



St Peter's
Catholic School

Faith is our Foundation

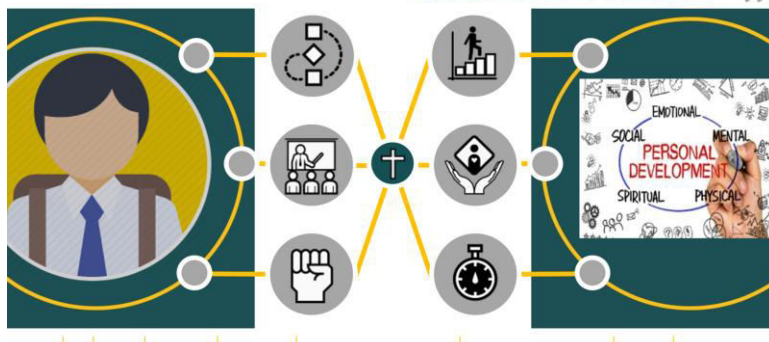
Key Stage 3 and 4

PSHE

Curriculum Overview

Mrs Shelton reviewed: October 2023

“ St Peter's Catholic School, Solihull.
PSHE Curriculum Overview KS3-4 ”





St Peter's Whole School INTENT

To deliver an *ambitious curriculum* which is coherently planned and sequenced, enabling children to become passionate learners who develop sufficient *knowledge and skills for future learning* and *employment*, to use their *God-Given talents* and to make a *positive contribution* to the world.

Curriculum Intent

- To create a curriculum that is **coherently planned** and **sequenced** towards cumulatively sufficient knowledge and skills for future learning.
- To ensure that teaching is designed to **help learners to remember** more in the long term the content they have been taught and to **integrate new knowledge into larger concepts**.

PSHE Curriculum INTENT

The curriculum and assessment of pupils at this stage of education has been carefully designed to prepare students for life outside of school. They develop the knowledge, skills and attributes students need to **manage life's challenges** and make the most of **life's opportunities**.

The selection of knowledge in this curriculum is informed by the **RSHE Statutory Guidance 2020**, the **PSHE Association's** suggested curriculum and The **Gatsby Benchmarks**.

PSHE should give students the **confidence and conviction** so that they can act with others, have influence, and **make a difference in their communities**.

The challenges identified and addressed with this curriculum are **relevant to the country, local area and time of delivery** and is **responsive** to any significant changes in those areas.

The substantive PSHE and RSHE knowledge is designed to be delivered in a sequence that **allows for connection-making across the topics**. The knowledge **becomes more complex and age specific** as students' progress through the academic year. Each one of the topics becomes a **thread of knowledge building** throughout this entire secondary curriculum, although there are clear links across topics, which are highlighted throughout.

To embed the substantive knowledge relating to RSHE, pupils need to reflect on the human and spiritual experience, linked to our **Catholic values and faith**.



Pupils' understanding of the topics will be enhanced through **stories and scenario-based considerations and reflections**.

Their hinterland knowledge will complement the substantive knowledge delivered through teachers **sharing examples and stories that relate to the topics**.

Our PSHE Programme

Personal, Social, Health and Economic (PSHE) Education is one aspect of Personal Development. This is a school curriculum subject that focuses on teaching how to keep young people healthy, safe and prepare them for life and work. PSHE not only supports students' health, relationships and wellbeing but also their academic attainment. A DfE review of PSHE education provision found a range of positive outcomes, including improved attitudes to health, being able to deal with personal difficulties and improved behaviour.

At Key Stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media. The curriculum has been designed with a presumption that pupils will not have been taught all of the statutory primary content for RSHE. Knowing that the guidance only became statutory in September 2020, where necessary, lessons have been included that re-cap primary content, to ensure our secondary curriculum can be fully accessed.

At Key Stage 4, students deepen their knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

Relationships and Society

At St Peter's, all staff sensitively teach lessons to help our students identify signs of healthy and unhealthy relationships and their impact. We aim to develop



knowledge and understanding of the different types of families and relationships, including LGBTQ+, in line with our Catholic faith and its teachings of gospel values.

