

### PSHE and Citizenship 2025-2026 Overview

	Core Theme	Rationale	Knowledge Taught	Key Terms	Common Miss-conceptions	External Providers/ assemblies	CST
Year 7 Term 1	<b>Living in the wider world</b>	We cover politics, democracy, and financial literacy in PSHE during term one to equip students with essential life skills and an understanding of how society functions. Learning about democracy supports their participation in the selection of their form captain, promoting active citizenship and informed decision-making. Financial literacy builds practical skills for managing money, fostering responsibility and future independence. Together, these topics empower students to engage with the world around them, make thoughtful choices, and prepare for adulthood. Starting the year with these subjects lays a strong foundation for personal development and participation in the school and wider community.	<p><b><u>Politics and democracy- Financial Literacy (7 lessons)</u></b></p> <p>The structure of the UK government (local, regional, national). The role of democracy and how elections work. The rights and responsibilities of citizens. The importance of voting and representation.</p> <p>Understanding money (income, expenditure, saving, budgeting). The difference between needs and wants. Introduction to banks, savings accounts, and interest. Basic concepts of debt, credit, and financial responsibility.</p>	<p>Democracy Parliament Prime Minister Election Constituency</p> <p>Budget Income Expenditure Savings Debt Interest</p>	<p>Thinking the Prime Minister makes all decisions alone. Confusing democracy with any form of leadership. Believing voting doesn't matter or is optional in shaping society.</p> <p>Believing money is limitless or can be easily replaced. Thinking credit cards provide free money. Not understanding the consequences of debt or poor budgeting.</p>	<p>SMASHED Girls Health and Hygiene talk SWACA Welcome Mass Badge and Gown ceremony Riot assembly Knife crime assembly Online Safety Assembly Anti-bullying week Railway safety LFC transition workshops</p>	<p>Dignity of work and participation</p>
Year 7 Term 2	<b>Health wellbeing and relationships</b>	We cover the Ten Ten programme in PSHE during term two of Year 7 to align with Catholic teachings and support students' spiritual, moral, and personal development as they settle into secondary school life. This term is ideal as students are ready to reflect on relationships, emotional well-being, and human dignity through a Catholic perspective, promoting respect, empathy, and self-worth. It encourages informed choices and strengthens their	<p><b><u>Ten Ten programme- 6 lessons</u></b></p> <p><u>Who am I?</u> – Understanding identity, self-worth, and God's plan for each person. <u>Changing Bodies</u> – Learning about physical and emotional changes during puberty. <u>Healthy Inside and Out</u> – Promoting physical and mental well-being.</p>	<p>Identity Puberty Dignity Mental well-being Reproduction Relationships Boundaries Digital footprint Responsibility</p>	<p>Believing self-worth is based on appearance or achievements rather than inherent dignity. Thinking everyone experiences puberty at the same time or in the same way. Assuming mental health issues are rare or a sign of weakness. Misunderstanding how conception occurs or believing</p>	<p>Mental health awareness assembly Safer Internet awareness session Anti-bullying and conflict resolution LFC foundation wellbeing workshops</p>	<p>Dignity to Human person</p> <p>Call to family community and participation</p>

		understanding of faith-based values in modern life. Covering this now fosters character growth and helps students navigate key life challenges with a strong moral foundation.	<p><u>Where We Come From</u> – Exploring the miracle of life and human reproduction within a loving context.</p> <p><u>Misogyny</u> Discuss the impact of words and jokes that reinforce gender biases</p> <p><u>My Life on Screen</u> – Safe, respectful use of technology and social media.</p>	Consent	<p>myths about fertility and pregnancy.</p> <p>Equating healthy relationships with constant agreement or no conflict.</p> <p>Thinking setting boundaries is selfish or unkind.</p> <p>Believing private online content can't be shared or misused.</p> <p>Confusing implied consent with explicit consent, especially online.</p> <p>Assuming actions have no real consequences.</p> <p>Believing only one family type is normal.</p>		
Year 7 Term 3	<p><b>Living in the wider world</b></p> <p><b>Careers</b></p>	We cover Careers and Next Steps in the summer term of Year 7 to lay the groundwork for future career exploration at an early stage. At this point, students are becoming familiar with secondary school life, and introducing career topics helps them understand the connection between their interests, skills, and future opportunities. This early introduction provides time for reflection before they begin making choices in later years (like GCSE subjects), promoting a proactive approach to personal and academic development. By exploring different careers early, students can start to think about their strengths and passions, building a foundation for informed decisions in the coming years.	<p><b>Careers and Next Steps 6 lessons</b></p> <p>Living Responsibly – Making moral decisions and understanding consequences.</p> <p><b>Careers and the future</b> To be aware of how careers education can help you plan for the future. To be aware of what considerations are involved in making realistic choices.</p> <p><b>Transition points in your life</b> Identify ways of coping with transition points and how you would apply them to future times of change in your life.</p>	<p>Careers Skills Qualities Future Aspirations Career Opportunities</p> <p>Transition Points Career Change Risk Reflection</p>	<p>Feeling they cannot do any jobs, do not feel they have the ability until they learn about the skills and qualities.</p> <p>Stereotypes of male and female roles in the wider world of work.</p> <p>Unaware about when you can start University post 18 or later on in life.</p>	<p><b>Museum and gallery culture day</b></p> <p><b>Cyber bullying and fake news</b></p> <p><b>Whole cohort visit to Edge Hill University</b></p>	Dignity of work and participation

