



PERSONAL, SOCIAL, HEALTH, CITIZENSHIP & ECONOMIC EDUCATION (PSHCE) CURRICULUM STATEMENT

The PSHCE department works alongside students and the school pastoral team to support students in becoming strong spirited, giving, determined, compassionate, enthusiastic, trustworthy, respectful and open-minded individuals. It is our goal to enhance the learning that takes place throughout Trafalgar and deepen the understanding and knowledge from a variety of subjects and environments across the curriculum. We are here to develop the resilience and perseverance of our students so that they can have a life fulfilled. Students will gain knowledge that will enable them to make informed decisions about their wellbeing, health, relationships, citizenship and finances. Students will put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and life choices within and outside of the school environment now and in the future. Through the topics covered within PSHCE, we will support young people to know how and when to ask for help, and to know where to access support. We are a stepping-stone on their journey into adulthood and it is our responsibility to give them the tools and knowledge to succeed.

CURRICULUM INTENT – *CURRICULUM IMPACT

1. HEALTH AND WELLBEING

- a. Students will deepen their understanding of the importance of good hygiene, diet and physical activity *so that *they can relate teaching from Physical Education, Food technology and Science to the everyday and lead a life that supports their physical health.*
- b. Students will explore the issues that are encompassed in the term Mental Health. They will have an understanding of a variety of conditions and therapy's that are available to support good mental health and wellbeing *so that *they are able to speak more openly about their own needs and be open-minded, compassionate and respectful of others as well as have the knowledge of where to seek support and help.*
- c. Students will learn about the changes that adolescent bodies go through physically; developing the knowledge they have gained in Science lessons, and have an understanding of how these changes can also affect our mental health and moods *so that *they are aware of how their bodies change and develop and how hormones can affect how they feel mentally.* Students will also gain knowledge and understanding of Female Genital Mutilation (FGM), the Menstrual cycle, Menopause and self-examination *so that *they can be prepared for the changes they are going through and what is to come and be confident adults in discussing their sexual/physical health.*
- d. Students will take part in Basic First Aid training *so that *they are prepared and able to deal with medical emergencies and deal with accidents compassionately, calmly, confidently and responsibly.*
- e. They will gain an understanding of drugs and alcohol. Exploring reasons for these lifestyle choices and the effects on the individual and the community around them *so that *they can make confident, independent and educated decisions as they become young adults and beyond.* Students will also explore the support and help that is available for people that misuse drugs and alcohol *so that *they are able to keep themselves safe and know where to get support.*
- f. Linked with Relationship Education: Students will gain knowledge of the most common sexually transmitted diseases and infections, contraception and the barrier method. They will have a clear knowledge of how to prevent infection, what symptoms are and where to get support *so that *they can speak confidently, respectfully and truthfully about their sexual health. Be able to keep themselves and future partners safe and have a clear understanding and knowledge of the support and guidance that The Sexual Health Clinic is able to provide.*
- g. As part of teaching focused on mental health and wellbeing: Students will explore body and self-image. They will gain an understanding of the affects that media can have on our perceptions as well as how society and our own interactions can also affect these ideals. They will also be introduced to the issues of anorexia, bulimia and the misuse of steroids to enhance muscle growth *so that *they can be strong spirited young people with the body type they have and as they develop into adults. Have an understanding of the affects their own behaviour can have on others and where to get support and help should they need to.*

2. RELATIONSHIPS

- a. Students will discuss and explore relationships in their many forms. They will discuss the similarities and differences of friendships, the family dynamic, the school community and intimate relationships. Students will have knowledge of what is a healthy and unhealthy relationship and where to seek support if needed *so that *they can make confident, independent decisions about relationships and be strong spirited, compassionate and respectful adults.*
- b. Students will learn about discrimination, prejudice and stereotyping in its many forms and how it is each individual's responsibility and the community's role to help end it. Students will discuss the issues of bullying with focus on the school environment and the use of online platforms and where to get support and help *so that *they can become compassionate, open-minded, strong spirited, responsible and respectful individuals who can support others as well as know where to get support for themselves should they need to.*

