguish between healthy and unhealthy friendships. - How to assess risk and manage influences, including online. - Knowledge building of	**Setting goals** Learning strengths, career options and goal setting as part of the GCSE options process **Topics:** - Skills and interests. - Strengths and weaknesses. - Employment and career pathways. - Future employment - Aspirations. - Options and post-16. - Decision making. **Key Learning (KSU)** - Knowledge of transferable skills, abilities and interests. - How to demonstrate strengths. - Further knowledge of different types of employment and career pathways. - How to manage	**Respectful relationships** Families and parenting, healthy relationships, conflict resolution, and relationship changes **Topics:** - Families - Parenting - Relationships in the home - Conflict - Family changes - Support services **Key Learning (KSU)** - Knowledge building about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering. - Building positive relationships in the home and ways to reduce homelessness amongst young people. - Conflict and its causes in	**Healthy lifestyle** Diet, exercise, lifestyle balance and healthy choices, and first aid **Topics:** - Physical and Mental Health. - Life balance - Healthy eating - Body image - Health choices - Your body your responsibility. **Key Learning (KSU)** - The relationship between physical and mental health. - Ways of balancing work, leisure, exercise and sleep. - How to make informed healthy eating choices. - How to manage influences on body image. - Making independent	**Intimate relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography **Topics:** - Sex. - Consent. - STI's. - Consequences. - Pornography. - Sexting. - Online security. **Key Learning (KSU)** - About readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex. - Recognising myths and misconceptions relating to consent. - The continuous	**Employability skills** Employability and online presence **Topics:** - Employment rights and responsibilities. - Enterprise and employability. - Feedback. - Online branding. - Progress. - Online reporting. **Key Learning (KSU)** - Building knowledge about young people's employment rights and responsibilities. - Skills for enterprise and employability. - How to give and act upon constructive feedback. - How to manage their 'personal brand' online. - Habits and strategies

	'group think' and how it affects behaviour. - How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively. - Managing risk in relation to gangs. - The legal and physical risks of carrying a knife. - Positive social norms in relation to drug and alcohol use. - Legal and health risks in relation to drug and alcohol use, including addiction and dependence.	feelings relating to future employment. - How to work towards aspirations and set meaningful, realistic goals for the future. - Knowledge of GCSE and post-16 options. - Skills for decision making.	different contexts, e.g. with family and friends. - Conflict resolution strategies. - How to manage relationship and family changes, including relationship breakdown, separation and divorce. - How to access support services.	health choices. - How to take increased responsibility for physical health, including testicular self-examination.	right to withdraw consent and capacity to consent. - STIs, effective use of condoms and negotiating safer sex. - Knowledge building of the consequences of unprotected sex, including pregnancy. - How the portrayal of relationships in the media and pornography might affect expectations. - How to assess and manage risks of sending, sharing or passing on sexual images. - How to secure personal information online.	to support progress. - How to identify and access support for concerns relating to life online.
Year 10	**Mental health** Mental health and ill health, stigma, safeguarding health, including during periods of transition or change **Topics:** - Adolescence. - Negative thinking. - Mental health and	**Financial decision making** The impact of financial decisions, debt, gambling and the impact of advertising on financial choices **Topics:** - Budgeting - Debt.	**Healthy relationships** Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography **Topics:** - Relationship roles and values. - Sex, gender and	**Exploring influence** The influence and impact of drugs, gangs, role models and the media **Topics:** - Role models. - Gang culture. - The effects of drugs and alcohol.	**Addressing extremism and radicalisation** Community cohesion and challenging extremism **Topics:** - Belonging. - Equality and diversity.	**Work experience** Preparation for and evaluation of work experience and readiness for work **Topics:** - Career development. - Future opportunities. - Overcoming challenges or adversity.