			<p><b>Personal qualities and skills</b> Students will be able to identify their personal and social skills. Students will understand how the skills and qualities link to their career dreams and aspirations. Students will understand the employability skills employers are looking for.</p> <p><b>Finding Careers information – Xello &amp; FSQ</b> To know where to look for career’s information. To be able to select suitable sources of careers information that are fit for purpose.</p> <p><b>Career Management &amp; Action points</b> To be able to identify different types of goals. To understand the usefulness of target setting to help achieve goals. To be able to plan and take action to move forward.</p> <p><b>Character traits and skills</b> To be able to describe your personal qualities and dispositions. To feel positive about yourself. To understand what skills are and to recognise those that you possess.</p>	<p>Interpersonal Advocacy Written Skills Qualities Aspirations Communication Enterprise, Employability</p> <p>Ambiguous, Biased Careers Prospectus Trade Journals Xello</p> <p>Goals, Targets, Action Planning Ambition</p> <p>Analogies, Qualities, Experience, knowledge Character trait Skills</p>	<p>Not realising their own worth and their skills and qualities count in addition to academic achievement.</p> <p>Not realising they have access to a career’s platform Xello they can use at home as well as in school. Parent log ins available.</p> <p>Not knowing how to target set or plan to be able to aim high.</p> <p>Not realising what their own character traits are and identify traits in others.</p>		
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	Core Theme	Rationale	Knowledge Taught	Key Terms	Common Miss-conceptions	External Providers/ Assemblies	CST
Year 8 Term 1	<b>Living in the wider world</b>	Covering politics, democracy, and financial literacy in PSHE during term one for Year 8 pupils helps them build a strong foundation for active citizenship and personal responsibility. As students prepare for form captain selections, they gain an understanding of democratic processes, voting, and decision-making. Additionally, learning about financial literacy equips them with essential life skills, including budgeting and managing money. This term sets the stage for informed, responsible choices both within the school community and in their future lives, ensuring they are prepared for leadership roles and independent decision-making.	<b><u>Politics and democracy- Financial Literacy (7 lessons)</u></b> The structure of local, regional, and national government in the UK. How laws are made and the role of Parliament. The concept of political parties and their influence on government. The importance of voting, elections, and democratic participation. The role of citizens in a democracy and their responsibilities. The difference between income, expenditure, and budgeting. How to manage money responsibly, including savings and understanding interest. The risks and benefits of credit, debt, and loans. The importance of financial planning for the future (e.g., savings, pensions). The role of banks and how they help manage finances.	Democracy Parliament Election Political party Constituency Representative Voting       Budget Income Expenditure Savings Interest Debt Credit	Believing the government only includes the Prime Minister and not the wider Parliament. Thinking that elections are only about choosing the Prime Minister. Assuming one vote doesn't make a difference in a democracy.       Believing credit cards provide free money or no immediate cost. Assuming saving money is only for adults. Not understanding that debt must be repaid, often with interest.	<b>Eve's Story- Terriers</b> <b>LFC Foundation Onside Programme</b> <b>LFC Foundation</b> <b>Empower Leadership</b> <b>SWACA</b> <b>Badge and Gown ceremony</b> <b>Riot assembly</b> <b>Knife crime assembly</b> <b>Online Safety Assembly</b> <b>Anti-bullying week</b> <b>Railway safety</b> <b>Careers Convention November</b>	Dignity of work and participation
Year 8 term 2	<b>Living in the wider world</b>  <b>Careers</b>	Covering careers in term 2 of Year 8 allows students to reflect on their strengths, interests, and aspirations as they begin to consider their future pathways. By this stage, students are familiar with the school environment, and it's a good	<b><u>Careers and next steps 6 lessons</u></b> <b>Wider World</b> – Exploring global issues, social justice, and the impact of our actions on others.  <b>Careers &amp; Aspirations</b>	Aspirations Careers Preferences Job roles Occupation Sectors	Not realising how to link interests to specific roles Not realising specific qualifications can lead to Job roles thinking that they do not need certain subjects to pursue a qualification.	<b>Racing to Schools</b>  <b>Elevate PP University trip summer term raising aspirations</b>  <b>Careers Convention</b>	Dignity of work and participation

