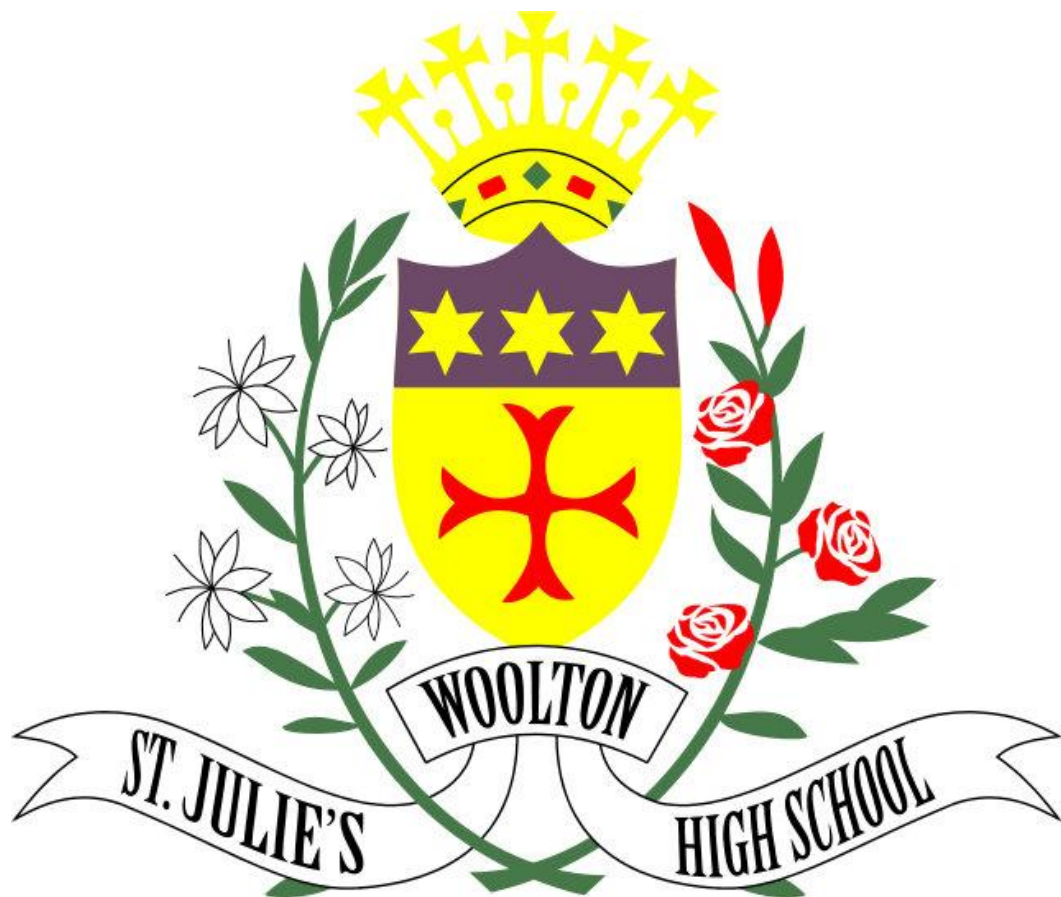




PSHE and British Values Overview

2026-27
Years 7 to 11

Year 7 PSHE and British Values Overview

PSHE Education gives pupils the knowledge, skills and attributes they need to keep themselves healthy and safe and to prepare them for life and work in the world. We also look at the needs of the year group and adapt our teaching to focus on key topics when they arise. This is not just taught in lessons but is an integral part of every day life here at Saint Julie's, it is also incorporated through: Assemblies, Wellbeing Wednesdays, our PM Slide set, work with the pastoral support team, Chaplain and Careers Advisor. This takes the form of independent learning, questions, class discussions, group work, debates, video clips, workshops, 1-2-1 sessions, charity awareness and fund raising and much more.

Our PSHE programme has been updated to fulfil all requirements of the new statutory guidance for Relationships, Sex and Health Education.

Curriculum Structure

Topic 1: Emotional Wellbeing - Settling into Secondary School

Year 7 begin their PSHE curriculum exploring their 'Emotion and Wellbeing'. They reflect on their new environment, friendships, new rules, developing new relationships, managing peer influence and study skills. We support our students to become more independent, exploring exercise, healthy diet and sleep and how their lifestyle can be influenced by others and social media.

Key Topics:

- **Emotional wellbeing: managing change and transition** - helping students thrive in their new key stage, goal setting, and developing social and emotional skills
- **Managing emotions** - understanding the range of emotions, managing reactions, and developing positive thinking habits
- **Managing tension, stress and worry** - building resilience and coping strategies

Topic 2: Relationships - Valuing Differences

Now the students have settled into life at St Julie's and have met a lot of different people, they explore relationships, diversity, bullying and internet risks as part of 'Relationships – Valuing Differences'.

Key Topics:

- **Friendship and empathy** - understanding healthy and unhealthy friendships
- **Bullying and bystanders** - recognising different types of bullying and the responsibilities of bystanders
- **Friendship challenges** - managing peer influence, coercive friendships, and conflict resolution

- **Online independence and safer connections** - understanding online risks and privacy settings
- **Diversity and equality** - celebrating differences and understanding tolerance

Topic 3: Positive Relationships and Family Life

After Christmas, students explore positive relationships (with a focus on family relationships) including resolving conflicts safely and effectively and dealing with grief and loss.

Key Topics:

- **Understanding changing relationships** - how families and relationships change over time
- **Roles in the family** - understanding different family structures and responsibilities
- **Managing change, loss and grief** - supporting students through difficult times
- **Family Courts** - understanding legal aspects of family relationships

Topic 4: Puberty and Keeping Safe

Students return back to the 'Health and Wellbeing' topic and explore substance misuse – alcohol, smoking, drugs as well as gambling as they may have seen an increase in these types of behaviours. Puberty is also addressed (both the physical and emotional changes) and unwanted contact and the law (inc. FGM). Puberty is discussed part of the science curriculum (as well as in primary), so revisiting in Term 2 allows students to ask any further questions they may have. Physical and Mental health are also addressed, as well as signposting where students can gain further support.

Key Topics:

- **Puberty and emotional changes** - understanding physical and emotional development
- **Menstrual wellbeing** - gynaecological health and when to seek help
- **Vaccinations** - facts and scientific evidence relating to immunisation
- **Making disclosures** - how to report abuse and seek support
- **Keeping safe** - understanding risks related to alcohol, drugs, vaping, and gambling

Topic 5: Influences on Relationships

Key Topics:

- **Healthy and unhealthy relationships** - recognising characteristics of positive relationships
- **Consent** - understanding sexual consent and boundaries in all relationships

- **Media influences** - critically evaluating relationships portrayed on-screen
- **Managing challenging content** - identifying and reporting harmful online behaviours

Topic 6: Financial Decisions

Towards the end of the course – students (as they become more independent), as part of the 'Economic Wellbeing' topic, look at how they can manage their own money (want vs need) and how they can manage their own spending through the use of a simple budget.