- c. Students will deepen their understanding of cyber safety linked to learning in CT lessons; alongside the legality of sending and receiving explicit content students will explore the emotional effects of these acts. During Key Stage 4 (KS4) students will discuss the effects of the online world on relationships and expectations of intimate relationships *so that ***they are fully aware of their rights and responsibilities and to prevent students becoming involved in illegal acts due to a lack of knowledge and within KS4 we want our students to be able to openly discuss the difference between online sexual content and real world expectations so that they can be respectful, trustworthy and compassionate adults who can be part of healthy relationships.***
- d. Students will have an understanding of the appropriate language and behaviour surrounding the issue of Sexual harassment **and laws linked to these issues so that they can be considerate, compassionate young adults that are informed about their rights and responsibilities in the school environment and once they move onto Post 16 settings and adulthood.**
- e. During KS4 students will further explore intimate relationships and long term relationships where they will explore the variety of family units, healthy and unhealthy intimate relationships, pregnancy and the emotional impact of these life decisions *so that ***they can have the opportunity to explore these topics in a safe and non- judgemental environment; can be open-minded, compassionate and respectful young adults who are strong spirited, determined and enthusiastic adults striving for a life fulfilled.***
- f. Students will deepen their understanding of what “Being Trafalgar” is by having a clear knowledge of the community that is Trafalgar. Students will learn about the Pastoral and Academic support given and how to access it and how they are part of the community and their rights and responsibilities *so that ***they feel happy, safe and confident members of their tutor group, House and school community and can achieve a life fulfilled through empowerment.***

3. LIVING IN OUR WORLD

- a. Careers education runs throughout all years exploring student’s skills and qualities where they will develop an understanding of how they learn best and what types of roles, careers they may have an interest in. They will have a knowledge and understanding of employment laws and unions. Students will have support in the GCSE choices process and Post 16 options, alongside our careers advisor *so that ***they can be confident, strong spirited decision makers, who are determined and driven with an understanding of how all subjects taught at Trafalgar support employability skills sought in the world of work. Underpinning our ambition to a life fulfilled through empowerment.***
- b. Students will discuss and gain an understanding of the terms “Gang Culture”, “County lines” and “Radicalisation”, and how young people can become involved, and the effects on the individual and community of this criminal activity *so that ***they are aware of the dangers and can be strong spirited and confident in making educated, Independent decisions to keep themselves safe and have a knowledge of where to get support for themselves or others.***
- c. Students will gain knowledge and understanding of democracy and the process of electing Government officials, they will be aware of how laws are created and what it is like to vote, *so that ***they can become informed adults who can voice their opinions and beliefs to make a change in their communities.***
- d. Students will develop knowledge of banking, saving and budgeting *so that ***they can become independent, confident and responsible adults in a life fulfilled through empowerment.***
- e. Students will have knowledge of a variety of charities and their aims to support communities locally and globally. They will learn about how charities work to gain funds and how we as a school can support some of those charities *so that ***they can become considerate, compassionate, giving, determined and enthusiastic young people and adults who think of others.***

CURRICULUM IMPLEMENTATION (SEQUENCING)