		<p>time to introduce them to the concept of careers and the skills needed for different professions. This timing helps students connect their academic work to future opportunities and start thinking about their GCSE choices. Early exposure to career possibilities encourages informed decision-making, goal-setting, and an understanding of the relevance of their current education to future success.</p>	<p>To focus on potential careers, interests and preferences. Explain interests that will support decision making about KS4 Options and future career ideas.</p> <p><b>Labour Market Information (LMI)</b> To be aware of what labour market information (LMI) is and how it can be useful to you. To be able to start using LMI to get a realistic picture of the labour market to support making informed decisions about future careers.</p> <p><b>Exploring Careers</b> To identify the main UK Job sectors . To explore a wide variety of jobs. To evaluate the different. qualifications, starting salaries and duties of a wide range of jobs.</p> <p><b>Decision making &amp; Options Choices</b> Identify what is required for effective decision making? Understand a decision-making model. Recognise who can help you with information and advice.</p> <p><b>Qualifications and pathways</b> To understand the value and advantages of gaining qualifications. To be aware of the learning and progression pathways available .</p>	<p>Labour Market, Authority Demography Globalisation Manufacturing Education Training Job description Salary Duties Progression Qualifications GCSE, A levels University Skills</p> <p>Labour Market, Choices Options Destiny Knowledge</p> <p>GCSE, Progression, Pathways, Qualifications, Government, self-confidence</p> <p>Transferable Skills, Employability, Options, Skills,</p>	<p>Unable to understand what roles are in the Liverpool City region. Which ones are in demand and which jobs no longer exist.</p> <p>Not understanding salaries linked to job roles and sectors and how in some roles there is a starting salary and can increase due to performance. Being able to identify what roles may require an apprenticeship for a trade or a university degree as a requirement to do specific professions.</p> <p>Mixing the key term labour market with maternity. Not understanding labour in the term of the world of work. Misconceptions on identifying models and their purpose. Not realising who to go to when requiring careers advice or support.</p> <p>Not identifying pathways to specific roles or understanding which establishment you need to go to to get qualifications. I.e College for trades or hairdressing. Sixth form for level 3 courses and A levels. Not</p>	<p>Careers Elevate SEN Virtual reality VR Explore</p>	
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			<b>Xello Careers platform &amp; FSQ survey</b> To explore the employability qualities and transferable skills employers look for from school leavers . To understand that awareness of personal qualities and skills that shape choices and support decision making for KS4 Options.	Qualities, Communication, Leadership	knowing how apprenticeships work.  Not recognising transferable skills. No awareness of their own personal qualities or skills.		
Year 8 Term 3	Health wellbeing and relationships	We cover the Ten Ten programme for Catholic teachings in PSHE during term three of Year 8 to support students' personal and spiritual growth as they navigate key developmental stages. This term, students are maturing emotionally and socially, making it an ideal time to reflect on relationships, personal values, and moral choices. The programme provides a strong foundation for understanding dignity, responsibility, and respect, helping students develop empathy and make informed decisions. By aligning with Catholic teachings, it reinforces core values, guiding them toward positive, responsible behaviour during their formative years.	<b>Ten Ten programme- 6 lessons</b> <u>Created and Chosen</u> Understanding personal dignity and being chosen by God. <u>Appreciating Differences</u> Embracing diversity and respecting others. <u>Feelings</u> Exploring emotional well-being and managing emotions. <u>Before I Was Born</u> Understanding the sanctity of life and the miracle of creation. <u>Tough Relationships</u> Navigating difficult friendships and building healthy connections. <u>Misogyny</u> Discuss gendered harassment in gaming, social media, and influencer culture.	Dignity Respect Diversity Empathy Consent Relationships Self-worth Emotional well-being social justice Online safety	Believing self-worth is determined by appearance or achievements alone, not by God's love.  Thinking diversity only applies to race or ethnicity, rather than all aspects of life (e.g., personality, abilities). Misunderstanding that it's wrong to express negative emotions like anger or sadness.  Believing that all relationships should always be easy, and conflict-free.  Thinking online content is private once shared with friends. Assuming global issues don't relate to their lives or actions.	LFC foundation- conflict resolution LFC foundation- wellbeing workshops Rob Jackson NHS Knife Crime Evolve drug awareness	Dignity to Human person  Call to family community and participation

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Year 9 Term 1	Living in the wider world.	Year 9 is a key stage for developing independent opinions on society and governance. Teaching politics and democracy in PSHE helps students understand voting, leadership, and representation—skills they apply in their form and sports captain selections. This practical experience reinforces democratic principles, encouraging informed decision-making and fair campaigns. It also prepares students for future civic participation, fostering critical thinking about societal issues and political discourse. With social media shaping opinions, equipping students with the tools to assess information critically is essential. This ensures they become active, informed members of both their school community and wider society.	<b><u>Politics and democracy- Financial Literacy (7 lessons)</u></b> Principles of Democracy – The importance of democracy, the rule of law, and human rights. The UK Political System – The roles of Parliament, the Prime Minister, and political parties, as well as how laws are made. Elections and Voting – How elections work, the importance of voting, and political campaigns. Citizenship and Participation – How individuals can engage in democracy through student councils, petitions, activism, and critical thinking about political information.	Democracy  Rule of Law  Constitution  Parliament  First Past the Post	The Prime Minister makes all the laws.  If my party doesn't win, my vote didn't count.  We have one government that controls everything in the UK.  A dictatorship means there are no laws.  The media always tells the full truth.  Only adults need to care about politics.	Eve's Story Careers Convention Aintree Careers SWACA Welcome Mass Badge and Gown ceremony Riot assembly Knife crime assembly Online Safety Assembly Anti-bullying week Railway safety Careers Convention November	Dignity of work and participation
Year 9 Term 2	Living in the wider world and next steps	In the spring term, Year 9 students focus on careers education in PSHE and Citizenship to support their upcoming GCSE options selections. This is a crucial time when students must make informed decisions about subjects that will shape their future pathways. Careers education helps students explore different industries, understand the link between GCSE subjects and future careers, and develop key employability skills. By	<b><u>Careers, options and Next steps 6 lessons.</u></b> <b><u>Self Awareness</u></b> State the difference between work and leisure. Describe the benefits of work. Explain the term self-awareness. Recognise the types of work. <b><u>Equality in the workplace</u></b> Define Stereotyping. Define Equality. Identify Stereotypical male and female jobs.	Careers Self-awareness Soft skills Aspirations Career plan Opportunity awareness  Stereotype Equality Success criteria Equality Act 2010	Not understanding the term self-awareness and being able to link to their own and confidently discuss this with peers and teachers. Not knowing benefits of work and future skills learning.  Unable to recognise or realise if they are stereotyping in the world of work.	Cells LFC Foundation- Wellbeing Industry day  Options assembly Options evening Select option choices Meet the employers Aintree racing to school Careers	Dignity of work and participation