Key Topics:

- **Financial decisions** - making spending decisions and understanding budgeting
- **Getting a job** - exploring career aspirations and employment opportunities
- **The impact of inflation** - understanding economic concepts
- **The critical consumer** - being discerning about online information and advertising

Topic 7: Keeping safe

- **Anti Racism** – understating why it is important to have respect for everyone and we are all made equally in Gods likeness
- **Vaping awareness** – The dangers of vaping and the physical and emotion negative impact it can have
- **Independent road users** – how to be safe on the roads and look after ourselves and other

Statutory Content Coverage

Our Year 7 PSHE curriculum comprehensively addresses all statutory requirements including:

- ✓ **Relationships Education** - consent, healthy relationships, respect, boundaries, diversity, and equality
- ✓ **Sex Education** - puberty, menstrual wellbeing, and age-appropriate content on relationships
- ✓ **Health Education** - mental wellbeing, physical health, substance misuse, first aid, and internet safety
- ✓ **Online safety** - privacy settings, recognising harmful content, and reporting concerns
- ✓ **Financial literacy** - budgeting, making informed decisions, and understanding economic concepts

Year 8 PSHE & British Values Overview

PSHE Education gives pupils the knowledge, skills and attributes they need to keep themselves healthy and safe and to prepare them for life and work in the world. We also look at the needs of the year group and adapt our teaching to focus on key topics when they arise. This is not just taught in lessons but is an integral part of everyday life here at Saint Julie's, it is also incorporated through: Assemblies, Wellbeing Wednesdays, our PM Slide set, work with the pastoral support team, Chaplain and Careers Advisor. This takes the form of independent learning, questions, class discussions, group work, debates, video clips, workshops, 1-2-1 sessions, charity awareness and fundraising and much more.

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Curriculum Structure

Health and Wellbeing

In this unit, students develop decision-making skills that support a healthy lifestyle and their wellbeing: from considerations about food, exercise and sleep to assessing the impact of climate change on young people's wellbeing.

Topics covered:

- **Making healthier choices** - Empowering students to make informed decisions about nutrition, substance use, and lifestyle
- **Maintaining dental health** – Covering the link between oral hygiene and overall health
- **Being active** - Explore the physical and mental health benefits of regular exercise
- **Healthier sleep habits** - Teach about sleep cycles, the importance of sleep for adolescent development, and academic performance
- **HPV vaccination** - Explain what HPV is and how the vaccination protects against certain cancers
- **Climate change and wellbeing** - Explore eco-anxiety and how environmental concerns affect young people's mental health
- **Navigating different views** - Develop critical thinking skills to evaluate different perspectives respectfully

Year 8 pupils start their journey revisiting Health and wellbeing where they embark on lessons which explore managing their own personal safety whilst independently amongst the public. This includes safety surrounding procedures and actions during an emergency and online safety. This is important as Year 8 pupils start to have more independence from the family home and independently need to be aware of dangers in the public domain and how to deal with them

Personal Safety and Managing Risk

This unit is an opportunity for students to assess risk and support their personal safety in a range of contexts, including on the roads, around water, and in relation to alcohol and other drugs.

Topics covered:

- **Threatening behaviours** - students will learn to recognise different types of threatening behaviour (physical, verbal, online), Provide strategies for staying safe and de-escalating situations
- **Staying safe on the roads** Focus on pedestrian safety, cycling safety, and awareness as passengers
- **Water safety** - Address risks around open water, swimming pools, and coastal areas
- **Classroom RevivR – CPR** -Provide hands-on training in cardiopulmonary resuscitation. Teach students when and how to call emergency services
- **Understanding drugs** - Explain what drugs are (including prescription, over-the-counter, and illegal substances) Discuss the physical and mental health risks of drug use
- **Tobacco and nicotine** - Cover the health risks of smoking and vaping, Discuss the addictive nature of nicotine, Address marketing tactics used by tobacco and vaping companies
- **Alcohol and risk** - Teach about the effects of alcohol on the body and brain, particularly during adolescence. Discuss short-term risks (accidents, vulnerability, risky behaviour) and long-term health impact

The health and wellbeing unit focuses on resilience and recognising healthy ways of dealing with stress and the dangers of unhealthy coping strategies on long term mental health and emotional wellbeing. This is an important time for pupils to be able to reflect on situations that require them to display resilience and overcome difficult challenges from home and school.

Belonging and Community

This unit focuses on how to create respectful and cohesive communities. It helps students recognise and challenge bias, stereotypes and discrimination and promote inclusion. . The unit focuses on British values where pupils learn about how they can support community cohesion.

Topics covered:

- **Identity and community** - Help students explore different aspects of identity (cultural, religious, gender, sexual orientation, family background, interests)
- **Bias and stereotypes** - Define what bias and stereotypes are and how they develop

- **Discrimination and the protected characteristics** - Teach the 9 protected characteristics under the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Explain what discrimination is and its different forms (direct, indirect, harassment, victimisation)
- **Values and constructive disagreement** - Help students identify and articulate their own values. Explore where values come from (family, culture, religion, personal experience)
- **Diverse and supportive communities** - Celebrate the diversity within your school and local Liverpool community. Explore what makes communities strong and supportive

Statutory content addressed: What tolerance requires including the importance of tolerance of other people's beliefs; how to evaluate their impact on other people and treat others with kindness and respect; legal rights and responsibilities regarding equality; how stereotypes can cause damage and how to recognise prejudice.

The Online World

Next the students look at lessons under Healthy relationships where they focus on keeping themselves safe online and also strategies to deal with cyberbullying. In a digital age it is imperative pupils know how to protect themselves and how to identify online bullying behaviour and how to report it.

This unit helps students to recognise how their behaviour can be manipulated online, through algorithms and targeted content. It helps students assess how online platforms generate income through users.

Topics covered:

- **Click and pay: phones and financial risk** - Explain how easy mobile payments can lead to overspending and debt. Discuss in-app purchases, subscription traps, and one-click buying
- **Gaming, social media and algorithms: The pressure to spend online** Explain how games use psychological techniques to encourage spending (loot boxes, limited-time offers, pay-to-
- **Money matters: Seeking help and support** - Ensure students know it's okay to talk about money worries
- **The business of influence** - Explain what influencers are and how they make money. Discuss sponsored content, affiliate links, and advertising disclosure requirements. Help students recognise when they're being marketed to (even when it's not obvious)

- **Feeding the algorithm** - Explain what algorithms are and how they work on social media and shopping platforms. Discuss how platforms track user behaviour to show targeted content and ads

Statutory content addressed: Online risks including the importance of being cautious about sharing personal information online; that criminals can operate online scams; about risks of sextortion and how to seek support; how advertising and information is targeted at them and how to be a discerning consumer of information online; the characteristics of social media including fake accounts and AI-generated content; about the benefits of limiting time spent online.

