

HTCS PSHE CURRICULUM MAPPING



2020/2021

Rationale

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 education 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.

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

HTCS PSHCE Curriculum – YEAR 7

Theme	Lesson	Topic	Learning opportunities linked to PSHE Associations Programme of Study:
Being Ready (Prepared) (Optimism) (Service) My World	1	What does it mean to be ready?	H1. how we are all unique; that recognising and demonstrating personal strengths, build self-confidence, self-esteem and good health and wellbeing L1. study, organisational, research and presentation skills L2. to review their strengths, interests, skills, qualities and values and how to develop them
	2	Who am I?	H1. how we are all unique; that recognising and demonstrating personal strengths, build self-confidence, self-esteem and good health and wellbeing L2. to review their strengths, interests, skills, qualities and values and how to develop them H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
	3	What are healthy relationships?	R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them R2. indicators of positive, healthy relationships and unhealthy relationships, including online R9. to clarify and develop personal values in friendships, love and sexual relationships R10. the importance of trust in relationships and the behaviours that can undermine or build trust R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships R18. to manage the strong feelings that relationships can cause (including sexual attraction) R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them R31. that intimate relationships should be pleasurable H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
	4	What is a family?	R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support
	5	How can I prepare myself?	L3. to set realistic yet ambitious targets and goals H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks H4. simple strategies to help build resilience to negative opinions, judgements and comments H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
	6	How can I prepare in a new world?	R2. indicators of positive, healthy relationships and unhealthy relationships, including online R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing
	7	Personal Review	All of the Above L2. to review their strengths, interests, skills, qualities and values and how to develop them
Being Respectful (Empathy) (Tolerance) (Democracy)	1	What does it mean to be respectful?	R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation R15. to further develop and rehearse the skills of team working R16. to further develop the skills of active listening, clear communication, negotiation and compromise
	2	What are Rights and Responsibilities?	R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours
	3	What are Prejudice & Discrimination?	L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships

Equality			R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online
	4	What is the Equality Act?	R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation R4. the difference between biological sex, gender identity and sexual orientation R5. to recognise that sexual attraction and sexuality are diverse
	5	What is Extremism?	L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours
	6	What is the effect of Bullying?	R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours
	7	Personal Review	All of the Above L2. to review their strengths, interests, skills, qualities and values and how to develop them
Being Safe (Honesty) (Self-Awareness) (Health) Safe Behaviours	1	What does it mean to be safe?	R19. to develop conflict management skills and strategies to reconcile after disagreements R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this H30. how to identify risk and manage personal safety in increasingly independent situations, including online
	2	Keeping safe: E-Safety	L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help
	3	Keeping Safe: Alcohol and Smoking	R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this H29. about the concepts of dependence and addiction including awareness of help to overcome addictions H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use
	4	Keeping Safe: Drugs	R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this H27. the personal and social risks and consequences of substance use and misuse including occasional use H29. about the concepts of dependence and addiction including awareness of help to overcome addictions H28. the law relating to the supply, use and misuse of legal and illegal substances H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics
	5	Keeping Safe: Body and Mind	R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

			<p>H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p> <p>H29. about the concepts of dependence and addiction including awareness of help to overcome addictions</p> <p>H28. the law relating to the supply, use and misuse of legal and illegal substances</p> <p>H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection</p> <p>H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination</p> <p>H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices</p> <p>H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</p> <p>H14. the benefits of physical activity and exercise for physical and mental health and wellbeing</p> <p>H15. the importance of sleep and strategies to maintain good quality sleep</p> <p>H16. to recognise and manage what influences their choices about physical activity</p> <p>H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</p> <p>H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need</p> <p>H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible</p> <p>H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</p> <p>H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns</p> <p>H7. the characteristics of mental and emotional health and strategies for managing these</p> <p>H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing</p>
	6	Keeping Safe: Financially	<p>L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams</p> <p>L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</p> <p>R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p> <p>H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling</p> <p>H29. about the concepts of dependence and addiction including awareness of help to overcome addictions</p>
	7	Personal Review	<p>All of the Above</p> <p>L2. to review their strengths, interests, skills, qualities and values and how to develop them</p>

- Activities: The Thread of activities should always relate to Talking, Thinking, Doing and Reviewing. These activities should be explicit in recognising which of these is the focus. Tasks should use the characters on relevant slides to indicate to students which aspect of their learner they are developing.
- Books: Students should work from pre-designed work books which are marked in line with policy
- Assessments: Students should be assessed based on personal development