		<p>learning about apprenticeships, university routes, and workplace expectations, students can make choices that align with their strengths, interests, and aspirations. This focus also builds decision-making, goal-setting, and self-reflection skills, ensuring students feel confident in their selections. Additionally, lessons on labour market trends and transferable skills prepare them for a rapidly changing job market.</p>	<p>Explain why we Stereotype. Explain the importance of avoiding stereotyping. <b><u>Nine to five Stacey Dooley work experience overview</u></b> Identify skills required in the workplace? Describe the benefits of a work placement. <b><u>Decision making</u></b> Organise information in ways which help with decision making. Plan how to reach decisions about key stage 4 options. Explore the different decision-making styles. <b><u>Option choices</u></b> Identify career interests and future job roles. Research next steps towards the next key stage. <b><u>Opportunity Awareness / Xello &amp; FSQ</u></b> Be able to login to the career's platform Xello and identify career interests and career matches. Research pathways and career routes. Explore salaries attached to specific roles.</p>	<p>Protected characteristics</p> <p>Workplace Work experience Placement Communication Organisation</p> <p>Decision making Effectiveness Convention Webinar Styles</p> <p>Options Pathways Decision making Aspirations Choices</p> <p>Career ideas Subjects Courses Pathways</p>	<p>Not realising being stereotypical and the risks with breaking the law / equality act. Not recognising the skills required for work experience. Unable to initially recall the benefits of completing a placement that does not necessarily need to link to a specific career at this key stage.</p> <p>Not recognising decision styles and how to link them to their own career planning decisions.</p> <p>Not being able to link specific subject studies to next steps towards career role interests. Not understanding the school option choice pathways.</p> <p>Not realising specific subjects required to study for medicine careers. Not realising the skills cross curricular which are beneficial to studying for a particular career pathway.</p>		
Year 9 Term 3	Health and Wellbeing Relationships	<p>In the summer term, Year 9 students move onto the Ten Ten Programme, focusing on health and wellbeing, to support their emotional, physical, and social development as they</p>	<p><b><u>Ten Ten Programme- 6 lessons</u></b> <b><u>The Search for Love.</u></b> Explores the difference between healthy and unhealthy relationships, helping</p>	<p>Consent Commitment Contraception Healthy Relationships</p>	<p>Consent only matters if things get physical.</p> <p>Love means you must do everything your partner wants.</p>	Places of Worship Wimbledon trip	Dignity to Human person



		<p>transition into Key Stage 4. Having completed topics on democracy and careers earlier in the year, this shift ensures they are equipped with the resilience and awareness needed for the challenges of adolescence and academic pressures.</p> <p>The Ten Ten Programme provides a structured, faith-based approach to mental health, relationships, and personal identity, fostering self-reflection and emotional intelligence. It addresses issues such as self-esteem, body image, stress management, and healthy relationships, equipping students with the knowledge and confidence to make informed choices.</p> <p>By focusing on holistic wellbeing at this stage, students develop essential life skills that enhance their mental and physical health, enabling them to thrive both academically and personally as they approach their GCSE years.</p>	<p>students understand the deeper meaning of love.</p> <p><u>Misogyny.</u> The link between everyday sexism and more extreme forms of gender-based harm.</p> <p><u>In Control of My Choices.</u> Empowers students to take responsibility for their choices in relationships and emotional wellbeing.</p> <p><u>Fertility and Contraception.</u> Provides information about fertility, contraception methods, and the importance of making informed sexual health decisions.</p> <p><u>Commitment and Marriage.</u> Introduces the concept of commitment in relationships, focusing on the significance of marriage and lifelong dedication.</p> <p><u>Understanding Consent.</u> Explains the importance of mutual respect and that consent in relationships and sexual encounters must be clear and ongoing.</p> <p><u>Human Rights and Wrongs.</u> Focuses on recognising and challenging harmful behaviours, encouraging students to stand up for their own and others' rights.</p>	<p>Fertility Human Rights</p>	<p>If you're in a relationship, you're expected to have sex.</p> <p>Contraception is 100% effective. Marriage is only for religious people.</p> <p>If someone says 'no' to something once, they might change their mind later, and that still counts as consent.</p> <p>Human rights only apply to big issues, not in relationships.</p>		<p>Call to family community and participation</p>
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Year 10 Term 1	Living in the wider world	In Term 1 of Year 10 PSHE, pupils explore politics, democracy, global governments, county lines, and careers, including how to write a CV. This carefully sequenced programme builds understanding of power, responsibility, and societal structures. The timing aligns with the election of form and sports captains, providing a practical context for democratic participation. Learning about global governments broadens pupils' worldviews, while county lines education supports personal safety and awareness of criminal exploitation. The CV lesson encourages self-reflection and goal setting, helping pupils consider their future roles in society. Together, these topics promote active citizenship, independence, and preparation for adult life.	<p><b><u>Politics and democracy (7 lessons)</u></b></p> <p>Pupils learn how the UK's democratic system works, including the roles of Parliament, political parties, and voting. They reflect on the importance of representation and link this to their own experience of electing form and sports captains. Students look at how young people can get involved in politics beyond voting—through campaigns, protests, petitions, and youth councils. Pupils explore how their voices can shape society and debate current issues relevant to their age group.</p> <p>Pupils compare the UK's government to other systems around the world, such as dictatorships and republics. The lesson highlights the link between political systems and human rights, promoting awareness of global citizenship and justice. This safeguarding-focused session educates pupils on what county lines is, how it affects young people, and how to spot the signs of exploitation. Pupils learn strategies to protect themselves and how to access help if needed.</p>	<p>Democracy</p> <p>Exploitation</p> <p>Constituency</p> <p>Autocracy</p>	<p>Only adults can participate in politics.</p> <p>All countries have similar rights and freedoms.</p> <p>County lines only affect certain types of people.</p> <p>A CV is only needed when applying for a job .</p> <p>Voting doesn't make a difference.</p>	<p>Racing to schools, entrepreneurship</p> <p>SWACA</p> <p>Welcome Mass</p> <p>Badge and Gown ceremony</p> <p>Riot assembly</p> <p>Knife crime assembly</p> <p>Online Safety Assembly</p> <p>Anti-bullying week</p> <p>Railway safety</p> <p>Elevate will deliver introduction to Work experience planned for the summer term</p> <p>Require an assembly or PowerPoint presentation to be delivered via form tutors in term 3 in preparation before students go out on placement.</p> <p>Out on placement in July summer term.</p>	<p>Rights and Responsibilities</p> <p>Dignity of work and participation</p>

