

# PSHE

## Strand Progression



# PSHE Curriculum Overview

## Curriculum Progression

The PSHE curriculum is designed to ensure that pupils develop knowledge and understanding progressively over time. Key themes are revisited throughout pupils' time in school so that important concepts can be explored in greater depth as pupils mature and their experiences broaden.

The curriculum is structured around six core strands which provide a consistent framework for learning:

- Life Beyond School
- Health and Well-being
- Relationships
- Staying Safe On and Offline
- Celebrating Diversity and Equality
- Rights, Responsibilities and British Values

These strands run throughout the curriculum and allow pupils to revisit key knowledge regularly while building deeper understanding and practical life skills.

As pupils progress through the school, learning moves from developing basic understanding of personal safety, relationships and wellbeing towards developing greater independence, critical thinking and preparation for adult life.

This approach ensures that pupils are able to connect new learning with prior knowledge and apply their understanding in increasingly complex situations.



# Life Beyond School



**Year 11**

In Year 11, learning focuses on preparing pupils for the transition beyond school. Pupils consolidate their understanding of employment pathways, further education and training opportunities. They explore practical aspects of adult life, including managing money, understanding workplace rights and responsibilities and preparing for independence. Pupils are supported to reflect on their strengths, skills and ambitions and to consider realistic next steps for their future. By the end of Year 11, pupils should have developed a clearer understanding of the opportunities available to them and the skills they will need to successfully navigate life beyond school.

**Year 10**

In Year 10, the curriculum shifts towards practical preparation for adulthood. Pupils learn about key aspects of employment, including job applications, interviews and workplace behaviour. They explore the importance of employability skills such as punctuality, communication, problem solving and responsibility. Pupils also begin to develop a greater understanding of financial independence, including earning money, budgeting and managing personal finances. Learning at this stage focuses on helping pupils understand how to present themselves positively to employers and how to begin navigating adult responsibilities.

**Year 9**

By Year 9, pupils move towards a deeper understanding of the world of work. They begin to explore workplace expectations, including reliability, teamwork, communication and responsibility. Pupils learn about different types of employment sectors and consider how technology and social change influence employment opportunities. They may also begin exploring how people apply for jobs and the types of skills employers value. Learning at this stage helps pupils develop a clearer understanding of what working life involves and how their choices in school can influence future opportunities.

**Year 8**

In Year 8, pupils build on their understanding of aspirations by exploring a wider range of career pathways and opportunities. They begin to understand that there are many routes into employment, including further education, apprenticeships and vocational pathways. Learning focuses on helping pupils recognise that skills developed in school are transferable and valuable in the workplace. Pupils explore the idea that different jobs require different skills and qualifications and begin to consider how their interests and abilities might link to possible future pathways. This stage develops pupils' awareness of the wider world of work and encourages them to begin thinking more realistically about possible future opportunities.

**Year 7**

The Life Beyond School strand prepares pupils for adulthood by developing knowledge, understanding and practical skills that support independence, employment and participation in society. Learning is carefully sequenced so that pupils first develop awareness of their own interests and strengths before gradually exploring careers, workplace expectations and the practical realities of adult life.



# Staying Safe Online & Offline



## Year 11

In Year 11, pupils consolidate their understanding of safety as they prepare for increased independence beyond school. Learning focuses on recognising risks in new environments such as workplaces, further education settings and independent travel. Pupils develop a clearer understanding of how to manage digital communication responsibly and how their actions online can have long-term consequences. They also learn about accessing support services and understanding their rights and responsibilities when it comes to personal safety. By the end of Year 11, pupils should have developed the confidence and knowledge needed to recognise risks, make informed decisions and seek help when necessary as they move towards adult life.

## Year 10

In Year 10, the curriculum focuses on helping pupils develop the judgement and confidence needed to manage risk independently. Pupils explore situations where individuals may face pressure to take risks, including within friendship groups or online spaces. They learn about recognising manipulation, exploitation and unsafe behaviour. Learning also focuses on developing practical strategies for responding to unsafe situations, protecting personal information and making safe decisions in both online and offline environments. This stage supports pupils in applying their knowledge to real-life situations and developing greater personal responsibility for their own safety.

## Year 9

In Year 9, pupils deepen their understanding of the more complex risks associated with online communication and social interaction. Learning focuses on recognising behaviours such as online harassment, sharing images without consent, and situations where individuals may attempt to manipulate or exploit others online. Pupils explore how digital communication can create misunderstandings or escalate conflict and learn strategies for managing online relationships responsibly. This stage supports pupils in developing greater critical awareness of the potential risks associated with digital environments and social interactions.