Terms	1	2	3	4	5	6
Yr7 Units	Transition to KS3 and Being Trafalgar	Healthy Lifestyles	Friendships (Online and Offline) Bullying	Introduction to Careers and Aspirations	Being Changing adolescent bodies and Hygiene	Community and our part in it.
Key learning	Students will be exploring the School processes, Pastoral team, Homework expectations, What makes a good lesson and what it means to be a member of Trafalgar school at Downton. Students will get a chance to explore how they are individual but also the similarities they have with Peers further developing the bond within their tutor group and building friendships within the class. This will support the work of the tutor and support teaching throughout the school as students will have a better understanding of how they can work as a team to support one another for a life fulfilled.	Students will look at how diet and physical activity is an important part of developing a healthy lifestyle that will support their physical and mental wellbeing. They will have an understanding of what the word Diet means, The Eatwell plate, Macro and Micro nutrients and a Balanced diet. Students will have a knowledge of the increase in Obesity and the impact of this on society and the health service. They will gain knowledge of ways that food choice can reverse the effects of this. Links will be made to the learning completed in Food Tech and how this learning can be used in everyday life. Students will gain an understanding of the importance of living an active life through fitness and physical activity, which is also supported through learning in PE. Lastly they will see the importance of sleep and a healthy bed routine to support their health and learning.	Friendships in real life and online. We will also explore what it is to create an anti – bullying culture. The Characteristics of positive and healthy relationships. Looking at Trust, respect, honesty, privacy, consent and managing conflict, reconciliation and ending relationships. Many year 7 students will have a mobile phone for the first time so students will be supported and gain knowledge of what is appropriate conversation on social media platforms and what do if they are being made to feel uncomfortable and where to get help and support. Students will have a full understanding of their rights and responsibilities. This will support and deepen the learning from CT.	What are aspirations, targets and goals and how do these help us to succeed and become fulfilled adults. What different types of jobs do people do? What are transferable skills are and where and how do I learn these. Students will also be introduced to the Career pilot software that will support their career development through the school from Yr7 – Yr11	Students will learn the importance of good personal hygiene, Changing adolescent bodies, Key facts about puberty and the menstrual cycle. We will also explore feelings about being self-conscious at this time. The majority of this work will be completed in mixed gender classes to develop confidence in talking about such topics together so that as they move through the school they are more articulate about expressing their worries with the opposite sex but also have an understanding of each other’s worries making them more compassionate. We will also have intervention groups where we look at topics in further detail which will be gender specific for example different products available to female students when having a period. This will also give the school the opportunity to explain the red box scheme we support in school.	What is a community and what it means to be part of a community? Students will explore the negative impact of not being accepted into a community and how not feeling valued or wanted can lead to negative behaviours such as , vandalism, graffiti, crime and anti-social behaviour. They will discuss the impact of this on the individual and the community and what responsibilities we have as members of a community to reduce this type of behaviour. They will gain knowledge of how powerful Positive peer pressure can be and also how they can use this learning in their everyday Trafalgar community.
Assessment	Baseline, Review and Reflect Task. Presentation and Effort Review	Baseline, Review and Reflect Task. Presentation and Effort Review	Baseline, Review and Reflect Task. Presentation and Effort Review	Baseline, Review and Reflect Task. Presentation and Effort Review	Baseline, Review and Reflect Task. Presentation and Effort Review	Baseline, Review and Reflect Task. Presentation and Effort Review
Yr8 Units	Discrimination and our rights and responsibilities in the community	Mental health and how to get support	How social media impacts our lives including internet safety	What is Work? Careers Education	Physical Health and Wellbeing. Basic First aid	Supporting the wider world
Key learning	Students learn about British society and how we have become to be such a diverse community. They will explore the rights (equality ACT 2010) and responsibilities of the individual as well as the community in becoming a more accepting community of difference. We will look at Sexism, Racism, Homophobia and being disablist. Students will reflect on the many different members of our own community and how this learning can impact on the community that is Trafalgar. We aim to	What is Mental health and how do we develop positive language around the subject. How does the mind process feelings and what are all these emotions that we feel? What are some of the diagnosis of mental health and how do they differ from one another. What can it be like to live with someone with mental health issues? Some examples would be Dementia/Alzheimer. Depression and Bipolar.	Students will explore the health issues linked to the over use of technology. We will explore the views and fake news spread through the medium of social media. What are the benefits of social media? How can we keep ourselves safe online (This is a development of their learning through CT lessons). Students will learn about the laws surrounding sexting and sexual exploitation of young people through imagery online.	What is work and how is this defined within the world of employment? Students will learn about the laws that surround child labour in Britain and the history of when these came into force and why they were needed (links to the Victorian industrial revolution). They will then explore child labour in different countries and the education available to these young people. This will then develop on from their work on aspirations and opportunity that they have learnt in Year 7. Students will re-visit the Career pilot software that will	Keeping healthy (Progression of learning from year 7) How to make a doctor/dentist appointment and law regarding their rights to confidentiality as of the age of 16years. Support available to them through the Doctors and Dentist.. Basic first aid skills that will be supported by outside agencies. Introduction to self-examination.	Students will learn about the environment and our responsibility to take care of it for future generations. They will investigate the increased pressure on world leaders to put Climate Change at the forefront of policy making and how this will affect them as an individual as well as a part of Britain. They will explore the idea of ethical consumerism and link this to their learning in Design Technology and sustainability. Students will also find out about ways in which the school is combating climate change