		CV Creation and planning for work experience by researching into health and safety in the work place.	<p><b><u>Careers, two lessons (computing room required on a carousel) for Xello and FSQ</u></b></p> <p><b><u>CV Creation</u></b> To understand the purpose of a CV Create a clear and concise CV Recognise own skills and qualities to promote on a CV</p> <p><b><u>Health and safety in the workplace</u></b> Understand the right to be protected by Health and Safety laws whilst on work experience. Identify a range of vocabulary associated with Health and Safety at work. Explain suitable PPE Describe a range of Health and Safety signs.</p>	Curriculum Vitae (CV) Personal qualities Qualifications Xello  Health Safety Work experience PPE Risks Hazards	<p>Not knowing their own skills and qualities. Understanding concise and summarising.</p> <p>Not being able to recognise the dangers posed in a work place environment.</p> <p>Recognising the correct PPE for specific roles.</p>	<p><b>Careers Convention November</b></p> <p><b>Taster day at College summer term for students considering next steps in a College</b></p>	
Year 10 Term 2	<b>Health Wellbeing Relationships</b>	Year 10 students cover the Ten Ten "Life to the Full" programme In Term 2 to build a strong foundation for personal development, relationships, and ethical decision-making at a crucial time in their secondary education. This term is ideal because students are transitioning into adolescence, facing increasing social pressures, and beginning to form deeper personal and romantic relationships. The programme addresses key issues such as self-worth, communication, and healthy relationships, which are essential for	<p><b><u>Ten/ Ten programme (6 lessons) Created and Loved</u></b> Students explore their personal dignity and worth as individuals created by God and reflect on how to foster a positive sense of self. <b><u>Love, Honour and Cherish</u></b> This session focuses on building healthy relationships, including understanding boundaries, respect, and the Catholic perspective on love and sexuality. <b><u>Relationships and Communication</u></b> Students learn about the importance of communication in relationships,</p>	Dignity Consent Boundaries Exploitation Sexuality	<p>Self-worth is based on appearance</p> <p>Love and respect are the same.</p> <p>Consent is only needed for sexual activity</p> <p>Exploitation only happens to vulnerable people</p> <p>Sexuality is only about</p>		<p>Dignity to Human person</p> <p>Call to family community and participation</p>

		<p>students' emotional well-being. By covering topics like human dignity, respect, and the beauty of sexuality, it provides a faith-based framework that helps students navigate complex social and moral situations with confidence. Additionally, the programme includes vital safeguarding content, such as recognising exploitation and abuse, equipping students with the knowledge and skills to protect themselves and others. The Ten Ten curriculum fosters personal reflection and social responsibility, preparing students for a positive, faith-led approach to relationships and life choices.</p>	<p>exploring the role of listening, empathy, and conflict resolution.  <u>Misogyny</u>  Address the link between misogyny, harassment, and gender-based violence.  <u>Recognising Exploitation and Abuse.</u>  Students are educated on the signs of exploitation and abuse, discussing issues like grooming, coercion, and how to stay safe.  <u>The Beauty of Sexuality</u>  Students explore the beauty of human sexuality, reflecting on its role within relationships and understanding its connection to love, marriage, and faith.  <u>Love in Action</u>  The final session encourages students to live out their faith and values in practical ways, focusing on service to others, social justice, and being a positive influence in their communities.</p>				
Year 10 Term 3	Health and Wellbeing Relationships	<p>We choose to deliver the Year 11 Ten Ten content during the summer term of Year 10 to ensure students receive these vital messages before their final academic year begins. Year 11 is a time of intense focus on progress, future pathways, and preparation for GCSE exams. By frontloading this content, we allow pupils to explore essential issues—such as self-worth, healthy relationships, coercion, and</p>	<p><b><u>Ten/ Ten programme (year 11 content) 6 Lessons</u></b>  <u>Self worth:</u> This session invites pupils to consider how they respect themselves and others, and the role God can play within that.  <u>Addiction;</u> invite pupils to consider their own patterns or tendencies towards addiction  <u>Eating Disorders</u> This session invites pupils to consider their own deepest</p>	<p>Dignity  Consent  Addiction  Consequences  Integrity</p>	<p>Addiction only applies to drugs or alcohol.  Only women suffer from eating disorders.  If a person doesn't say no, it means they consented.  STIs aren't a big deal anymore because they're treatable.</p>	<p>Assembly on work experience from Michelle- health and Safety  Drug Talk- all pupils</p>	<p><b>Dignity of the Human Person  Call to Family, Community, and Participation</b></p>