Students are shown how to develop positive and healthy relationships with their peers, both now and in the future, as well as demonstrating respect for themselves and others.

Students will also develop knowledge and understanding of their own emotions, so they are able to manage them effectively.

Sex Education is taught from Year 10 by outside agencies who provide information about sexual health, intimacy and staying safe in sexual relationships as directed by the DfE's statutory guidance on RSE. Parents have the right to withdraw their child from sex education but not from lessons on relationships.

The right to withdraw from sex education

Parents/guardians cannot withdraw their child from any aspect of relationships education or health education. If a parent/carer wishes that their child be removed from sex education, they should write to the Headteacher to request withdrawal. St Peter's will arrange a meeting with them to discuss the matter further. Where necessary, we will provide support by signposting parents to where they can find out more information on parental guidance about sex education.

Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of sex education, other than those which are part of the science curriculum, up to and until three terms before the age of 16. After that point, if a student wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. Where students are withdrawn from sex education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Health and Wellbeing

We help students get to know and understand their bodies, including having a healthy and positive body image. Students develop knowledge on the importance of diet, fitness, oral hygiene and the impact of puberty. Positive



self-esteem is nurtured by promoting self-care and encouraging all students to talk about their emotions, signposting where students and families can access support.

Students are educated in how to look after their own, and others, mental health and wellbeing. Students also learn key life skills, such as how to respond in emergency and non-emergency situations, and first aid.

Living in the Wider World

British Values are embedded into every booklet used in all key stages at St Peter's. Students are taught - through a range of lessons, enrichment activities and the ethos of the school - how to apply the British Values of democracy, rule of law, individual liberty, mutual respect, tolerance for different faiths and beliefs, to support a positive outlook towards school and the wider community. Through a range of real-life situations, students are supported to apply their skills and attributes to navigate their way through modern life. Our tailored careers guidance interventions boost self confidence and enhance decision-making skills helping students to understand post-16 and post-18 pathways. Students are taught about risks such as knife crime, strangers, road, rail and water safety, drugs, gangs, sexual harassment, anti discrimination and extremism. Lessons provide advice on how to stay safe online and the impact of digital footprints, as well as how to report concerns. Students develop age-appropriate knowledge on saving, debt and budgeting, helping them to make informed choices as they progress through the different life phases.

Contextualised Curriculum

We have taken into account the contextual needs of our students when designing the curriculum. We have gathered information through the use of in-school student surveys, work with the school Safeguarding Team and internal results from Votes for Schools SMSC debates. Local crime, LMIs and news agendas have also been factors.

Student Voice

Students' opinions and views are heard and regularly collected, so that they feel part of the PSHE Personal Development offer. Student feedback is valued and their ideas help us to adapt the Personal Development offer.



Character Education

The choices an individual makes determines their future, and the purpose of developing good character is the ability to make good choices. Character allows us to flourish as individuals, and as a wider society. Character education at St Peter's is shaped by the needs of the students and through the language and values of our Catholic Pupil Profile and Catholic Social Teaching. Students across all Key stages also experience character education, through the assembly programme and form tutor PSHE programme, developing their knowledge and understanding of awareness events throughout the academic year. Embedded into worship, pastoral and curriculum are character traits such as faith, belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

SEND and Vulnerable Students – inclusive and ambitious

Learning within this curriculum is, by law, an entitlement of all children in the UK. By nature of the subject matter, certain elements may resonate with specific pupils more than others, based on their background and life experience. However, the content is designed to be taught to all pupils on the basis that it aims to build understanding and appreciation of others in order to further strengthen relationships and preparedness for adult life. Content relating to sex and relationships will be taught in such a way as to be equally applicable to LGBTQ+ young people as to CIS opposite sex relationships. It is hoped that in delivering this curriculum, teachers are further embracing and enhancing inclusivity within our community.

The curriculum breaks down lengthy guidance into deliverable, manageable chunks. It aims to challenge pupils to deeply reflect, and to embrace a wide range of subject (and topic) specific vocabulary, to equip them with the tools needed to navigate their lives as teenagers and adults, and to understand experiences that might affect friends, relations, partners, marriage, family and colleagues both now and in the future, thus hopefully making them more empathetic and faith-filled individuals.