Healthy and Unhealthy Relationships

Relationships and sex deals with pupils' understanding of different levels of intimacy within a relationship and how to manage this. It focuses on pupils understanding 'consent' As pupils get older it is important that they understand how to recognise a healthy and unhealthy relationship and how to manage situations in which they feel uncomfortable or unsafe.

This unit introduces a range of relationship issues facing young people, including harassment, image-sharing and gendered violence, and how to get support.

Topics covered:

- **Healthy relationships** - Teach the characteristics of healthy relationships: mutual respect, trust, honesty, communication, boundaries, and consent
- **Sexualised media** - Discuss how specifically sexually explicit material presents a distorted picture of sexual behaviour, can damage the way people see themselves in relation to others and negatively affect how they behave towards each other
- **Safer online relationships** - Teach that the same expectations of behaviour apply in all contexts, including online, and about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- **Sexual harassment and harmful sexual behaviour** Help students recognise different forms of sexual harassment: verbal (sexual comments, jokes), physical (unwanted touching), and online (sending sexual messages or images)
- **Sharing of nudes & consent** - Explain that sharing and viewing indecent images of children (including those created by children) is a criminal offence, which carries severe penalties including jail
- **Preventing gender-based violence** Define gender-based violence and its various forms

Statutory content addressed: The characteristics of positive relationships including the role of consent, trust, mutual respect, honesty and kindness; how to recognise, respect and communicate consent and boundaries in relationships; what constitutes sexual harassment or sexual violence and that such behaviour is unacceptable; the concepts and laws relating to sexual violence and harmful sexual behaviour; not to provide material to others that they

would not want distributed further; the serious risks of sending material to others including the law concerning sharing of images; that sexual harassment includes unsolicited sexual language/attention/touching and upskirting.

Managing Money

Pupils then look at career progression within Living in the wider world. This focuses on pupils identifying what skills and interests they have which would marry into the potential jobs they wish to go into. Pupils in Year 8 have to take part in the options process which these lessons help support them within.

This unit builds on previous learning about financial decision making to explore aspects of daily economic wellbeing, such as managing bank accounts and different ways of saving and borrowing.

Topics covered:

- **How to open a bank account / reading a bank statement / How to use a bank card** - Explain what a bank account is and why having one is important (safety, saving, managing money, building financial independence)
- **How to manage debt** Define what debt is and explain the difference between "good debt" (e.g., student loans, mortgages that can help build your future) and "bad debt" (high-interest borrowing for non-essential items)
- **Decision making: a guide to banking** - Teach students how to compare different banking products and services

Keeping Safe

This unit supports students to develop skills and confidence to rehearse decision making and risk assessment skills to keep safe in the wider world.

Topics covered:

- **Are we responsible with social media** - Explore what it means to be a responsible social media user: thinking before posting, respecting others, fact-checking before sharing. Discuss digital footprints and how online activity can have long-term consequences (university applications, job prospects, relationships)
- **Drugs and alcohol** - Teach the facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions, and the law relating to the supply and possession of illegal substances. Explain what drugs are: prescription medicines, over-the-counter medicines, illegal substances, and legal substances like alcohol, tobacco, and caffeine
- **The vulva** - Provide accurate, age-appropriate education about female external anatomy

- **Emergency at school** - Each students how to recognise different types of emergencies: medical emergencies, fires, security threats, severe weather

Statutory content addressed: Their rights, responsibilities and opportunities online; how to recognise and manage peer influence in relation to risk-taking behaviour; how the use of alcohol and drugs can lead people to take risks in their sexual behaviour; how to increase their personal safety in public spaces; the main changes which take place in males and females and the implications for emotional and physical health; the importance of taking responsibility for their own health including regular self-examination and screening; how to navigate their local healthcare system.

Year 9 PSHE and British Values Overview

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Curriculum Structure

Mental Health and Wellbeing

Building on previous learning, this unit gives students the opportunity to rehearse essential self-regulation strategies and apply them to new and complex situations.

Year 9 students start their studies by focusing on Health and Wellbeing, more specifically Peer Influence. The year group go through a period in which they need to adjust to different classes and forms in preparation for undertaking their GCSE option subjects and so it is imperative that they are able to manage these changes. The topic looks at assertiveness and the risks of negative friendships.

Topics covered:

Mental health and wellbeing

- **Managing strong emotions** - Help students recognise and name different emotions: anger, sadness, anxiety, fear, frustration, jealousy, excitement, joy. Teach that all emotions are valid and normal - there are no "bad" emotions, only unhelpful ways of expressing them.
- **Managing distractions** - Identify common distractions for secondary school students: mobile phones, social media, notifications, friends, noise, worries, tiredness. Discuss the impact of distractions on learning, productivity, and wellbeing.
- **Managing disappointments and setbacks** - Normalise disappointment and setbacks as a natural part of life and learning. Discuss common disappointments students might face: exam results, friendship issues, not making a team, family problems, rejection. setbacks are temporary and opportunities to learn.
- **Unhealthy coping strategies / Healthy coping strategies** - Define unhealthy coping strategies as short-term fixes that may provide temporary relief but cause harm in the

long run. Define healthy coping strategies as sustainable ways to manage stress and difficult emotions that support wellbeing.

- **Influences and self-expression** - Identify the various influences on young people's identity and behaviour. Discuss how these influences can be both positive and negative. Teach critical thinking skills to evaluate influences: "Who benefits from me thinking/doing this?", "Is this influence helping or harming me?", "Does this align with my values?"

Statutory content addressed: How to talk about their emotions accurately and sensitively using appropriate vocabulary; that worrying and feeling down are normal and can affect everyone at different times; understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities; that the co-occurrence of alcohol/drug use and poor mental health is common and the relationship is bi-directional; the importance of self-esteem, independence and having a positive relationship with oneself

Careers and Future Choices

As the students progress into the year, they move onto focusing on Living in the Wider World and goal setting. Students are encouraged to consider their next steps - whether that be college/university. This runs alongside students studying their option subjects and having careers interviews - again to focus on next steps post GCSEs. In this unit of work students are taught how to write positively about themselves/their skills and how to form a personal statement. Skills which they need to be equipped with for life. This unit supports students to prepare students for thinking about their career goals and future.

Topics covered:

- **Exploring career interests** - Help students identify their interests, skills, values, and personality traits that might guide career choices. Introduce a wide range of career options, including those students may not have considered or be aware of. Challenge stereotypes about careers based on gender, ethnicity, or background.
- **Managing pressure and seeking support** - Identify the different types of pressure students face: academic (exams, coursework, grades), social (friendships, relationships, fitting in), family (expectations, responsibilities), financial, and future planning.
- **Showcasing personal strengths** - Help students identify their personal strengths: skills, qualities, achievements, experiences, values. Distinguish between hard skills (specific, teachable abilities like IT skills, languages) and soft skills (interpersonal skills like communication, teamwork, problem-solving).
- **Managing online reputation** - Explain what online reputation is: the impression people form of you based on your digital footprint. Discuss why online reputation matters: university applications, job opportunities, relationships, personal safety.