		sexual health—at a time when they can fully engage without the pressure of upcoming assessments. These sessions provide a foundation for informed, values-based decision-making and help equip students to navigate complex situations they may face during and beyond their final school year. Additionally, delivering these topics in Year 10 means that safeguarding content like recognising abuse and understanding exploitation is addressed proactively. This timing ensures that pupils develop maturity, self-awareness, and a strong moral compass as they approach adulthood and increased independence.	needs and the complexities and contradictions within themselves. <u>Pornography</u> This session looks at 'adult content' in an adult way: asking questions about how it affects people's behaviour, how it affects the way people think about themselves, others and their relationships <u>STI's</u> pupils will consider how the reality of STIs connects to deeper questions about sexual choices and consequences, and how to rethink behaviour that causes harm. <u>Coercive Control</u> pupils will be able to consider what is meant by coercive control and how this type of abusive relationship can develop. They will also be able to discuss issues such as rape, victim-blaming, sexism and misogyny.		Coercive control isn't abuse unless there's physical violence.	Responsible choices talk (Laura Charlton)	
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	Core Theme	Rationale	Knowledge Taught	Key Terms	Common Miss-conceptions	External Providers/assemblies	CST
Year 11 Term 1	Living in the wider world	In Year 11, teaching rights and responsibilities helps students understand their social, legal, and moral obligations as they approach adulthood. This knowledge empowers them to make informed decisions and engage responsibly in society. A careers focus in the first term is	<b><u>Careers and next steps (7 lessons)</u></b> <b><u>Application form workshops</u></b> To know that the skills you already have can be transferable. Provide an opportunity for you to assess your personal skills and achievements to date.	Application form Success criteria Transferrable	Not understanding the purpose of an application form.	SWACA Welcome Mass Badge and Gown ceremony Riot assembly Knife crime assembly	Human Dignity

		<p>crucial as students prepare for post-16 pathways, such as college, apprenticeships, or employment. Early careers education allows time for goal setting, application preparation, and practical planning. This combined focus on rights, responsibilities, and careers ensures students are equipped to navigate the next stage of life with confidence, independence, and awareness of their future opportunities.</p>	<p><b><u>Prepare for interview</u></b> Identify different types of interviews, their purpose and ways to prepare. Apply the STAR method to answer some common interview questions.</p> <p><b><u>Xello &amp; FSQ</u></b> Be able to login to the career's platform Xello and identify career interests and career matches. Research pathways and career routes.</p> <p><b><u>Labour Market Information (LMI)</u></b> To be aware of what labour market information (LMI) is and how it can be useful to you. To research LMI to get a realistic picture of the labour market to support making informed decisions about future careers.</p> <p><b><u>Planning for post 16/18 opportunities</u></b> Identify the features of an action plan. Explain suitable targets for the future. Identify their own skills and attributes.</p> <p><b><u>Apprenticeship &amp; Traineeships</u></b> Define what an apprenticeship and traineeship entails. Describe the benefits of apprenticeships and traineeships. Explain the application process for apprenticeships.</p>	<p>Interview Skills Qualities Star model Volunteering Research Life skills</p> <p>Pathway Xello Skills Action plan Goals Targets</p> <p>Labour Market, Authority Demography Globalisation Manufacturing Education Training</p> <p>Targets Long term goals Action plan Equality Reflection Protected characteristics</p>	<p>Not having the confidence for an interview and unsure of typical questions asked and their purpose in an interview.</p> <p>Recognising the purpose of Xello careers platform but not realising how it can support the individually not just in school but at home.</p> <p>Not realising the acronym LMI or understanding its purpose. Not identifying jobs that will no longer exist. Not understanding that humans will always be required to manage technology i.e. AI etcetera as computers and robotics will not prevent jobs for humans in the future.</p> <p>Not realising the opportunities out there for them. Recognising that not all jobs require a degree.</p> <p>Identifying how you qualify in an apprenticeship for a trade. Not understanding the qualification T. Level or Btech courses and which courses / subject/ careers are linked to them.</p>	<p>Online Safety Assembly Anti-bullying week Railway safety</p> <p>Introduction assembly to prepare for post 16 next step destinations Elevate application workshops Elevate mock employer interviews Career adviser interviews SLT one to one meetings Careers Convention November</p>	
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			<p>Identify where to look for apprenticeships.</p> <p><b>Next steps planning for post 16</b> List qualifications and expected grades. Identify course requirement grade entries. Explore responsibilities for job roles of interest. Research destinations suitable for study for post 16 /18.</p>	<p>Apprenticeship Traineeship Application Grade criteria Vacancy T-Level Planning Post 16 Post 18 Progression Qualification Grade entry Employability Personal statement</p>	<p>Not realising the grade entry criteria / requirements for post 16 destinations.</p>		
Year 11 Term 2	Living in the wider world	<p>In Term 2, Year 11 PSHE lessons focus on developing essential study skills to help students prepare effectively for their GCSE exams. These sessions teach time management, organisation, and revision strategies, enabling students to manage stress and improve academic performance. By learning how to plan and prioritise, students build resilience and self-discipline, which support both their wellbeing and lifelong learning. Addressing challenges like procrastination helps students develop a positive mindset. Embedding study skills in PSHE connects academic success with personal development, preparing students not only for exams but also</p>	<p><b>Key Study Skills (6 Lessons)</b> <b>How to Revise:</b> Explore active recall, spaced practice, and self-quizzing. Develop personalised strategies for effective, active revision suited to different subjects. <b>Note Making:</b> Learn structured notetaking for long-term revision. Emphasise planning, consistency, and independence to reduce exam stress and improve retention. <b>Mind Mapping:</b> Create visual mind maps using colour and connections to simplify topics. Apply technique to revise content from a chosen subject. <b>Independent Learning:</b></p>	<p>Active recall  Spaced practice  Mind mapping  Independent learning  Self-assessment</p>	<p>Reading notes is enough to revise  Highlighting helps you remember everything  More hours spent = better revision  Mind maps are only for artistic learners  Revision only matters close to exams</p>		Promotion of the Common Good.