Reasonable adjustments are made to support learning and empower SEND and vulnerable students through the Personal Development PSHE programme. Resources and materials are reviewed by the Director of Learning for PSHE to ensure it is developmentally appropriate and considers the context of individual students. Personal Development supports our SEND and vulnerable students by promoting independence and transition and helping students to stay safe in and out of school. We also target support for SEND and vulnerable students at St Peter's to increase attendance, participation and engagement where concerns are identified.

Behaviour, Culture and Context

Our Personal Development PSHE programme supports our behaviour curriculum which encourages positive behaviour patterns to promote good relationships throughout the school community built on faith, trust and understanding. The behaviour curriculum helps to embed good manners and instill high expectations to create a positive school culture underpinned by respect.

Parent and Carer Partnerships

At St Peter's, we recognise the importance of continuing Personal Development education at home and seek to develop strong relationships with our families. All Parents and Carers will receive Personal Development communication on topics taught and support available. This aims to empower and inform families so that they feel part of PSHE and Personal Development. Parents and Carers will have access to the PSHE curriculum online and our SRE Policy should they require more information.



Curriculum Overview – Year 7.

Year 7	
Autumn: Who am I going to be at St Peters?	<p>Health & Wellbeing - Transition and Safety</p> <p>Transition to secondary school and personal safety in and outside school, including basic first aid</p> <p>Personal safety strategies and travel safety, e.g. road and rail</p> <p>How to respond in an emergency situation</p> <p>How to manage the challenges of moving to a new school</p> <p>The relevance of the Catholic Pupil Profile to my life</p> <p>How to establish and manage friendships</p> <p>How to develop digital resilience</p> <p>About online communication</p> <p>How to use social networking sites safely</p> <p>Living in the Wider World - Developing Skills and Aspirations</p> <p>Careers, teamwork and enterprise skills, and raising aspirations</p> <p>How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</p> <p>About a broad range of careers and the abilities and qualities required for different careers</p> <p>About equality of opportunity</p> <p>How to challenge stereotypes, broaden their horizons and how to identify future career aspirations</p> <p>About the link between values and career choices</p>
Spring How am I wise in my actions towards myself and others?	<p>Relationships and Society – building relationships</p> <p>To recognise discrimination in all its forms</p> <p>How to develop self-worth and self-efficacy</p> <p>About qualities and behaviours relating to different types of positive relationships</p> <p>How to recognise unhealthy relationships</p> <p>Health & Wellbeing – physical and emotional well being</p> <p>The body, puberty, emotions and well being</p> <p>What Personal hygiene looks like</p> <p>Influences on decisions regarding diet and exercise</p> <p>Living in the Wider World - Citizenship</p> <p>Understand what democracy is, and about the basic institutions that support it locally and nationally</p> <p>To know about values and customs</p>



<p>Summer: How am I intentional about my rights?</p>	<p>Relationships and Society – identity – <i>supported by external agency RAISE</i></p> <p>How to develop self-worth and confidence</p> <p>About qualities and behaviours relating to different types of positive relationships</p> <p>How to recognise unhealthy relationships</p> <p>How to recognise and challenge media stereotypes</p> <p>Living in the Wider World - Careers</p> <p>To reflect on rights and responsibilities</p>
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Curriculum Overview – Year 8.

Year 8	
<p>Autumn: Who am I going to be at St Peters?</p>	<p>Health & Wellbeing – Emotional Wellbeing</p> <p>About attitudes towards mental health</p> <p>How to challenge myths and stigma</p> <p>About daily wellbeing</p> <p>How to develop digital resilience</p> <p>About unhealthy coping strategies (e.g. self-harm and eating disorders)</p> <p>About healthy coping strategies</p> <p>Living in the Wider World – Community and careers</p> <p>How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</p> <p>How to set aspirational goals for future careers and challenge expectations that limit choices</p> <p>About employment and self employment rights and types of work</p> <p>How to challenge stereotypes and discrimination in relation to work and pay</p>