- **Gaming and grooming** - Explain what grooming is: when someone builds a relationship with a child or young person to manipulate exploit, or abuse them.

Drug Education

This unit builds on previous learning, focusing on developing skills to manage situations involving alcohol, vapes or other substances. These PSHE topics provide critical education on the health risks and addictive nature of vaping, exploring personal attitudes and values that influence behaviour, understanding legal consequences and risk assessment in decision-making, the specific dangers of alcohol and cannabis use for young people, and developing skills to resist negative influences from peers, media, and social pressures.

Topics covered:

- **Vaping** - Discuss the rapid rise in youth vaping and why it's become popular: marketing, flavours, peer influence, perception of being "safer" than smoking. Address the health risks of vaping. Explain the law.
- **Exploring attitudes** - Define what attitudes are: settled ways of thinking or feeling about something, which influence our behaviour. Help students identify their own attitudes towards various topics: education, relationships, health, risk-taking, authority, fairness, success.
- **The law and managing risk** - Explain why laws exist: to protect people, maintain order, and ensure fairness. Teach students about laws relevant to their lives.
- **Alcohol and cannabis** - Teach the facts about alcohol: it's a depressant drug that affects the brain and body. Discuss the law: cannabis is a Class B drug. Discuss the link between cannabis use and mental health, particularly psychosis. Address the impact on academic performance, motivation, and future opportunities.
- **Managing influence** - Discuss how influence can be positive (inspiring, educational, supportive) or negative (pressuring, manipulative, harmful). Teach students to recognise when they're being influenced: Provide strategies to resist negative influence.

Statutory content addressed: The facts about vaping including the harms posed to young people; how to recognise and manage peer influence in relation to risk-taking behaviour and personal safety; the law relating to the supply and possession of illegal substances; the law as it relates to knives and violence; the facts about which drugs are illegal and the risks of taking illegal drugs including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, and the potential health harms including the link to poor mental health; the physical and psychological risks associated with alcohol consumption; what constitutes low risk alcohol consumption in adulthood and the legal age of sale for alcohol in England; understanding how to increase personal safety while drinking alcohol including how to decrease the risks of having a drink spiked; how to recognise, respect and communicate consent and boundaries in relationships.

Managing Risk in Relation to the Law

This unit helps students to assess the ways young people might be drawn into criminal behaviour, and the impact of breaking the law. These PSHE unit provide essential education on recognising and avoiding involvement in serious and organised crime including county lines and exploitation, understanding what motivates cybercrime and how young people can become involved, the serious personal and societal consequences of cybercrime for victims and perpetrators, and knowing how to respond effectively to dangerous situations through the 'run, hide, tell' protocol used in emergency responses.

Topics covered:

- **Serious and organised crime** - Define what serious and organised crime is: criminal activity that is planned, coordinated, and conducted by groups working together for profit or power
- **Causes of cybercrime** - Define cybercrime: criminal activity carried out using computers, the internet, or digital technology
- **Explain the different types of cybercrime** - Discuss the wide-ranging effects of cybercrime on different groups
- **Effects of cybercrime**
 - Effects on individual victim
 - Effects on businesses and organisations
 - Effects on society
 - Effects on perpetrator
 - Wider consequences
- **Action for youth - run, hide, tell** - "Run, Hide, Tell" is a protocol for responding to serious incidents

Intimate Sexual Relationships

In this unit, students revisit learning about consent and learn about healthy, safe sexual relationships, including using contraception. Here students progress to the topic of Sex and Relationships with a focus on respectful relationships. As this topic focuses on valuing difference, students have the opportunity to reflect on their prior learning on friendships and link to their own responsibilities towards those who are being discriminated against and how peer influence can impact on our tolerance and respect of others. Students explore how to develop a more mature understanding of identity- this also allows students to review, build on and consolidate work done on this topic in Year 8. Students also have a lesson on healthy relationships where they explore and develop strategies for managing conflict with parents and family members so pupils are well prepared for the stresses and strains that may occur within family relationships as we approach school holidays.

Topics covered:

- **Avoiding assumptions** - Teaching pupils not to make judgements about others based on stereotypes, appearance, or limited information, and to approach people and situations with an open mind
- **Freedom and capacity to consent** - Exploring what genuine consent means, including understanding that consent must be freely given without pressure or coercion, and recognising when someone may lack the capacity to consent (e.g., due to age, intoxication, or power imbalances).
- **Asphyxiation** - Educating pupils about the serious risks and potentially fatal consequences of restricting oxygen supply to the brain, whether through choking games, strangulation during sexual activity, or other dangerous behaviours.
- **Relationship values**- Helping pupils identify and understand the core values that underpin healthy relationships, such as respect, trust, honesty, equality, and communication.
- **Contraception** - Providing age-appropriate information about different methods of preventing pregnancy, how they work, their effectiveness, and where young people can access advice and services.
- **Sexual health** Teaching pupils about maintaining physical and emotional wellbeing in relation to sexual activity, including preventing sexually transmitted infections (STIs), accessing testing and treatment, and understanding the importance of regular health checks.
- **Managing the ending of relationships** Supporting pupils to understand that relationships can end and equipping them with strategies to cope with break-ups in a healthy way, including managing emotions, maintaining self-respect, and knowing when to seek support.

Relationships and Sex with a focus on Intimate Relationships - as the summer is a time of year in which students are generally given more freedom we encourage them to consider their choices and equip with knowledge of consent, a topic covered in Year 8, and sexual health choices, including the risk of contracting STIs and the influence of social media around these topics.

Navigating Online Harms

This unit explores online harms young people may be exposed to, focusing on how they can respond to deepfake AI images and misogynistic narratives.

Topics covered:

- **Feelings about sharing nudes** - Exploring pupils' emotions, motivations and pressures around creating or sharing nude or semi-nude images, helping them understand the serious consequences and empowering them to resist pressure and seek help

- **Motivations and consequences - Examining** why young people might share images (such as peer pressure, relationships, or coercion) and understanding the potential legal, emotional, social and safeguarding consequences of doing so.
- **Tackling deepfakes** - Teaching pupils about digitally manipulated or AI-generated images (deepfakes), explaining that creating or sharing these images of other young people is illegal and has the same serious consequences as sharing real nude or semi-nude images, and equipping them with strategies to report and respond to such incidents.
- **Mental health stigma** - Helping pupils understand what mental health stigma is, recognising how negative attitudes and stereotypes can prevent people from seeking help, and developing empathy and language to support others and challenge discrimination around mental health.