		for future education, training, and work.	Set goals, plan study time, and use resources effectively. Build motivation, self-discipline, and confidence for long-term academic success. <b><u>Practice Test Tracker:</u></b> Use a tracker to assess strengths and weaknesses. Set goals, monitor progress, and plan targeted revision to improve performance.				
Year 11 Term 3	Living in the wider world Health and Wellbeing	In Term 3, Year 11 PSHE lessons are used for core revision to support students during the crucial exam period. This structured approach helps reduce anxiety, improve time management, and reinforce effective revision strategies. Focusing on core subjects like English, Maths, and Science ensures all students are equipped to maximise their attainment, regardless of support outside school. Embedding revision into PSHE highlights the link between wellbeing and academic success, showing students how to manage stress while preparing for exams. It also promotes equity, giving every student access to guidance and tools to succeed in their final assessments.	<b><u>Core revision and GCSE preparation</u></b> <b><u>6 lessons</u></b>				



	Core Theme	Rationale	Knowledge Taught	Key Terms	Common Miss-conceptions	External Providers/ assemblies	CST
Year 12 Term 1	Living in the wider world	In Term 1, Year 12 students explore Living in the Wider World, building on the school-wide focus on Politics and Democracy through more mature, critical engagement with current social issues. Topics such as Sixth Form Life and Resilience help students adapt to greater independence and manage academic pressures. Tolerance, Age Discrimination, and Culture Wars promote inclusion, understanding, and respectful debate. Social Justice develops awareness of inequality and the importance of fairness, while The Environment encourages personal responsibility and global citizenship. Together, these themes prepare students for adult life, civic participation, and navigating complex modern society.	<b>Sixth Form Life</b> , students explore how to manage the increased independence and responsibility of post-16 education. They learn practical strategies for time management, balancing workload, and maintaining positive mental health and wellbeing. <u>Tolerance</u> , the focus is on understanding the value of diversity and inclusion. Students examine the roots of prejudice and stereotypes, and discuss how to promote respect and acceptance in everyday interactions. <u>Age Discrimination</u> , students learn what age discrimination is, its impact on individuals across generations, and how it is addressed through legal protections and shifting social attitudes. <u>Culture Wars</u> , students are introduced to modern social and cultural conflicts. They explore how media shape's public opinion and practise respectful debate and critical thinking around controversial topics. <u>Resilience</u> , students learn the importance of resilience in managing stress and setbacks. They are introduced to practical tools to develop a growth mindset and maintain emotional wellbeing. <u>Social Justice</u> , students examine key concepts such as fairness, equality, and human rights. They reflect on systemic inequalities and consider how they can contribute to a more just society. <u>The Environment</u> , students explore the causes and consequences of climate change and sustainability. They discuss both personal and collective responsibility and identify meaningful	Independence Resilience Tolerance Discrimination Stereotype Inclusion Culture Wars Social Justice Sustainability Climate Change Human Rights Civic Responsibility	Tolerance means agreeing with everyone  Discrimination only happens intentionally  Resilience means never feeling upset or stressed  Culture wars only happen in the media or abroad  Environmental action is only for governments and big corporations	SWACA  Introduction to work experience via assembly or delivery via form tutors Careers Convention November	Solidarity

			actions young people can take to help protect the planet.				
Year 12 Term 2	Health and wellbeing	In Term 2, Year 12 students explore Health and Wellbeing through a focus on emotional, mental, and relational health. This unit addresses key issues affecting young people as they navigate the pressures of post-16 life. Topics such as Healthy Relationships, Masculinity and Men, and Self-Confidence promote respectful connections and challenge harmful gender norms. Lessons on Self-Esteem, Social Anxiety, and Self-Harm provide students with the knowledge and strategies to understand, manage, and seek support for mental health challenges. Together, these sessions aim to foster resilience, self-awareness, and empathy, equipping students to maintain their wellbeing and support others.	<p><b><u>Mental and physical health- 6 lessons</u></b></p> <p><b><u>Healthy Relationships</u></b> Students learn the key features of respectful, supportive relationships. They explore communication, boundaries, and how to recognise unhealthy or controlling behaviours.</p> <p><b><u>Masculinity and Men</u></b> This session examines how traditional gender expectations affect boys and men. Students consider the impact on mental health, relationships, and emotional expression.</p> <p><b><u>Self-Confidence</u></b> Students identify factors that influence confidence and explore techniques to build self-belief, overcome fear of failure, and set realistic goals.</p> <p><b><u>Self-Esteem</u></b> This session helps students understand what shapes self-esteem, how it differs from confidence, and how to challenge negative self-talk and build self-worth.</p> <p><b><u>Social Anxiety</u></b> Students learn what social anxiety is, how it manifests, and explore practical strategies for managing anxiety in social and academic settings.</p> <p><b><u>Misogyny</u></b> Discuss systemic misogyny and intersectionality (race, class, sexuality)</p>	<p>Healthy boundaries</p> <p>Consent</p> <p>Toxic masculinity</p> <p>Gender norms</p> <p>Vulnerability</p> <p>Confidence</p> <p>Self-worth</p> <p>Self-image</p> <p>Social triggers</p> <p>Anxiety</p> <p>Coping strategies</p> <p>Support networks</p>	<p>Healthy relationships don't require boundaries</p> <p>Only women struggle with self-esteem or body image</p> <p>Confidence means being loud or outgoing</p> <p>Social anxiety is just shyness</p> <p>Self-harm is always attention-seeking</p>		Human Dignity
Year 12 Term 3	Living in the wider world  <b>Careers</b>	In Term 3, Year 12 PSHE revisits Living in the Wider World with a focus on career preparation and future planning. Students explore	<p><b><u>Resilience and planning for the future (6 lessons)</u></b></p> <p><b><u>Jobs and Careers Work Experience</u></b> Students explore different career options and the importance of gaining practical work</p>	<p><b>Career pathway</b></p> <p><b>Work experience</b></p> <p><b>Apprenticeship</b></p> <p><b>Motivation</b></p>	<p>University is the only path to success</p> <p>Work experience isn't valuable if unpaid</p>	<p><b>Xello log ins and FSQ (Future skills questionnaire)</b></p>	Subsidiarity