<p>Spring How am I wise in my actions towards myself and others?</p>	<p>Relationships and Society - Identity The qualities of positive, healthy relationships How to demonstrate positive behaviours in healthy relationships How to develop self-worth and confidence About the law in relation to consent That the legal and moral duty is with the seeker of consent How to effectively communicate about consent in relationships About gender identity, transphobia gender-based, age and race discrimination</p> <p>Health and Well being – Drugs and Alcohol About medicinal and recreational drugs and the law About the over-consumption of energy drinks How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes How to recognise and promote positive social norms and attitudes</p> <p>Living in the Wider World - Citizenship How to develop digital resilience 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</p>
<p>Summer: How am I intentional about my rights?</p>	<p>Relationships and Society – identity and relationships, <i>supported by external agency RAISE</i> How to demonstrate positive behaviours in healthy relationships How to effectively communicate about consent in relationships The risks of ‘sexting’ and how to manage requests or pressure to send an image</p> <p>Living in the Wider World To reflect on rights and responsibilities</p>



Curriculum Overview – Year 9.

Year 9	
Autumn: Who am I going to be at St Peters?	<p>Health & Wellbeing – Peer Influence</p> <ul style="list-style-type: none"> How to distinguish between healthy and unhealthy friendships How to assess risk and manage influences, including online How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively To manage risk in relation to gangs About the legal and physical risks of carrying a knife About positive social norms in relation to drug and alcohol use About legal and health risks in relation to drug and alcohol use, including addiction and dependence <p>Living in the Wider World – Community and careers</p> <ul style="list-style-type: none"> About different types of employment and career pathways using Local Market Information (LMI's) How to work towards aspirations and set meaningful, realistic goals for the future About GCSE and post-16 options About transferable skills, abilities and interests How to demonstrate strengths How to manage feelings relating to future employment
Spring How am I wise in my actions towards myself and others?	<p>Relationships and Society – respectful relationships</p> <ul style="list-style-type: none"> About different types of families and parenting About positive relationships in the home and ways to reduce homelessness amongst young people About conflict and its causes in different contexts, e.g. with family and friends Conflict resolution strategies How to manage relationship and family changes How to access support services <p>Healthy Lifestyles – well being</p> <ul style="list-style-type: none"> About the relationship between physical and mental health About balancing work, leisure, exercise and sleep How to make informed healthy eating choices How to manage influences on body image To make independent health choices To take increased responsibility for physical health, including sleep routines



<p>Summer: How am I intentional about my rights?</p>	<p>Relationships and Society – respect How to develop self- How to critically assess different media sources How to distinguish between content which is publicly and privately shared About age restrictions when accessing different forms of media and how to make responsible decisions How to assess and manage risks of sending, sharing or passing on sexual images How to secure personal information online</p> <p><i>Intimate relationships – EXTERNAL AGENCY RAISE</i></p> <ul style="list-style-type: none"> • How to evaluate expectations for romantic relationships • About consent, and how to seek and assertively communicate • Consent <p>Living in the Wider World To reflect on rights and responsibilities</p>
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Curriculum Overview – Year 10

Year 10	
<p>Autumn: Who am I going to be at St Peters?</p>	<p>Health & Wellbeing – Mental Health How to manage challenges during adolescence Strategies to promote mental health and emotional wellbeing How to reframe negative thinking About the signs of emotional or mental ill-health How to access support and treatment About the portrayal of mental health in the media How to challenge stigma, stereotypes and misinformation</p> <p>Living in the Wider World – Finance Literacy 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 About the relationship between gambling and debt About the law and illegal financial activities, including fraud and cybercrime How to manage risk in relation to financial activities</p>



Relationships and Society

About relationship values

About myths, assumptions, misconceptions and social norms about sex, gender and relationships

About 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

About 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 accessing appropriate support