Keeping Safe

This unit supports students to develop their critical thinking and media literacy skills, rehearse identifying and challenging misogynistic attitudes and behaviours, and build their capacity to promote gender equality and respectful relationships.

Topics covered:

- **Challenging the narrative: thinking critically about misogyny** - Equipping pupils to recognise, question and challenge misogynistic attitudes, stereotypes and harmful narratives about women and girls that they may encounter online, in media, or in their peer groups.
- **Exploring harms and misconceptions** - Examining the real-world harms caused by misogyny (such as harassment, violence and discrimination) and addressing common misconceptions that perpetuate sexist attitudes and behaviours
- **Responding to misogyny** - Teaching pupils practical strategies to safely challenge misogynistic behaviour when they witness it, support those affected, and understand when and how to report concerns to trusted adults or authorities.
- **Wellbeing: how can a relationship impact the way I feel** - Helping pupils understand how healthy relationships can positively support their emotional wellbeing, whilst recognising warning signs that a relationship may be negatively affecting their mental health, self-esteem or sense of safety.
- **Child exploitation** - Teaching pupils to recognise the different forms of exploitation (including criminal, sexual and financial exploitation), understand the grooming tactics used by perpetrators, and know how to seek help if they or someone they know is at risk.
- **Microtransactions** - Educating pupils about in-app purchases and online spending in games and apps, helping them understand the psychological tactics used to encourage spending, and developing skills to manage online finances responsibly.

We end the programme of study with keeping safe ensuring the students are well equipped to make informed positive choices in the summer ahead and they can recognise danger and know how to ask for help . This unit supports students to develop their critical thinking and media literacy skills, rehearse identifying and challenging misogynistic attitudes and behaviors, and build their capacity to promote gender equality and respectful relationships.

Year 10 PSHE and British Values Overview

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Curriculum Structure

Independence, Health Choices and Wellbeing

This unit supports students to make informed, healthy and responsible health choices as they transition to key stage 4. Year 10 start their journey revisiting the core theme of Health and wellbeing. This unit consists of five lessons and asks pupils to spend time thinking about their personal identity, mental health and wellbeing as well as developing a recognition of their learning habits. They learn about the differences between good and poor mental health and discuss possible solutions for this.

Topics covered:

Developing learning skills – Teaching pupils strategies to become more effective, independent learners, including skills such as goal-setting, time management, self-reflection, resilience and knowing how to seek help when needed.

Making informed choices – Equipping pupils with the skills to gather, evaluate and use information from reliable sources to make thoughtful decisions about their health, relationships, education and future pathways.

Making decisions about being active - wellbeing warning signs – Helping pupils understand the connection between physical activity and mental wellbeing, recognising when changes in their activity levels or motivation might signal underlying mental health concerns, and knowing when to seek support.

Menstruation matters – Providing comprehensive, age-appropriate education about the menstrual cycle, including what to expect, managing periods practically and emotionally, challenging stigma, and understanding when to seek medical advice.

Healthcare services – Teaching pupils about the range of healthcare services available to them (including GPs, sexual health clinics, school nurses and mental health services), how to access them confidently, and understanding their rights to confidential support.

Breast awareness & signs, symptoms and self-examination – Educating pupils about normal breast development and changes, teaching them to recognise potential warning signs (such as lumps, changes in shape or discharge), and empowering them to seek medical advice when needed, whilst being age-appropriate and sensitive.

Statutory content addressed: The importance of self-esteem, independence and having a positive relationship with oneself; how to critically evaluate which activities will contribute to their overall wellbeing; understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities; how to counter misinformation including signposting towards medically accurate information; the benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering for mental wellbeing and happiness; the importance of taking responsibility for their own health and the benefits of regular self-examination and screening; about menstrual and gynaecological health including what is an average period, period problems and when to seek help from healthcare professionals; how and when to self-care for minor ailments; the facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance; how to navigate their local healthcare system; the concept of Gillick competence; that the legal age of medical consent is 16; the main changes which take place in males and females and the implications for emotional and physical health; the importance of sufficient good-quality sleep for good health.

Navigating the Online World

As students progress through the autumn term, they move into exploring the online world with a particular focus on AI and digital technologies. This is crucial as Year 10 students are increasingly independent online and need to understand the risks of misinformation, deepfakes, and the impact of AI chatbots on relationships and decision-making. Students develop critical thinking skills to evaluate online content and understand how to protect themselves from online scams and sextortion.

This unit helps students understand the impacts and risks of AI and digital technologies, including misinformation, deepfakes, and sharing images.

Topics covered:

- **How does AI affect our daily lives** - Exploring the ways artificial intelligence is integrated into everyday activities (such as social media algorithms, voice assistants, and online recommendations), helping pupils understand both the benefits and potential risks of this technology.
- **What are the limitations of generative AI** Teaching pupils that AI-generated content can contain errors, biases, outdated information or fabricated facts, and developing their critical thinking skills to question and verify AI outputs rather than accepting them at face value.

- **How does generative AI affect our understanding of the world** Examining how AI-generated content can shape perceptions, spread misinformation, reinforce biases, and blur the lines between authentic and fabricated information, whilst equipping pupils to navigate this critically.
- **How do chatbots affect relationships** - Helping pupils understand that AI chatbots cannot replace genuine human connection, recognising the risks of emotional dependence on AI, and maintaining healthy boundaries between technology use and real-world relationships.
- **What's the harm? (deepfakes and manipulated images)** Teaching pupils that creating or sharing digitally manipulated or AI-generated nude or semi-nude images (deepfakes) is illegal and carries the same serious legal, emotional and safeguarding consequences as sharing real images
- **What can be done** Equipping pupils with practical strategies to protect themselves and others from AI-related harms, including how to report concerning content, verify information sources, use privacy settings, and seek help from trusted adults when needed.
- **Social attitudes to sending nudes** Examining societal pressures, normalisation and misconceptions around sharing nude or semi-nude images, helping pupils understand why these attitudes can be harmful, and empowering them to resist pressure and make informed decisions about their digital behaviour.

Statutory content addressed: Their rights, responsibilities and opportunities online including that the same expectations of behaviour apply in all contexts; that AI chatbots are an example of how AI is rapidly developing and can pose risks by creating fake intimacy or offering harmful advice; the importance of being able to critically think about new types of technology as they appear online; online risks including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately; the characteristics of social media including that some social media accounts are fake and/or may post things which aren't real/have been created with AI; that social media users may say things in more extreme ways than they might in face-to-face situations; that criminals can operate online scams for example using fake websites or emails to extort money or valuable personal information; about risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion; that pornography and other online content often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners; how to determine whether other children, adults or sources of information are trustworthy; how to judge when a relationship is unsafe and how to seek help or advice.