HTCS PSHCE Curriculum – YEAR 8

Theme	Lesson	Topic	Learning opportunities linked to PSHE Associations Programme of Study:
Being Ready (Prepared) (Optimism) (Service) Relationships	1	Are we ready to recap Readiness?	L1. study, organisational, research and presentation skills L2. to review their strengths, interests, skills, qualities and values and how to develop them H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
	2	Are we ready for Family Life?	R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children
	3	Are we ready for relationships?	R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them R2. indicators of positive, healthy relationships and unhealthy relationships, including online R9. to clarify and develop personal values in friendships, love and sexual relationships R10. the importance of trust in relationships and the behaviours that can undermine or build trust R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships R13. how to safely and responsibly form, maintain and manage positive relationships, including online R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships R18. to manage the strong feelings that relationships can cause (including sexual attraction) R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships R31. that intimate relationships should be pleasurable
	4	Are we ready for marriage?	R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children
	5	Are we ready for parenthood?	R35. the roles and responsibilities of parents, carers and children in families R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children
	6	Are we ready for adulthood and society?	R2. indicators of positive, healthy relationships and unhealthy relationships, including online R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
	7	Personal Review	All of the Above L2. to review their strengths, interests, skills, qualities and values and how to develop them
Being Respectful	1	Are we ready to recap Respect?	R15. to further develop and rehearse the skills of team working R16. to further develop the skills of active listening, clear communication, negotiation and compromise
	2	Do we respect ourselves?	R42. to recognise peer influence and to develop strategies for managing it, including online

(Empathy) (Tolerance) (Democracy) Ourselves and others			R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities H14. the benefits of physical activity and exercise for physical and mental health and wellbeing H15. the importance of sleep and strategies to maintain good quality sleep H16. to recognise and manage what influences their choices about physical activity H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible H7. the characteristics of mental and emotional health and strategies for managing these H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing
	3	Do we respect others sexually?	R4. the difference between biological sex, gender identity and sexual orientation R5. to recognise that sexual attraction and sexuality are diverse R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex R18. to manage the strong feelings that relationships can cause (including sexual attraction) R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected R31. that intimate relationships should be pleasurable R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
	4	Do we respect each-others' differences	R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns
	5	Do we respect our community?	R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators
	6	Do we respect others online?	L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex

			R13. how to safely and responsibly form, maintain and manage positive relationships, including online H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health
	7	Personal Review	All of the Above L2. to review their strengths, interests, skills, qualities and values and how to develop them
Being Safe (Honesty) (Self-Awareness) (Health) SRE	1	Are we ready to recap Safe?	R19. to develop conflict management skills and strategies to reconcile after disagreements R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this H30. how to identify risk and manage personal safety in increasingly independent situations, including online H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support
	2	Are we legally aware?	R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances R25. about the law relating to sexual consent R26. how to seek, give, not give and withdraw consent (in all contexts, including online) R29. the impact of sharing sexual images of others without consent
	3	Are we relationship aware?	R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them R2. indicators of positive, healthy relationships and unhealthy relationships, including online R9. to clarify and develop personal values in friendships, love and sexual relationships R10. the importance of trust in relationships and the behaviours that can undermine or build trust R13. how to safely and responsibly form, maintain and manage positive relationships, including online R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships
	4	Are we aware of sexual changes?	R5. to recognise that sexual attraction and sexuality are diverse R28. to gauge readiness for sexual intimacy H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing
	5	Are we pregnancy aware?	R34. the consequences of unintended pregnancy, sources of support and the options available H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships) H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)
	6	Are we STI aware?	R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health') R33. the risks related to unprotected sex H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships) H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)
	7	Personal Review	All of the Above L2. to review their strengths, interests, skills, qualities and values and how to develop them

- Activities: The Thread of activities should always relate to Talking, Thinking, Doing and Reviewing. These activities should be explicit in recognising which of these is the focus. Tasks should use the characters on relevant slides to indicate to students which aspect of their learner they are developing.
- Books: Students should work from pre-designed work books which are marked in line with policy
- Assessments: Students should be assessed based on personal development

HTCS PSHCE Curriculum – YEAR 9

Theme	Lesson	Topic	Learning opportunities linked to PSHE Associations Programme of Study:
Being Ready (Prepared) (Optimism) (Service) Finance and Careers	1	Are we ready to recap Readiness?	L1. study, organisational, research and presentation skills L2. to review their strengths, interests, skills, qualities and values and how to develop them H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
	2	Are we ready for setting our goals?	L3. to set realistic yet ambitious targets and goals L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life L12. about different work roles and career pathways, including clarifying their own early aspirations H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks
	3	Are we ready for our options and lifelong learning?	L6. the importance and benefits of being a lifelong learner L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process L8. about routes into work, training and other vocational and academic opportunities, and progression routes
	4	Are we ready for employment and wages?	L4. the skills and attributes that employers' value L5. the skills and qualities required to engage in enterprise L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work L13. about young people's employment rights and responsibilities L14. to manage emotions in relation to future employment
	5	Are we ready for money management?	L15. to assess and manage risk in relation to financial decisions that young people might make L16. about values and attitudes relating to finance, including debt L17. to manage emotions in relation to money
	6	Are we ready for financial risk and exploitation?	L15. to assess and manage risk in relation to financial decisions that young people might make L16. about values and attitudes relating to finance, including debt L17. to manage emotions in relation to money H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling
	7	Personal Review	All of the Above L2. to review their strengths, interests, skills, qualities and values and how to develop them
Being Respectful (Empathy) (Tolerance) (Democracy) Peers and influence	1	Are we ready to recap Respect?	R15. to further develop and rehearse the skills of team working R16. to further develop the skills of active listening, clear communication, negotiation and compromise H7. the characteristics of mental and emotional health and strategies for managing these
	2	Do we respect our peers?	L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon
	3	Do people respect others - exploitation? (P11)	R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM
	4	Do people respect others - exploitation? (P12)	R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help R30. how to manage any request or pressure to share an image of themselves or others, and how to get help R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
	5	Are we respected or influenced? Pt 1 (Media)	L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions

			L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health
	6	Are we respected or influenced? Pt 1 (Media)	L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues L24. to understand how the way people present themselves online can have positive and negative impacts on them R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex
	7	Personal Review	All of the Above L2. to review their strengths, interests, skills, qualities and values and how to develop them
Being Safe (Honesty) (Self-Awareness) (Health) SRE	1	Are we ready to recap Safe?	R19. to develop conflict management skills and strategies to reconcile after disagreements R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this H30. how to identify risk and manage personal safety in increasingly independent situations, including online
	2	Are we aware of our physical and mental changes?	R28. to gauge readiness for sexual intimacy H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support H7. the characteristics of mental and emotional health and strategies for managing these
	3	Are we pregnancy, fertility and miscarriage aware?	R34. the consequences of unintended pregnancy, sources of support and the options available
	4	Are we aware of STIs and physical sexual health?	R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health') R33. the risks related to unprotected sex H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships) H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)
	5	Are we aware of contraception?	R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health') R33. the risks related to unprotected sex H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships) H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)
	6	Are we aware of our online sexual health?	R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them R29. the impact of sharing sexual images of others without consent H21. how to access health services when appropriate
	7	Personal Review	All of the Above L2. to review their strengths, interests, skills, qualities and values and how to develop them

- Activities: The Thread of activities should always relate to Talking, Thinking, Doing and Reviewing. These activities should be explicit in recognising which of these is the focus. Tasks should use the characters on relevant slides to indicate to students which aspect of their learner they are developing.
- Books: Students should work from pre-designed work books which are marked in line with policy
- Assessments: Students should be assessed based on personal development

HTCS PSHCE Curriculum – YEAR 10 – Careers specific

Theme	Lesson	Topic	Learning opportunities linked to PSHE Associations Programme of Study:
Being Ready (Prepared) (Optimism) (Service) Lifelong Learning & Skills	1	Are we ready to understand ourselves?	L1. to evaluate and further develop their study and employability skills
	2	Are we ready to analyse our strengths and weaknesses?	L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting
	3	Are we ready to develop?	L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability
	4	Case studies/ virtual talks	L4. about the range of opportunities available to them for career progression, including in education, training and employment
	5	Are we ready for what others want to see in us?	L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities
	6	Case studies/ virtual talks	L4. about the range of opportunities available to them for career progression, including in education, training and employment
	7	Are we ready to set our Goals?	L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting
Being Respectful (Empathy) (Tolerance) (Democracy) Choices & Pathways	1	Respecting our Choices: Post 16?	L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities
	2	Case studies/ Virtual talks	L4. about the range of opportunities available to them for career progression, including in education, training and employment
	3	Respecting the future: The changing world of work?	L8. about employment sectors and types, and changing patterns of employment
	4	Case studies/ virtual talks	L4. about the range of opportunities available to them for career progression, including in education, training and employment
	5	Respecting the now: Challenging employment stereotypes?	L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities
	6	Case studies/ virtual talks	L4. about the range of opportunities available to them for career progression, including in education, training and employment
	7	Respecting the now: The Labour Markets?	L7. about the labour market, local, national and international employment opportunities
Being Safe (Honesty) (Self-Awareness) (Health) Work & Careers	1	Being Safe: Your employment rights and responsibilities?	L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it
	2	Being Safe: Planning your CV?	L11. the benefits and challenges of cultivating career opportunities online
	3	Case studies/ virtual talks/ online profiles	L12. strategies to manage their online presence and its impact on career opportunities
	4	Being Safe: Preparing your interview?	L11. the benefits and challenges of cultivating career opportunities online
	5	Being Safe: Preparing for Work Experience?	L9. to research, secure and take full advantage of any opportunities for work experience that are available
	6	Case studies/ virtual talks	L4. about the range of opportunities available to them for career progression, including in education, training and employment
	7	Personal Review	All of the Above

- Activities: The Thread of activities should always relate to Talking, Thinking, Doing and Reviewing. These activities should be explicit in recognising which of these is the focus. Tasks should use the characters on relevant slides to indicate to students which aspect of their learner they are developing.
- Books: Students should work from pre-designed work booklets which are marked in line with policy
- Assessments: Students should be assessed based on personal development at the end of the whole year