How to recognise and challenge victim blaming

About asexuality, abstinence and celibacy

Healthy Lifestyles – Exploring Influence

About positive and negative role models

About the Equality Act, diversity and values

About 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

About 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 crime

Exit strategies for pressurised or dangerous situations

How to seek help for substance use and addiction

Living in the Wider World

How to evaluate strengths and interests in relation to career development

About opportunities in learning and work

Strategies for overcoming challenges or adversity

About 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



<p>Summer: How am I intentional about my rights?</p>	<p>Relationships and Society</p> <p>About British Values</p> <p>How to safely challenge discrimination, including online</p> <p>How to recognise and respond to hate crime, extremism and radicalization</p> <p><i>Intimate relationships – EXTERNAL AGENCY RAISE</i></p> <p>About readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</p> <p>About myths and misconceptions relating to consent</p> <p>About the continuous right to withdraw consent and capacity to consent</p> <p>About STIs and safe sex</p> <p>About the consequences of unprotected sex, including pregnancy</p> <p>Living in the Wider World</p> <p>To reflect on rights and responsibilities</p>
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Curriculum Overview – Year 11.

Year 11	
<p>Autumn: Who am I going to be at St Peters?</p>	<p>Health & Wellbeing – Wellbeing for the future</p> <p>How to manage the judgement of others and challenge stereotyping</p> <p>How to balance ambition and unrealistic expectations</p> <p>How to develop self-efficacy, including motivation, perseverance and resilience</p> <p>How to maintain a healthy self-concept</p> <p>About the nature, causes and effects of stress</p> <p>Stress management strategies, including maintaining healthy sleep habits</p> <p>How to balance time online</p> <p>Living in the Wider World – Next Steps</p> <p>Effective revision techniques and strategies</p> <p>About options post-16 and career pathways</p> <p>About application processes, including writing CVs, personal statements and interview technique</p> <p>Relationships – Intimate relationships – EXTERNAL AGENCY RAISE</p> <p>About readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</p> <p>About myths and misconceptions relating to consent</p> <p>About the continuous right to withdraw consent and capacity to consent</p> <p>About STIs and safe sex</p> <p>About the consequences of unprotected sex, including pregnancy</p>



<p>Spring How am I wise in my actions towards myself and others?</p>	<p>Relationships and Society – Communication in relationships About core values and emotions About gender identity, gender expression and sexual orientation How to communicate assertively How to handle unwanted attention, including online How to challenge harassment and stalking, including online About various forms of relationship abuse About unhealthy, exploitative and abusive relationships About consent How to access support in abusive relationships and how to overcome challenges in seeking support</p> <p>Healthy Lifestyles - Independence 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 How to assess emergency and non-emergency situations and contact appropriate services About the links between lifestyle and some cancers About the importance of screening and how to perform self examination About vaccinations and immunisations About blood, organ and stem cell donation How to manage influences and risks relating to cosmetic and aesthetic body Alterations</p> <p>Relationships and Society - Families About different types of families and changing family structures About 'honour based' violence and forced marriage and how to safely access support</p>
<p>Summer: How am I intentional about my rights?</p>	<p>Relationships and Society - Families How to evaluate readiness for parenthood and positive parenting qualities About fertility, including how it varies and changes About pregnancy, birth and miscarriage About adoption and fostering</p> <p>Living in the Wider World – Next Steps Rights and responsibilities</p>



CELEBRATION AND REWARDS

PSHE contributes to the whole school reward systems, celebration assemblies, and it supports reward trips/visits, collecting and analysing student voice.

EXTRA CURRICULAR LINKS

As we deliver the curriculum, we draw clear links to how students can engage with both our in-school extra-curricular programme as well as our opportunities with our external partners. For example, in our work on democracy and British values we make links with the school Model United Nations extra curricular club and opportunities available to take part in MUN debates.

INCLUSION AND SUPPORT

Supporting other students at St Peter's who may experience bullying/mental health issues or concerns, is a priority. We work with leadership and those trained to support in these roles, to ensure we work with vulnerable and SEND students.

TEACHING AND LEARNING

PSHE supports the school its involvement in the staff recruitment process, support staff recruitment process and being involved in student panels during interviews. PSHE also promotes and encourages full attendance in school, which supports academic success. PSHE is also involved in reviews of teaching and learning, attending meetings with directors of learning to provide feedback. PSHE also offers support to new staff at St Peter's, with insight into the PD curriculum and expectations.