Friendship, Diversity and Challenging Extremism

The curriculum then addresses friendship, diversity and challenging extremism. This unit is particularly important as students prepare for more independent lives and need to recognise

and challenge bullying behaviour, value diversity, and understand the risks of extremism. Students learn how to be active bystanders and where to seek support if they or others are at risk.

This unit supports students to challenge bullying and harmful attitudes, promote inclusion, and recognise and respond to extremism.

Topics covered:

- **Recognising and challenging bullying behaviour** The curriculum then addresses friendship, diversity and challenging extremism. This unit is particularly important as students prepare for more independent lives and need to recognise and challenge bullying behaviour, value diversity, and understand the risks of extremism. Students learn how to be active bystanders and where to seek support if they or others are at risk.
- **Recognising and challenging unhealthy attitudes to bullying** Addressing harmful beliefs and misconceptions about bullying (such as "it's just banter," victim-blaming, or normalising aggressive behaviour), and helping pupils understand why these attitudes enable bullying to continue and how to challenge them
- **Valuing diversity** Helping pupils appreciate and respect differences in people's backgrounds, identities, beliefs, cultures and characteristics, whilst understanding how prejudice and discrimination harm individuals and communities, and developing skills to celebrate diversity and challenge stereotyping.
- **Understanding and preventing extremism** Teaching pupils to recognise extremist narratives and radicalisation tactics, understand how extremism threatens democratic values and community cohesion, and develop critical thinking skills to resist manipulation whilst knowing how to report concerns about extremism to trusted adults.

Statutory content addressed: The different types of bullying including online bullying, the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help; how inequalities of power can impact behaviour within relationships; the risks and signs that they may be at risk of grooming or exploitation and how to seek help where there is a concern; the importance of self-esteem, independence and having a positive relationship with oneself; skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring; how to increase their personal safety in public spaces including when socialising with friends, family, the wider community or strangers; how to identify risk and manage personal safety in increasingly independent situations; how to recognise and manage peer influence in relation to risk-taking behaviour and personal safety; the practical steps pupils can take and skills they can develop to support respectful and kind relationships including skills for communicating respectfully in situations of conflict; how stereotypes can cause damage; that the internet contains inappropriate and upsetting content including unacceptable content that encourages misogyny, violence or use of weapons; the concepts and laws relating to harms which are exploitative including sexual exploitation,

criminal exploitation and abuse, grooming, and financial exploitation; that happiness is linked to being connected to others.

Managing Influence

The curriculum then moves to, deepening students' understanding from previous years. pupils develop an understanding of who can influence them and how they can identify those who are seeking to manipulate them. Students learn how to recognise pressure, persuasion and coercion. Important topics are covered, ensuring students understand the law and where to seek support. These PSHE topics explore critical digital literacy, online safety, and healthy relationship skills: understanding financial incentives and reliability of social media content, recognising and safely challenging misogynistic narratives including toxic masculinity and incel culture, understanding image-based sexual abuse, and identifying personal relationship values.

This unit helps students to evaluate online content, understand how harmful attitudes such as misogyny spread, and recognise the impact of content on wellbeing, attitudes and behaviour.

Topics covered:

- **Money motivations for creating content on social media and who benefits from it being shared** - This topic examines the financial incentives behind social media content creation, including advertising revenue, sponsorships, and data monetisation, and explores who profits when content is shared and goes viral.
- **Trustworthiness and accuracy of content shared on social media** - This topic develops critical thinking skills to evaluate the reliability and factual accuracy of information encountered on social media platforms, including identifying misinformation, disinformation, and biased sources.
- **Challenging the narrative: The impact and spread of misogynistic narratives - Toxic culture** - This topic explores how misogynistic attitudes and toxic masculinity spread through online and offline communities, examining their harmful impact on individuals and society, and the importance of challenging these narratives.
- **Safely challenging misogynistic beliefs and attitudes - image-based sexual abuse-** This topic equips students with strategies to safely challenge misogynistic views whilst understanding image-based sexual abuse (including the making or sharing of nudes or semi-nudes, and AI-generated imagery), and knowing how to respond and report such incidents.
- **What is incel culture** - This topic examines the "involuntary celibate" online subculture, its misogynistic ideology, how it radicalises vulnerable individuals, and the real-world harms associated with extreme incel beliefs.
- **Relationships: what are my relationship values** - This topic encourages students to reflect on and identify their personal values in relationships, including respect, trust,

communication, consent, and equality, helping them establish healthy relationship boundaries and expectations.

Exploring Consent and Recognising Abuse

The curriculum then moves to exploring consent and recognising abuse, deepening students' understanding from previous years. Touching on relationship and sex, pupils develop an understanding of who can influence them and how they can identify those who are seeking to manipulate them. Students learn about the role of intimacy and pleasure, the impact of pornography, and how to recognise pressure, persuasion and coercion. Important topics such as FGM and forced marriages are covered, ensuring students understand the law and where to seek support.

Topics covered:

- **The role of intimacy and pleasure** - explores the emotional and physical aspects of intimacy in healthy relationships, including understanding pleasure, consent, mutual respect, and the difference between intimacy and sexual activity
- **The impact of pornography** - examines how pornography can create unrealistic expectations about sex, bodies, and relationships, and discusses its potential impact on attitudes, behaviour, consent, and mental wellbeing.
- **Pressure, persuasion and coercion** helps students recognise the differences between healthy communication and harmful manipulation in relationships, including identifying warning signs of pressure, persuasion, and coercion, and developing strategies to resist and report such behaviour.
- **FGM & Forced marriages** educates students about female genital mutilation (FGM) and forced marriage as forms of abuse and illegal practices, including recognising warning signs, understanding the physical and psychological harm caused, and knowing how to seek help and support.
- **Relationship rights and reporting abuse** - empowers students to understand their rights within relationships, recognise different forms of abuse (including physical, emotional, sexual, and financial), and know how to safely report concerns and access support services.

Study, Work and Careers

As the summer term approaches, students focus on study, work and careers in preparation for work experience and future career choices. Students identify their career preferences, navigate the careers landscape, and learn how to make a good impression in professional

settings. This prepares them for their work experience placements and helps them think about their post-16 options.

This unit explores career choices and pathways, work experience, and applications for study or work.

Topics covered:

- **Identifying career preferences** helps students explore their interests, skills, values, and aspirations to identify potential career paths that align with their strengths and personal goals.
- **Navigating the careers landscape** equips students with knowledge of different career sectors, pathways, and qualifications, including understanding apprenticeships, further education, higher education, and employment routes available to them.
- **Making a good impression** develops students' professional skills for the workplace, including creating effective CVs and application forms, preparing for interviews, understanding workplace etiquette, and presenting themselves confidently to potential employers
- **Preparing for work experience** prepares students for their work experience placement by covering practical considerations such as expectations of professional behaviour, health and safety responsibilities, understanding workplace culture, and maximising learning opportunities during their placement.