emotional well-being. - Support and treatment for mental health. - Mental health and the media. - Stigma, stereotypes and misinformation. **Key Learning (KSU)** - How to manage challenges during adolescence. - How to reframe negative thinking. - Strategies to promote mental health and emotional wellbeing. - The signs of emotional or mental ill-health. - How to access support and treatment. - The portrayal of mental health in the media. - How to challenge stigma, stereotypes and misinformation.	- Targeted advertising. - Gambling. - Fraud and cybercrime. - Financial risk. **Key Learning (KSU)** - How to effectively budget and evaluate savings options. - How to prevent and manage debt, including understanding credit rating and pay day lending. - How data is generated, collected and shared, and the influence of targeted advertising. - How thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling. - Strategies for managing influences related to gambling, including online. - The relationship between gambling and debt. - The law and illegal financial activities, including fraud and cybercrime.	relationships. - Online relationships. - Media and pornography. - Consent. - Exploitation. - Bullying. **Key Learning (KSU)** - Relationship values and the role of pleasure in relationships. - Asexuality, abstinence and celibacy. - Knowledge building of myths, assumptions, misconceptions and social norms about sex, gender and relationships. - The opportunities and risks of forming and conducting relationships online. - How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours. - The ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent. - How to recognise and respond to pressure, coercion and exploitation, including reporting and	- Substance abuse. - Pressurised or dangerous situations. - Seeking help. **Key Learning (KSU)** - Knowledge of positive and negative role models. - How to evaluate the influence of role models and become a positive role model for peers. - The media's impact on perceptions of gang culture. - The impact of drugs and alcohol on individuals, personal safety, families and wider communities. - How drugs and alcohol affect decision making. - How to keep self and others safe in situations that involve substance use. - How to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and	- Social media. - Conflicting views. - Online discrimination. - Extremism and radicalization. **Key Learning (KSU)** - Knowledge building of communities, inclusion, respect and belonging. - Knowledge of the Equality Act, diversity and values. - How social media may distort, mis-represent or target information in order to influence beliefs and opinions. - How to manage conflicting views and misleading information. - How to safely challenge discrimination, including online. - How to recognise and respond to extremism and radicalization.	- Responsibilities in the workplace. - Problem solving. - Health and Safety. - Positive online presence. - Evaluation and building next steps. **Key Learning (KSU)** - How to evaluate strengths and interests in relation to career development. - Building knowledge of opportunities in learning and work. - Strategies for overcoming challenges or adversity. - Foundation knowledge of responsibilities in the workplace. - How to manage practical problems and health and safety. - How to maintain a positive personal presence online. - How to evaluate and build on the learning from work experience.

		- How to manage risk in relation to financial activities.	accessing appropriate support. - How to recognise and challenge victim blaming.	crime. - Exit strategies for pressurised or dangerous situations. - How to seek help for substance use and addiction.		
Year 11	**Building for the future** Self-efficacy, stress management, and future opportunities **Topics:** - Stereotyping - Ambition - Self-efficiency - Self-concept -Stress and stress management. - Online opportunities and time management. **Key Learning (KSU)** - How to manage the judgement of others and challenge stereotyping. - How to balance ambition and unrealistic	**Next steps** Application processes, and skills for further education, employment and career progression. **Topics:** - Using feedback constructively. - SMART targets. - Revision. - Post-16 and career pathways. - Preparing for the next steps. - Maximising opportunity. - Working and studying. -Work/life balance.	**Communication in relationships** Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse **Topics:** - Values and emotions. - Gender, identity and sexual orientation. - Communication. - Unwanted attention. - Online troubles. - Relationship abuse. - The challenges of seeking support.	**Independence** Responsible health choices, and safety in independent contexts **Topics:** - Safety in society. - Emergency first-aid. - Health and our body. - Health services. - Donors. **Key Learning (KSU)** - How to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads). - Emergency first aid skills.	**Families** Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships **Topics:** - Families. - Parenthood. - Fertility. - Pregnancy about adoption and fostering. - Loss and bereavement. - Marriage. **Key Learning (KSU)** - The different types	

expectations. - How to develop self-efficacy, including motivation, perseverance and resilience. - How to maintain a healthy self-concept. - The nature, causes and effects of stress. - Stress management strategies, including maintaining healthy sleep habits. Positive and safe ways to create content online and the opportunities this offers. - How to balance time online.	**Key Learning (KSU)** - How to use feedback constructively when planning for the future. - How to set and achieve SMART targets. - Effective revision techniques and strategies. - The application processes, including writing CVs, personal statements and interview technique. - How to maximise employability, including managing online presence and taking opportunities to broaden experience. - Rights, responsibilities and challenges in relation to working part time whilst studying. - How to manage work/life balance.	**Key Learning (KSU)** - Building knowledge about core values and emotions. - Knowledge of gender identity, gender expression and sexual orientation. - How to communicate assertively. - How to communicate wants and needs. - How to handle unwanted attention, including online. - How to challenge harassment and stalking, including online. - Knowledge of various forms of relationship abuse, unhealthy, exploitative and abusive relationships. - How to access support in abusive relationships and how to overcome challenges in seeking support.	- How to assess emergency and non-emergency situations and contact appropriate services. - The links between lifestyle and some cancers. - The importance of screening and how to perform self-examination. - How to manage influences and risks relating to cosmetic and aesthetic body alterations. - Registering with and accessing doctors, sexual health clinics, opticians and other health services. - Knowledge of blood, organ and stem cell donation.	of families and changing family structures. - How to evaluate readiness for parenthood and positive parenting qualities. Knowledge of fertility, including how it varies and changes. - Pregnancy, birth, miscarriage and unplanned pregnancy options, including abortion. - How to manage change, loss, grief and bereavement. - Knowledge of 'honour based' violence and forced marriage and how to safely access support	