

PSHE: Phase One Curriculum

Intent:

At Trinity Academy Leeds, personal, social and health education (PSHE) enables our pupils to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide pupils with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. Pupils will be able to demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of Law and Liberty and demonstrate a healthy outlook towards school and their peers. They will achieve age related expectations across the wider curriculum. The PSHE curriculum incorporates the understanding of RSHE so that children know more, remember more and understand more. As a result, pupils will know how to be safe and to understand and develop healthy relationships both now and in their future lives.

Content:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Transition and Safety What do I value?</p> <p>The aim of this unit is to introduce year 7 to the Academy and its values and ethos. It is also the aim to ensure our students have a clear understanding of what identity means and how identity and values can shape their future. Pupils are given the skills necessary to develop personal safety strategies and the skills needed to manage an emergency. Pupils are given a clear understanding of what mental well-being is and how to protect and care for their mental health and where to seek support in school.</p>	<p>Skills and Aspiration What opportunities are out there?</p> <p>This unit will allow our students to begin to develop an understanding of what working life is about. It will give them an insight into the careers that are out there, including employment, self-employment and voluntary work. The unit is hoping to inspire our students to set aspiring goals and consider a possible aim for the future, whether this be a consideration into their curriculum options and how this may link to their future.</p>	<p>Diversity in the UK How do I identify and challenge discriminative behaviours?</p> <p>Students will explore how stereotypes based on race, sex, gender and sexual orientation can cause damage. Students will understand that in school and in the wider community they are expected to treat everyone with respect. Students will understand different types of bullying, including homophobic and racist bullying.</p>	<p>Health and Puberty How can I keep myself healthy?</p> <p>The aim of this unit is ensuring that students have an understanding about how their bodies will be changing at this time in their life. This unit will give both boys and girls an insight into how their bodies differ and how they can manage these changes. We also ensure students are aware of how to keep their bodies clean as their bodies are changing, supporting them with personal hygiene including dental hygiene. They will also learn about how to keep their bodies healthy and impact on mental health.</p>	<p>Building Relationships How do I maintain a Healthy Relationship?</p> <p>This unit introduces our students to healthy relationships. They will be taught how to identify between a healthy and an unhealthy relationship. They will be taught the difference between relational conflict and bullying. They will be encouraged to build resilience and given strategies to help resolve conflict.</p>	<p>Financial Decision making Why is it important to budget?</p> <p>This unit is about encouraging our students to understand the purpose and positives of being able to budget from a young age. It is important our students leave school financially literate, for when they go to college, start and apprenticeship or go to university. The unit also ensures our students understand the risks of using finances in a negative way. Fraud is on the increase globally, therefore we need to ensure our students are aware of what fraud is, how it works and how to protect themselves.</p>

<p>Year 8</p>	<p>Exploring Drugs and Alcohol How can my lifestyle choices impact my Health?</p> <p>This unit is to educate pupils on the products that may damage their bodies at a young age. The items we will look at are alcohol, cigarettes, e-cigarettes drug use and we will educate them on the impact these items have on their body and mind. The rationale behind the unit is to try and ensure our students make healthy options if they are ever in a situation of being around these products.</p>	<p>Community and Careers Why are skills important?</p> <p>This unit builds on the learning in year 7. Pupils will begin to develop an understanding of what working life is about. It will give them an insight into careers. It introduces pupils to different skills. The unit explores how values can impact on our career choices. Pupils will also explore employment law and how the laws protect people while at work.</p>	<p>Exploring Discrimination How do I identify and challenge discrimination?</p> <p>This unit is about ensuring our students understand that people have different identities regarding their race, gender, sexuality and religion. The unit will give our students confidence in their identity and also educate them on how to identify and challenge discriminative behaviours. Students will be educated on appropriate language and discourse surrounding these identities in order to prepare them for the real world.</p>	<p>Exploring Emotional Wellbeing How do I look after my wellbeing?</p> <p>This unit ensures our students have a clear understanding of what their mental health is and how to protect and care for it. Our students are at a time in their life where they are in daily connection with social media and sources of influences that we cannot control. This is why this unit focuses on how to stay positive when using social media.</p>	<p>Identity and Relationships How do I maintain a healthy relationship?</p> <p>This unit is about introducing our students to the difference between a platonic relationship and an intimate relationship. We are wanting our students to understand the risks that are associated with an intimate relationship, including the consequences and laws surrounding contraception, consent and sexting</p>	<p>Digital Literacy How do I keep myself safe online?</p> <p>This unit is about online safety, educating our students on how to keep safe digitally. Students will examine a number of risks with being online, ranging from grooming, fake news to financial risks. The rationale is to ensure our students are aware of the risks they take when they create accounts online and to educate them on what to do if they find themselves in any difficult situations online.</p>
<p>Year 9</p>	<p>Peer Influence What is Gang culture?</p> <p>In this unit, pupils will study gang culture and knife crime as a contemporary issue. They will explore the rise of knife crime in the UK. The context of our community means that students may be faced with gangs and knife crime on their streets and therefore it is important for them to know how to keep themselves safe and to also ensure they know</p>	<p>Exploring Goal Setting What are the options for my future?</p> <p>In this unit, pupils explore their decisions around their GCSE options and what their options are after their GCSES. In year 9, students will start to visit universities to look at what further education is like and therefore this unit will support them in looking at options. Pupils will be introduced to the skills needed for decision making.</p>	<p>Exploring Respectful Relationships How can I maintain positive family relationships?</p> <p>Pupils will explore different family relationships and 'diverse' family types. Pupils will be taught that it is okay to be raised within these family types. Also, students will be made aware of the role a family is supposed to take in regards to protection etc. They will investigate the conflict of divorce/family breakdowns and where</p>	<p>Exploring Healthy Lifestyle How do I look after my physical health?</p> <p>This unit is about ensuring our students understand how to care for themselves medically when leaving school. Some of our students may not have carers to support them with this, so it is to ensure they understand how to book appointments, check themselves for signs of cancer and to</p>	<p>Respectful Relationships How do I keep myself safe in an intimate relationship?</p> <p>This unit explores how to keep safe in relationships. This unit will focus on the law surrounding sex and consent, the risks that they need to consider as well as how they can reduce these risks. We also delve into self-esteem issues and the importance of delaying sexual activity. This is to protect our students' wellbeing. Students will</p>	<p>PREVENT What has PREVENT got to do with me?</p> <p>PREVENT is a government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes. This unit covers all types of terrorism and extremism, including the extreme right wing, violent Islamist groups and other causes. The aim is to protect pupils from extremism and radicalisation.</p>

	the laws around knife crime.		to seek support from should this happen.	understand the risks of surgery.	be introduced to options available should they become pregnant.	This unit also explores values such as tolerance and mutual respect. Importantly, we can provide a safe place for pupils to discuss any issues so they better understand how to protect themselves.
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