Reflection

The year concludes with a reflection unit where students consolidate their learning across all topics, consider the legal consequences of their actions online and offline, and reflect on their work experience. This provides an opportunity for students to apply their learning to real-life situations and prepare for Year 11.

This unit aims to help the students reflect on the topics they have learnt and apply them to their lives.

Topics covered:

- **Data** - helps students understand the legal implications of their actions, including age-related laws, criminal responsibility, consequences of illegal behaviour (such as drug use, theft, or online offences), and how criminal records can affect future opportunities
- **Legal consequences** - addresses body image, healthy eating, physical activity, and understanding the factors that contribute to weight changes, whilst promoting body positivity and challenging stigma around weight and appearance.

- **Weight gain and being unhealthy** - addresses body image, healthy eating, physical activity, and understanding the factors that contribute to weight changes, whilst promoting body positivity and challenging stigma around weight and appearance.
- **Support about my behaviour** encourages students to reflect on their own behaviour choices, understand the impact of their actions on themselves and others, and identify sources of support available when they need help managing or changing their behaviour
- **Reflecting on work experience** provides students with an opportunity to evaluate their work experience placement, identify skills developed, reflect on what they learned about the workplace and their career interests, and consider how this experience informs their future career decisions.

These topics cover important aspects of personal development, health and wellbeing, and careers education for your secondary students. They support students in making informed decisions about their health, behaviour, and future pathways, whilst developing self-awareness and reflection skills that are crucial for their personal growth and transition to adulthood.

Year 11 PSHE and British Values Overview

PSHE Education gives pupils the knowledge, skills and attributes they need to keep themselves healthy and safe and to prepare them for life and work in the world. We also look at the needs of the year group and adapt our teaching to focus on key topics when they arise. This is not just taught in lessons but is an integral part of everyday life here at Saint Julie's, it is also incorporated through: Assemblies, Wellbeing Wednesdays, our PM Slide set, work with the pastoral support team, Chaplain and Careers Advisor. This takes the form of independent learning, questions, class discussions, group work, debates, video clips, workshops, 1-2-1 sessions, charity awareness and fundraising and much more.

Our PSHE programme has been updated to fulfil all requirements of the new statutory guidance for Relationships, Sex and Health Education.

Curriculum Structure

Life-long Wellbeing

The Year 11 PSHE curriculum starts with the '**Life-long Wellbeing**' topic. We deliver this topic first as there are several lessons that help to prepare the students for their final GCSE year. Mental health is a key focus for our year group; Students explore strategies for managing distractions, changing thinking habits, and seeking help and support when needed. We finish this topic looking at stress management, managing change, loss and grief, and the importance of sleep – all of which are paramount in the final GCSE year as students prepare for their examinations.

This unit revisits and builds on prior learning about mental health, helping students to explore strategies that support wellbeing, especially when managing workload and preparing for exams.

Topics covered:

- **Mental health and wellbeing throughout life** - Explores how mental health and wellbeing evolve across different life stages, understanding that mental health exists on a spectrum, recognising common mental health challenges, and learning strategies to maintain positive wellbeing from adolescence through to adulthood.
- **Managing distractions and changing thinking habits** - equips students with practical techniques to identify and minimise distractions (both digital and environmental), develop focus and concentration skills, and challenge unhelpful thinking patterns that may impact their learning and wellbeing
- **Seeking help and support** - empowers students to recognise when they need support, overcome barriers to asking for help, identify trusted adults and appropriate services (both within school and externally), and understand how to access mental health support confidently.
- **Managing stress and tension** teaches students to recognise the physical and emotional signs of stress, understand healthy versus unhealthy stress responses, and

develop practical coping strategies such as relaxation techniques, time management, and self-care practices.

- **Managing change, loss and grief** helps students understand that change, loss, and grief are normal life experiences, recognise different types of loss (including bereavement, relationship breakdowns, and transitions), understand the stages of grief, and identify healthy ways to process difficult emotions and seek support.
- **The importance of sleep** explores the vital role sleep plays in physical health, mental wellbeing, and academic performance, understanding sleep cycles and how much sleep teenagers need, and learning practical strategies to improve sleep hygiene and establish healthy bedtime routines.

Drugs and Personal Safety

As students progress into the autumn term, we move to '**Drugs and Personal Safety**'. This unit supports students to understand the risks linked to substance use and gang involvement, manage external influences, and develop strategies to stay safe and seek support. Students learn about assessing risk, managing influence, and help-seeking behaviours. The unit also covers why young people might join gangs, the risks and consequences of gang involvement, and strategies for getting out of a gang. We conclude this topic with a focus on Violence Against Women and Girls (VAWG), teaching students how to look out for each other and recognise the signs of harmful behaviours. This topic is covered during the autumn term, providing time to allow any new form tutors to develop a safe and secure classroom environment with students before tackling these challenging subjects.

This unit supports students to understand the risks linked to substance use and gang involvement, manage external influences, and develop strategies to stay safe and seek support.

Topics covered:

- **Assessing risk and managing influence** develops students' ability to identify and evaluate potential risks in different situations, understand how peer pressure and external influences can affect decision-making, and build skills to make informed, independent choices that prioritise their safety and wellbeing
- **Help seeking** empowers students to recognise when they or others need support, overcome barriers to asking for help (such as fear, shame, or mistrust), identify trusted adults and appropriate services, and understand that seeking help is a sign of strength, not weakness.
- **Why you might join a gang** explores the complex factors that can make gang membership appealing to young people, including the need for belonging, protection, status, financial gain, or family/community pressure, whilst helping students understand the underlying vulnerabilities that gangs exploit.

- **Risks and consequences of being in a gang** examines the serious dangers associated with gang involvement, including exposure to violence, criminal activity, exploitation, impact on mental health and education, criminal records affecting future opportunities, and the risk to personal safety and that of family members.
- **Getting out of a gang** provides students with understanding of the challenges involved in leaving a gang (including threats, isolation, and fear), identifies sources of support available for those wanting to exit gang life, and emphasises that leaving is possible with the right help and protection in place.
- **VAWG: Looking out for each other** focuses on violence against women and girls (VAWG), teaching students to recognise warning signs of abuse in relationships, understand bystander intervention strategies to safely support friends who may be at risk, challenge attitudes that perpetuate VAWG, and know how to report concerns appropriately

Safe Relationships and Sexual Health

Here we focus on 'Safe Relationships and Sexual Health'. This topic has a core theme running through it: positive communication. Students explore healthy and unhealthy relationships, power and control dynamics, and how to set boundaries and get help when needed. We look at case studies where relationships may have become unhealthy, for example: controlling and violent relationships, and harassment. Students then explore relationship behaviours, including the impact of narratives on relationships. The unit progresses to choices, ensuring students have medically accurate information about the full range of factual informed information needed. All varieties of relationships are discussed during these lessons, ensuring students embrace diversity.