	support students in accepting difference and celebrating it. Supporting our values of Open-Mindedness, Compassion and Respect.			support their career development through the school from Yr7 – Yr11		through the work of the Eco Council. Students will explore the work of their House Charity and identify ways that they could support them through charity events.
Assessment	Baseline, Review and Reflect Task. Presentation and Effort Review	Baseline, Review and Reflect Task. Presentation and Effort Review	Baseline, Review and Reflect Task. Presentation and Effort Review	Baseline, Review and Reflect Task. Presentation and Effort Review	Baseline, Review and Reflect Task. Presentation and Effort Review	Baseline, Review and Reflect Task. Presentation and Effort Review
Yr9 Units	Peer pressure in relation to Gangs and Radicalisation	Drugs, Alcohol and Tobacco misuse	Jobs and future Aspirations - Supporting GCSE Options process	Social media and the effects it can have on our Mental Health	Sexual Relationships, Contraception, STI's and appropriate language	What is democracy and why is it important
Key learning	We will be exploring why young people become involved in gangs and what characteristics gangs have compared to a group of friends. We will discuss the risks posed by being involved in gang culture and what support there is for young people who are trying to get away from this lifestyle. We will discuss the law and risks of carrying knives and how this is linked to gang culture. This will lead onto learning about coercion and how young people can become involved in the drugs trade and County Lines. Students will also investigate the world of radicalisation and links to gang culture. Terrorism and explore the use of religion within these groups. Why young people are targeted and how easy it can be for someone to be coerced.	Students have about the law surrounding drug use and supply explained. We discuss the different reasons young people try drugs and the impact this can have on their lives and the lives of others close to them and the community. This links back to the learning about County Lines and Drug Students research a variety of drugs finding out the physical and emotional effects of these drugs. They also look into the misuse of prescription drugs. We then lead on to Alcohol and the dangers surrounding this legal drug. Keeping themselves safe, The laws about consumption and sale of alcohol and how to drink responsibly and safely.	Students explore their options for GCSE's and have an introduction to the options process. They progress in their development of aspirational thinking from Years 7 and 8 and have a chance to explore career paths and Post 16 options, as these may influence their GCSE choices. We also have a deeper look at transferable skills and how these are taught in a variety of different subjects within the school environment.	A progression from learning in CT as well as previous lessons in PSHCE. Explanations and more detail on sharing information and the law. We will also discuss how digital imagery and content can change our perceptions of real life activity and influence our opinions. The pressures of going viral and becoming a Youtuber, influencer or blogger. Students will explore their sense of self and how these can be influenced by society's appearance ideals and the impact of this on their mental health.	An introduction to intimate relationships discussing respect, trust, honesty and consent. Teaching about safe sexual practice and sexual health with information on STI's and STD's. A visit from the sexual health clinic to explain the support and advice that they give and a demonstration of how to correctly apply a condom. Students will also learn what FGM is and why it is important that they have an understanding of it.	Students will learn what parliament is. How Local governments work and how MP's are elected. We will discuss how and where you can find out information about parties, their policies and their representatives. We will also set up a mock polling station so that students have an understanding of what to expect come election day when they turn 18.
Assessment	Baseline, Review and Reflect Task. Presentation and Effort Review	Baseline, Review and Reflect Task. Presentation and Effort Review	Baseline, Review and Reflect Task. Presentation and Effort Review	Baseline, Review and Reflect Task. Presentation and Effort Review	Baseline, Review and Reflect Task. Presentation and Effort Review	Baseline, Review and Reflect Task. Presentation and Effort Review
Terms	1	2	3	4	5	6
Yr10 Units	The responsibility that comes with being in an intimate relationship	The responsibility that comes with being in an intimate relationship	Online and the Media	Managing Money and debt	Post 16 Options (& Study Skills)	Creating CV's and Interview preparation
Key learning	Students will discuss what a Healthy and Unhealthy relationship is – progressing on from coercive behaviour that was explored during year 9 – They will discuss how to talk to their partners about their feelings and worries that may be part of an intimate relationship. What is meant by Consent and the legal implications? Teenage pregnancy	A visit from the sexual health clinic to explain the support and advice that they give and a demonstration of how to correctly apply a condom. This is due to the visit being cancelled during Year 9 due to the COVID pandemic. What constitutes sexual harassment and sexual violence and that these are always wrong.	Students will explore the impact of viewing Harmful content. We will discuss how viewing sexually explicit content can distort our view on sexual behaviours and can affect how they behave towards sexual partners. Students will have an understanding that sharing and viewing indecent images of	Students will have an understanding of Banking. They will learn how to open a bank account, Budget, manage debt, savings and what a mortgage is.	Students will be investigating Post 16 options such as Sixth Forms, colleges, apprenticeships and work. Looking at mapping their time so that they can be prepared for the increase in work load and deadlines for assessments, that are part of the GCSE curriculum.	Students will learn about transferable skills and how we learn them throughout the school, in different subjects. What a personal statement and Curriculum Vitae are and how to create one ready to apply to colleges, sixty forms and employers at the beginning of Year 11. Starting this process now, gives students the time to

