



Our Curriculum Aims:

Personal, social, health and economic education (PSHE) is a planned programme of learning through which young people acquire the knowledge, understanding and skills they need to lead happy, healthy and successful lives. As part of a whole school approach, PSHE education at AGSB is delivered once a fortnight in an academically rigorous and challenging learning environment, where pupils are encouraged to consider and reflect upon the issues that really matter to them as individuals, family members and as citizens of wider British society.

Young people are growing up in a rapidly changing world which is full of opportunities but also has many challenges. The PSHE curriculum provides them with skills needed to navigate the complexity of their teenage years and beyond. It is vital that young people fully understand the risks posed by drugs and alcohol, the responsibility they have when it comes to consent and their digital footprint, but also the changing nature of the relationships they might have and how they can support themselves and others in times of crisis.

As a department we believe that the PSHE curriculum promotes resilience and self-esteem and encourages our young people to take responsibility for their actions and to challenge prejudice and discrimination in all forms.

Key Stage Three Curriculum Overview

Year 7

| | Name of topic | Key Content of the Topic | Assessment points |
|------|--|---|---|
| HT 1 | Introduction to PSHE: Emotional and physical well-being | <ul style="list-style-type: none"> How to manage anxiety and stress Healthy lifestyles Sleep and wellbeing Mental Health Foundation's 'Peer Education Project' | Wellness diary / action plan |
| HT 2 | Drugs: focus on smoking and vaping | <ul style="list-style-type: none"> What is the difference between medicinal, social and illegal drugs? The dangers of smoking The potential benefits / risk factors associated with vaping Cannabis | E-cigarettes research project / posters |
| HT 3 | Bullying | <ul style="list-style-type: none"> Peer to peer abuse and bullying What can we do to keep ourselves safe? | Bullying information booklet |
| HT 4 | _____ Communities | <ul style="list-style-type: none"> My identity Prejudice and discrimination Challenging stereotypes Homophobia Sexism and misogyny | Personal ancestry tree |
| HT 5 | Relationships and sex education | <ul style="list-style-type: none"> Puberty – How our bodies, emotions and relationships change Menstruation Romance and relationships Choices around sex | Tampon tax research assignment / Student workbook |

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| HT 6 | Managing money | <ul style="list-style-type: none"> • The difference between credit and debit • Spending habits and budgeting • Accounts and online financial management | 7-day budget / evaluation |
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Year 8

| | Name of topic | Key Content of the Topic | Assessment points |
|-------------|--|---|---|
| HT 1 | Online safety | <ul style="list-style-type: none"> • Your online reputation • Social media and how to stay safe • Cyber bullying and online grooming | Student workbook |
| HT 2 | Emotional Wellbeing and future plans | <ul style="list-style-type: none"> • Resilience • Teamwork and Communication skills • Personal branding | Resilience chart |
| HT 3 | Drugs: focus on recreational drugs such as Cannabis and MDMA | <ul style="list-style-type: none"> • Case study: Cannabis and MDMA • Case study: New psychoactive substances • What impact do such drugs have on individuals, relationships and wider society? | Research the impact of Spice in the Greater Manchester area |
| HT 4 | Parliamentary democracy | <ul style="list-style-type: none"> • What is the House of Commons? • The importance of parliamentary democracy • How are MPs elected and what is their role? • British values | Profile of your local MP - Research project |
| HT 5 | Risk and safety | <ul style="list-style-type: none"> • Gambling • First aid and CPR • Knife crime | Essay: 'Should skins gambling be illegal for under 18s?' |
| HT 6 | Relationships and sex education: facts and feelings | <ul style="list-style-type: none"> • What is contraception? • STIs– facts and myths • Case study: HIV and AIDS • Safe sex and consent • Positive and healthy relationships | Contraception research presentations / Student workbook |
| HT 7 | Alcohol | <ul style="list-style-type: none"> • Attitudes to alcohol • Unit guidance • Risk factors and alcoholism | PP – Risks and dangers of alcohol |

Year 9

| | Name of topic | Key Content of the Topic | Assessment points |
|-------------|---------------------------------|---|---|
| HT 1 - | Young people and the law | <ul style="list-style-type: none"> • What is crime and justice? • The criminal justice system • Social Justice and social exclusion: BLM protests • Gangs and Knife crime | Produce a multi-media analysis of the BLM protests – e.g. film, podcast etc |
| HT 2 | Staying safe | <ul style="list-style-type: none"> • Drugs and the law • Staying safe at parties • Staying safe at festivals | |
| HT 3 - 6 | Relationships and sex education | <ul style="list-style-type: none"> • Healthy and respectful relationships • Marriage and the legal status of other long-term relationships • Sexual consent, street harassment and sexual assault • LGBTQ+ inequality • Gender identity • Coercive control and abusive relationships • Pornography – its impact on young people and their relationships • Sexting and the sharing of images | Independent research record: blogs, articles, film and podcasts |

Key Stage Four Curriculum Overview

Year 10

| | Name of topic | Key Content of the Topic | Assessment points |
|------|---------------------------------------|---|--|
| HT 1 | Alcohol and healthy choices | <ul style="list-style-type: none"> • Alcohol medical guidance and the law • Binge drinking | Minimum alcohol pricing research project |
| HT 2 | Being safe (part one) | <ul style="list-style-type: none"> • Forced marriage • Honour based violence • FGM | Student workbook |
| HT 3 | Ethical consumerism | <ul style="list-style-type: none"> • What does it mean to be an ethical consumer? • The human and environmental impact of 'fast fashion' • Food wastage and the rise of food banks • Black Friday and the impact of advertising | Ethical consumerism essay |
| HT 4 | Emotional wellbeing and mental health | <ul style="list-style-type: none"> • Emotional wellbeing and mental health • Dealing with stress | Mental health school action plan |

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| | | <ul style="list-style-type: none"> Managing grief and bereavement | |
| HT 5 | Being safe (Part two) | <ul style="list-style-type: none"> Sexting/sharing of explicit images Pornography County lines | County lines student workbook |
| HT 6 | Relationships and Sex Education | <ul style="list-style-type: none"> Parenting skills and family life Different types of relationships and sexualities Contraception and STIs What makes 'good sex'? Safe sex and chem-sex | STIs information leaflet |
| HT 7 | Identity and community | <ul style="list-style-type: none"> Identity British values focus: <ul style="list-style-type: none"> Democracy The rule of law The tripartite system of UK democracy | Self-directed study task on three British values |

Year 11

| | Name of topic | Key Content of the Topic | Assessment points |
|---------------|------------------------------|---|--|
| HT 1 | Body image | <ul style="list-style-type: none"> Body image, men and the media Body shaming Clean eating and restrictive diets Eating disorders | Eating disorder group projects / presentations |
| HT 2 | Exam Stress and study skills | <ul style="list-style-type: none"> What are the symptoms and signs of stress? What can we do to cope with exam stress? Mindfulness and breathing exercises Exam preparation / study skills Sixth form transition | Revision action plan / target setting |
| HT 3 | Men's health | <ul style="list-style-type: none"> Testicular/ prostate/ penile cancer Skin cancer signs and symptoms Self-examination, screening and vaccinations | Orchid charity poster and information booklet |
| HT 4-5 | Extremism and radicalisation | <ul style="list-style-type: none"> Valuing diversity Understanding and preventing extremism Radicalisation | |
| HT 6 | NA | NA | GCSE exams |