This unit helps students to recognise healthy and unhealthy relationship behaviours, explore power and control, set boundaries, manage conflict and breakups, and make informed decisions about sexual health.

Topics covered:

- **Healthy and unhealthy relationships** - helps students identify the characteristics of healthy relationships (including mutual respect, trust, communication, equality, and consent) and recognise warning signs of unhealthy or abusive relationships (such as control, jealousy, manipulation, or violence).
- **Power and control** - examines how power imbalances can exist in relationships, explores different forms of controlling behaviour (including coercive control, isolation, monitoring, and financial control), and helps students understand that these behaviours are forms of abuse and are never acceptable.
- **Setting boundaries and getting help** - empowers students to establish and communicate personal boundaries in all types of relationships, recognise when

boundaries are being violated, develop assertiveness skills to maintain boundaries, and know how to access support when they feel unsafe or uncomfortable.

- **Relationship behaviours** - explores the spectrum of behaviours within relationships from healthy to harmful, helps students understand what constitutes respectful versus disrespectful behaviour, and develops skills to recognise, challenge, and respond appropriately to concerning relationship behaviours in themselves and others.
- **Choices related to sex and contraception** - provides students with the facts about contraception which ensures they understand that they have a choice to delay sex or to enjoy intimacy without sex, , including understanding peer pressure and resisting pressure
- **Sexual health** - covers the facts about reproductive health (including fertility), how different sexually transmitted infections (STIs) including HIV/AIDS are transmitted, how risk can be reduced through safer sex, the importance of and facts about testing, the prevalence of some STIs and their impact, key facts about treatment, and how to access confidential sexual and reproductive health advice

Families, Fertility and Pregnancy

We explore '**Families, Fertility and Pregnancy**'. This unit covers long-term commitments and the legal status of marriage and civil partnership, helping students understand the legal rights, benefits and protections associated with different types of committed relationships. Students learn about parenting responsibilities and the characteristics of successful parenting. The unit then addresses fertility and routes to parenthood, including the facts about reproductive health, fertility, and the potential impact of lifestyle choices. We conclude with pregnancy outcomes and pregnancy choices, providing students with medically and legally accurate and impartial information on all options in the case of unplanned pregnancy, including keeping the baby, adoption, abortion and where to get further help.

This unit explores family life, including committed relationships and parenting responsibilities, fertility and routes to parenthood, and options in the case of unplanned pregnancy.

Topics covered:

- **Long-term commitments and the legal status of marriage** - explores different types of committed, stable relationships and their importance for human happiness and bringing up children, explains what marriage and civil partnerships are including their legal status and helps students understand why marriage and civil partnerships are an important relationship choice for many couples and must be freely entered into.
- **Parenting** - examines the roles and responsibilities of parents with respect to raising children, including the characteristics of successful, and helps students understand the emotional, practical, and financial commitments involved in becoming a parent.

- **Fertility and routes to parenthood** - covers the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women, and explores different routes to parenthood including natural conception, assisted reproduction, adoption, and fostering
- **Pregnancy outcomes and pregnancy choices** - provides the facts around pregnancy, including miscarriage, and ensures students understand that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).

Statutory content addressed: That there are different types of committed, stable relationships; why marriage or civil partnership is an important relationship choice for many couples; the legal status of marriage and civil partnership including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have undergone a non-legally binding religious ceremony; that 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children; how these relationships might contribute to wellbeing and their importance for bringing up children; the roles and responsibilities of parents with respect to raising children including the characteristics of successful parenting and the importance of the early years of a child's life for brain development; the importance of healthy behaviours before and during pregnancy; the importance of pelvic floor health; information on miscarriage and pregnancy loss and how to access care and support; how to navigate their local healthcare system; the concept of Gillick competence; that the legal age of medical consent is 16; the facts about reproductive health including fertility and menopause and the potential impact of lifestyle on fertility for men and women; the law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex; that all aspects of health can be affected by choices they make in sex and relationships; that some sexual behaviours can be harmful; the facts about the full range of contraceptive choices, efficacy and options available; that there are choices in relation to pregnancy with medically and legally accurate and impartial information on all options; how the different sexually transmitted infections (STIs) including HIV/AIDS are transmitted; how risk can be reduced through safer sex; the use and availability of HIV prevention drugs; the importance of and facts about regular testing and the role of stigma; the prevalence of STIs, the short and long term impact they can have and key facts about treatment; how and where to seek support for concerns around sexual relationships including sexual violence or harms.

Online Financial Harms

We conclude the Year 11 PSHE programme with '**Online Financial Harms**'. This unit is particularly relevant as students prepare for greater financial independence post-16. Students explore making money online, understanding the rights, risks and opportunities associated with cryptocurrencies and other online financial activities. They learn about controlled and uncontrolled online spending, including the risks related to online gambling and gambling-like content within gaming. The unit addresses financial exploitation online, teaching students how

to recognise the factors, strategies and support available. We finish by exploring social engineering, the consequences of fraud, and how to protect our online information. This equips students with essential skills to navigate the digital financial landscape safely as they move into further education, training or employment.

This unit supports students to understand online financial risks, manage spending safely, and recognise and respond to financial exploitation.

Topics covered:

- **Making money online: Rights, risks and cryptocurrencies** - explores legitimate ways to earn money online (including content creation, freelancing, and investing), examines the risks associated with online money-making schemes and cryptocurrency investments, and helps students understand their rights as consumers and workers in the digital economy.
- **Wanna bet? Controlled and uncontrolled online spending** - addresses the risks of online gambling (including the accumulation of debt), examines how advertising and in-game purchases encourage spending, helps students understand the difference between controlled budgeting and compulsive spending behaviours, and develops strategies for managing money responsibly in digital environments
- **Financial exploitation online: Factors, strategies and support** - identifies the factors that make young people vulnerable to online financial exploitation (including money muling, investment scams, and fraudulent schemes), teaches recognition strategies for identifying exploitation, and ensures students know where to access support and how to report financial crimes.
- **Social engineering, consequences of fraud, how to protect our online information** - explains social engineering techniques used by criminals to manipulate people into revealing personal or financial information (including phishing, pretexting, and impersonation), examines the serious legal and personal consequences of fraud for both victims and perpetrators, and equips students with practical strategies to protect their data, privacy settings, and digital footprint.

Statutory content addressed: About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing; the risks related to online gambling and gambling-like content within gaming including the accumulation of debt; the similarities and differences between the online world and the physical world including the impact of unhealthy or obsessive comparison with others online, how people may curate a specific image of their life online, and the impact that an over-reliance on online relationships can have; online risks including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately; that criminals can operate online scams for example using fake websites or emails to extort money or valuable personal information; about risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion; the concepts and laws relating to sexual violence including rape and sexual assault; how to identify harmful

behaviours online including bullying, abuse or harassment and how to report or find support; how advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online including conspiracy theories.