		<p>Jobs and Careers through work experience and use platforms like Xello to research options. Lessons on Motivation, Work Ethic, and Study Skills develop attitudes and strategies essential for success in education and employment. They also examine university choices and alternatives, ensuring awareness of diverse pathways. Guidance on registering with UCAS Hub, apprenticeship.gov.uk, and LinkedIn equips students with practical tools for applications and networking, supporting confident, informed decisions about their futures.</p>	<p>experience. They discuss how work placements help develop skills, build confidence, and improve future job prospects.</p> <p><u>Xello</u> Students learn how to use the Xello platform to research careers, identify their strengths and interests, and plan potential pathways that align with their goals.</p> <p><u>Motivation and Work Ethic</u> This session focuses on understanding what motivates individuals and the value of a strong work ethic. Students discuss how attitude, perseverance, and responsibility influence success in both education and the workplace.</p> <p><u>Study Skills</u> Students develop effective study techniques, including time management, organisation, note-taking, and exam preparation, to enhance their academic performance.</p> <p><u>Why Go to University?</u> What Are the Alternatives? Students explore the benefits of university education alongside alternative routes such as apprenticeships, vocational training, and employment, helping them make informed choices.</p> <p><u>Registering with UCAS Hub / apprenticeship.gov.uk / LinkedIn</u> Students receive guidance on setting up accounts on key platforms for higher education and careers applications. They learn how to navigate UCAS Hub for university applications, apprenticeship.gov.uk for apprenticeships, and LinkedIn for professional networking.</p>	<p>Work ethic Time management UCAS LinkedIn Personal statement CV Xello</p>	<p>Motivation is something you either have or don't</p> <p>Apprenticeships are only for people who don't do well academically</p> <p>LinkedIn is just for networking, not job searching</p>	<p>Careers advise one to one session all students in Year 12</p>	
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			<p>Students develop communication skills and practice answering interview questions to build confidence for real-world interviews.</p> <p><u>Political Awareness and Voting</u></p> <p>Students learn about the political system, the importance of voting, and how to engage responsibly as active citizens.</p>	<p>Grade criteria</p> <p>UCAS points</p> <p>Russell group</p> <p>Universities</p>	<p>Not understanding grade requirements for next steps</p> <p>Job markets and labour market information changes new jobs arise old jobs no longer exist.</p>		
Year 13 Term 2	Health and relationships	<p>In Term 2, Year 13 PSHE lessons focus on Health, Wellbeing, and Relationships to support students as they face increasing academic pressure and life transitions. Exploring emotional wellbeing and stress equips them with strategies to manage mental health effectively. Discussing cultural appropriation and feminism promotes awareness, respect, and critical thinking about social justice and identity. Lessons on borrowing money and managing a household budget prepare students for financial independence and responsible decision-making. Together, these topics build resilience, empathy, and practical skills essential for personal development and adult life.</p>	<p>Relationships and cultural differences (6 lessons)</p> <p><u>Emotional Wellbeing</u></p> <p>Students learn to identify emotions, understand mental health, and explore strategies for maintaining emotional balance, including mindfulness and seeking support.</p> <p><u>Stress</u></p> <p>This session covers the causes and effects of stress, how it impacts physical and mental health, and practical coping techniques to manage pressure effectively.</p> <p><u>Cultural Appropriation</u></p> <p>Students discuss what cultural appropriation means, why it can be harmful, and how to respect different cultures while fostering appreciation and understanding.</p> <p><u>Feminism</u></p> <p>Students explore the history and key concepts of feminism, its relevance today, and how gender equality contributes to social justice and personal wellbeing.</p> <p><u>Borrowing Money</u></p> <p>This session teaches the basics of borrowing, including loans and credit, risks of debt, and how to make informed financial decisions to avoid pitfalls.</p> <p><u>Managing a Household Budget</u></p>	<p>Emotional wellbeing</p> <p>Stress management</p> <p>Mindfulness</p> <p>Cultural appropriation</p> <p>Feminism</p> <p>Debt</p> <p>Budgeting</p> <p>Financial literacy</p>	<p>Stress is always harmful and should be avoided entirely</p> <p>Cultural appropriation is the same as cultural appreciation</p> <p>Feminism is only about women and excludes men</p> <p>Borrowing money is a quick and easy solution without consequences</p> <p>Budgeting means cutting out all enjoyable expenses</p>		Human Dignity

			Students learn practical budgeting skills, such as tracking income and expenses, prioritising needs, and planning for financial stability in independent living.				
Year 13 Term 3	Living in the wider world	In Term 3, Year 13 PSHE lessons focus on tailored revision to support students as they prepare for final exams. This dedicated time allows students to identify individual strengths and areas for improvement, enabling targeted study that maximises progress and confidence. Tailored revision promotes effective time management and reduces stress by providing structured support. It also encourages self-reflection and independent learning skills, essential for success in further education or employment. Embedding revision in PSHE highlights the importance of personal responsibility and wellbeing, ensuring students are both academically prepared and mentally resilient for their next steps.	Next steps and A- Level preparation (6 Lessons)				Promotion of the common good.