	and the choices that are available to them should they find themselves in this situation.		children including those created by children is a criminal offence and will know the penalties applied to these illegal behaviours.		Students will develop their Career and education aspirations through Career Pilot following on from their work in KS3.	complete extra-curricular activities over the summer, should they need more evidence for their CV. Students will have a chance to explore post 16 opportunities through online prospectus.
Assessment	Baseline, Review and Reflect Task. Presentation and Effort Review	Baseline, Review and Reflect Task. Presentation and Effort Review	Baseline, Review and Reflect Task. Presentation and Effort Review	Baseline, Review and Reflect Task. Presentation and Effort Review	Baseline, Review and Reflect Task. Presentation and Effort Review	Baseline, Review and Reflect Task. Presentation and Effort Review
Yr11 Units	Transition to Year 11, Expectations, Revision skills and Exam Preparations. Post 16 Options	Health , Wellbeing and Life skills	Long term Relationship	Mental Health and wellbeing		
Key learning	Students will have support in creating time plans for revision in preparation for Mock GCSE exams (PPEs) as well as advice and support in organising their revision notes and accessing resources that subject leaders have created for them. Students will have the opportunity to Explore Post 16 options through Post 16 Provider presentations and Q and A	Students will have time to update and develop their CV and personal statements, They will take part in a mock interview day in readiness for college and work interviews. And "THE GREAT BIG PLAN" A day of Examination prep, Revision tools and Subject specific resources and Mindfulness. Students will revisit skills such as making doctors and dentist appointments and their rights as a 16 year old. They will also learn how to complete a provisional driving license application form.	Students will explore what marriage, civil partnerships, arranged marriage and forced marriage are. They will be able to identify the healthy and unhealthy characteristics that are part of these long term relationships as well as family units. They will explore domestic abuse, coercive control and be able to identify where to get support should they need to.	Students will take part in activities to support their Mental Wellbeing and relieve stress. This will include meditation, Creative tasks, music, drama and Physical activity such as Yoga. This will work alongside the revision plan that they have for other GCSE subjects to support students in finding the balance between focused works and relieving the pressures of the exam period. Transition to Post-16		
Assessment	Baseline, Review and Reflect Task. Presentation and Effort Review	Baseline, Review and Reflect Task. Presentation and Effort Review	Baseline, Review and Reflect Task. Presentation and Effort Review	Baseline, Review and Reflect Task. Presentation and Effort Review		