## Year 8

In Year 8, pupils build on their understanding of safety by exploring how risks can develop through peer influence, online communication and social situations. Learning focuses on recognising pressure from others, understanding how group chats and social media interactions can affect behaviour, and identifying situations where people may be encouraged to take risks. Pupils begin to explore how to respond when situations feel uncomfortable or unsafe and develop confidence in seeking support when needed. This stage helps pupils move beyond simple awareness of safety to recognising the social dynamics that can influence decision making.

## Year 7

In Year 7, pupils begin by developing a basic understanding of personal safety both online and in the real world. Learning focuses on recognising situations that may be unsafe and understanding the importance of seeking help from trusted adults. Pupils explore safe behaviour online, including understanding that information shared on the internet can spread quickly and that communication online should be respectful and responsible. They also learn about simple strategies to stay safe in everyday situations such as travelling, interacting with others and using digital devices. This foundational learning helps pupils recognise that both online and offline spaces require responsible behaviour and awareness of potential risks.

# Health & Wellbeing



## Year 11

In Year 11, pupils consolidate their understanding of wellbeing as they prepare for the transition beyond school. Learning focuses on managing health and wellbeing independently, recognising when support is needed and understanding how to access appropriate help. Pupils reflect on strategies that support their mental and physical health and consider how these can be maintained in new environments such as further education, employment or training. By the end of Year 11, pupils should have developed the knowledge and strategies needed to maintain their wellbeing and respond to challenges as they move towards adult life.

## Year 10

In Year 10, pupils develop a more mature understanding of the choices that influence health and wellbeing. Learning focuses on lifestyle decisions, including sleep, physical activity, substance use and managing stress. Pupils explore how habits and behaviours can impact long-term health and begin to consider the responsibilities involved in maintaining personal wellbeing. They also explore coping strategies that can help manage challenges and develop resilience during times of change or pressure. This stage encourages pupils to take increasing responsibility for their own wellbeing.

## Year 9

In Year 9, pupils deepen their understanding of mental health and the factors that can affect it. Learning focuses on recognising common mental health challenges and understanding the importance of support networks. Pupils explore topics such as stress, anxiety and emotional pressure, and develop strategies for maintaining balance in their lives. They also learn about the importance of communication and seeking help when experiencing difficulties. At this stage, pupils begin to recognise that maintaining mental wellbeing requires active strategies and support from others.

## Year 8

In Year 8, pupils build on their understanding of wellbeing by exploring how emotions can influence behaviour and decision making. Learning focuses on developing emotional awareness and recognising how external influences such as friendships, school pressures and social media can affect wellbeing. Pupils begin to explore strategies for managing stress and maintaining positive mental health. They also develop an understanding that people experience mental health challenges in different ways and that seeking help is an important part of maintaining wellbeing. This stage helps pupils move beyond recognising emotions towards understanding how to respond to them constructively.

## Year 7

In Year 7, pupils begin by developing an understanding of their own emotional and physical wellbeing. Learning focuses on recognising emotions, understanding that feelings can change and exploring simple strategies for managing emotions in healthy ways. Pupils also explore the foundations of physical health, including sleep, nutrition, exercise and personal hygiene. They begin to understand that healthy routines contribute to both physical and mental wellbeing. This foundational learning helps pupils recognise that wellbeing is influenced by daily choices and that support is available when they experience difficulties.



# Relationships



**Year 11**

In Year 11, pupils consolidate their understanding of respectful relationships as they prepare for greater independence beyond school. Learning focuses on recognising the importance of equality, trust and responsibility in adult relationships. Pupils also develop an understanding of how to seek support if relationships become unhealthy or unsafe. By the end of Year 11, pupils should have developed the knowledge and awareness needed to build respectful relationships and recognise behaviours that may place themselves or others at risk.

**Year 10**

In Year 10, pupils develop a more mature understanding of responsibility within relationships. Learning focuses on recognising the importance of consent, communication and respect in different types of relationships. Pupils explore how expectations, pressure and social influences can affect behaviour and consider how individuals can maintain healthy boundaries. This stage encourages pupils to reflect on their own behaviour within relationships and develop the skills needed to interact responsibly and respectfully with others.

**Year 9**

In Year 9, pupils deepen their understanding of relationships by exploring the characteristics of healthy and unhealthy relationships. Learning focuses on recognising behaviours such as manipulation, control or disrespect and understanding how these can affect individuals within relationships. Pupils also explore the importance of communication, trust and equality in maintaining healthy relationships. At this stage pupils develop a clearer understanding of the differences between supportive relationships and those that may cause harm.

**Year 8**

In Year 8, pupils build on their understanding of friendships by exploring the importance of respect and personal boundaries in relationships. Learning focuses on recognising how behaviour can affect others and understanding that healthy relationships require mutual respect and consideration. Pupils explore how peer pressure can influence behaviour and begin to develop strategies for maintaining their own boundaries in social situations. This stage helps pupils understand that positive relationships depend on respect, communication and personal responsibility.

**Year 7**

In Year 7, pupils begin by developing an understanding of what positive friendships look like. Learning focuses on recognising the qualities of good friendships, including kindness, respect, trust and honesty. Pupils explore how communication and behaviour can affect relationships and learn strategies for resolving disagreements in a constructive way. They also begin to understand the importance of respecting differences between people and recognising the feelings of others. This foundational learning helps pupils develop the social awareness needed to build healthy friendships and interact positively with others.

# Celebrating Diversity & Equality

## Year 11

In Year 11, pupils consolidate their understanding of diversity and equality as they prepare for life beyond school. Learning focuses on recognising the importance of mutual respect and inclusion within workplaces, communities and wider society. Pupils explore how respecting diversity contributes to positive relationships and social cohesion. By the end of Year 11, pupils should have developed the understanding and awareness needed to interact respectfully with others and contribute to inclusive communities.

## Year 10

In Year 10, pupils explore how individuals and communities can actively promote equality and inclusion. Learning focuses on recognising situations where discrimination may occur and developing the confidence to challenge prejudice respectfully and responsibly. Pupils consider the role individuals can play in supporting inclusive environments and standing up for fairness. This stage encourages pupils to reflect on their own attitudes and behaviours and consider how they can contribute positively to their communities.

## Year 9

In Year 9, pupils deepen their understanding of equality by exploring the ways discrimination can affect individuals and communities. Learning focuses on recognising different forms of discrimination and understanding the importance of fairness and equality within society. Pupils explore how laws and social expectations help protect people from unfair treatment. This stage helps pupils develop a clearer understanding of why equality is an important principle within modern society..

## Year 8

In Year 8, pupils build on their understanding of diversity by exploring how stereotypes and assumptions about people can influence behaviour. Learning focuses on recognising how stereotypes can develop and understanding the impact they can have on individuals and groups. Pupils explore how prejudice and discrimination can occur and begin to consider how individuals can challenge unfair treatment. At this stage pupils begin to develop a deeper awareness of how attitudes and behaviour influence the experiences of others.

## Year 7

In Year 7, pupils begin by developing an understanding that people may have different backgrounds, beliefs, identities and experiences. Learning focuses on recognising similarities and differences between individuals and understanding the importance of treating others with kindness and respect. Pupils explore how words and actions can affect others and begin to understand why fairness and inclusion are important within communities. This foundational learning helps pupils recognise that diversity is a normal and valuable part of society.

# Rights, Responsibilities and British Values

## Year 11

In Year 11, pupils consolidate their understanding of rights and responsibilities as they prepare for adulthood. Learning focuses on recognising the responsibilities individuals have within society, including respecting laws, contributing positively to communities and engaging with democratic systems. Pupils explore how their behaviour and decisions can influence others and develop a clearer understanding of the responsibilities associated with adulthood. By the end of Year 11, pupils should have developed an understanding of how societies function and the role they can play as responsible and active citizens.

## Year 10

In Year 10, pupils explore the principles that underpin democratic societies. Learning focuses on understanding how decisions are made within democratic systems and how individuals can participate in shaping their communities. Pupils explore the importance of respecting different opinions and engaging in discussion respectfully. This stage encourages pupils to recognise that individuals can play an active role in shaping society through participation and responsible behaviour.

## Year 9

In Year 9, pupils deepen their understanding of how laws and systems help organise society. Learning focuses on recognising the importance of laws, justice and fairness within communities. Pupils explore how laws are designed to protect people and maintain order and begin to understand the role individuals play in following and respecting these laws. This stage helps pupils develop a clearer understanding of how societies function and why laws are necessary.

## Year 8

In Year 8, pupils build on their understanding of rules by exploring the concept of rights and responsibilities. Learning focuses on helping pupils understand that individuals have rights but also responsibilities towards others. Pupils explore how their actions can affect other people and consider how individuals can contribute positively to their communities. At this stage pupils begin to develop an awareness that rights and responsibilities must exist together in order for societies to function fairly.

## Year 7

In Year 7, pupils begin by developing an understanding of why rules exist within communities and why they are important for safety and fairness. Learning focuses on recognising that rules help people live and work together respectfully. Pupils explore ideas such as fairness, responsibility and respecting others within school and wider communities. This foundational learning helps pupils recognise that rules and expectations support positive relationships and safe environments.