

Key: Statutory guidance links

A note on KS5: The programme of study for KS3 and 4 addresses all of the statutory content for the secondary phase. Learning at KS5 intends to embed the statutory content where appropriate, bearing in mind that students from different feeder schools will bring a range of prior learning, experience and understanding.

Relationships education	
F	Families
RR	Respectful Relationships
OSA	Online safety and awareness
BS	Being Safe
ISR	Intimate sexual relationships, including sexual health

Health education (health and wellbeing)	
MW	Mental Wellbeing
WO	Wellbeing online
PHF	Physical health and fitness
HE	Healthy eating
DATV	Drugs, Alcohol, tobacco and vaping
HPP	Health protection and prevention and understanding the healthcare system
PS	Personal safety
BFA	Basic first aid
DB	Developing bodies

Link to guidance: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Year 12 PSHE Curriculum Overview

Subject – Personal, Social, Health, Economic Education (PSHE)



T1. Autumn Term

Session Content

T1. L1. What is the culture at IGS?
T1. L2. How can I form new friendships?
T1.L3. What is social currency?
T1. L4. What are relationship values?
T1. L5. How can I set boundaries and communicate consent
T1. L6. How can I build a positive self-image?

Statutory guidance reference + links

T1. L1. RR1, RR2
T1. L2. RR1, RR3, RR7
T1. L3. RR3
T1. L4. RR1, RR2, RR3
T1. L5. RR1, RR2, RR3, RR8, BS1, BS6
T1. L6. WO2

Links: PBT, form time, assembly

Powerful Knowledge

- Features of healthy relationships, including respect, trust, consent, kindness, boundaries, equality and managing conflict.
- How actions affect others and the importance of treating everyone with respect.
- The role of self-esteem, independence and personal development in building positive relationships.
- Skills for ending relationships and friendships respectfully and coping with difficult emotions.
- Understanding consent, boundaries and ethical behaviour in romantic and sexual relationships, both online and offline.
- Recognising sexual harassment, including unwanted sexual behaviour, image sharing without consent, coercion and upskirting

How can you help at home?

- Use the resources on Showbie as a discussion point prompt for the lessons in the lesson series
- Discuss what your child is seeing on social media and in the media they read and watch. How may it be influencing their attitude about themselves and others?
- Use the resources on Showbie as a discussion point prompt for the lessons in the relationships series

T2. Spring Term

T2. L1. How can I look after my sexual health?
T2. L2. How might pornography impact relationships?
T2. L3. What is relationship equity?
T2. L4. How can we challenge violence in society?
T2. L5. How can substance abuse impact relationships? ★
T2. L6. What is drink spiking?

T2. L1. HPP8, ISR8, ISR 9
T2. L2. RR11
T2. L3. RR2
T2. L4. OSA8, BS5, BS7, BS8
T2. L5. ISR10
T2. L6. DATV1, MW9

Links: PBT, form time, assembly

- How to access healthcare and support services, including sexual health services.
- How STIs and HIV are transmitted, prevented and treated, and the importance of testing
- Respect, equality and the impact of behaviour on others.
- How pornography and online content can promote harmful attitudes and unrealistic expectations.
- Where to get support for upsetting, inappropriate or illegal online content.
- Understanding sexual harassment, sexual violence and the laws that protect people.
- The risks of alcohol, drugs and vaping, including their impact on sexual decision-making and mental health.
- The links between substance use, mental health and wellbeing

- Use the resources on Showbie to support in where to get specialist support with sexual health concerns.
- Internet matters is a good source of information for parents on online safety matters:
https://www.internetmatters.org/?gad=1&gclid=EAlalQobChMIgrWFkrSHgQMvhejVCh0pSwhtEAAAYASAAEgKKZ_D_BwE

T3. Summer Term

T3. L1. What is my role in society?
T3. L2. How can I challenge discrimination?
T3. L3. How can I de-escalate conflict?
T3. L4. How can I think critically in the online world?

T3.L1. RR1, RR2
T3. L2. RR1, RR2
T3. L3. PS3
T3. L4. PS2, OSA

Links: PBT, form time, assembly

- The features of healthy relationships, including respect, trust, consent, kindness, boundaries and managing conflict.
- Understanding how behaviour affects others and treating everyone with respect, recognising equality and individual differences.
- Developing social and emotional skills, including self-awareness, self-management, relationship skills and responsible decision-making.
- Recognising and managing peer pressure and peer influence, including online and through social media.
- Understanding online risks, protecting personal information, using privacy settings safely, and recognising the difference between public and private online space

Year 13 PSHE Curriculum Overview

Note for 26.27 in response to student voice Term 1 has a specific focus on sexual health and outside agency speakers

How can you help at home?

- Use the resources on Showbie as a discussion point prompt for the lessons in the lesson series
- Discuss how to register with a GP and on University open days explore wellbeing support on and off campus or discuss how to register with a GP generally

Subject – Personal, Social, Health, Economic Education (PSHE)



T1. Autumn Term

Session Content

T1. L1. How can we deal with grief and loss?
T1. L2. What can be the impact of combining alcohol and drugs with intimacy?
T1.L3. Why do some people have civil partnerships and marriages?
T1. L4. How can we test for and protect each other from STI's?
T1. L5. What does it mean to become a parent?
T1. L6. Pregnancy and healthy foetal development

Statutory guidance reference + links

T1. L1. Primary GW8
T1. L2. ISR11
T1. L3. F3, F4, F5
T1. L4. ISR 8, ISR 9
T1. L5. F7, F8, DB4
T1. L6. HPP7

Links: PBT, form time, assembly

Powerful Knowledge

- Understanding change, loss and bereavement, recognising that grief is a natural response and that people grieve in different ways.
- Knowing how and where to seek support for concerns about relationships, including sexual violence and abuse.
- Understanding marriage and civil partnerships, their legal rights and protections, and that "common-law marriage" is a myth. Knowing that forced marriage and marriage under 18 are illegal.
- Understanding how STIs, including HIV, are transmitted, prevented and treated, and the importance of testing and reducing stigma.
- Understanding the responsibilities of parenting, the importance of early childhood development, and the qualities of positive parenting.
- Recognising unhealthy or unsafe relationships and knowing where to seek help.
- Understanding reproductive health, including fertility, menopause, pregnancy, miscarriage and pregnancy loss, and the importance of healthy behaviours before and during pregnancy.

T2. Spring Term

T2. L1. What choices are there if you/your partner are pregnant?
T2. L2. How can we access the healthcare we need?
T2. L3. How can we make healthy choices about cosmetic procedures?
T2. L4. How does gambling and addiction impact mental health?
T2. L5. How do I stay safe whilst travelling independently in the UK and abroad?

T2. L1. HPP7
T2. L2. HPP8
T2. L3. WO2
T2. L4. WO4, MW8
T2. L5. PS1

Links: PBT, form time, assembly

- The importance of healthy behaviours before and during pregnancy, including fertility, miscarriage, pregnancy loss and accessing appropriate support.
- How to access local healthcare services, including GPs, pharmacies, sexual health clinics and specialist support organisations.
- The differences between online and offline life, including unrealistic body image expectations, curated online identities and the risks of over-reliance on online relationships.
- The risks of online gambling and gambling-related content in gaming, including debt and impacts on mental health.
- How to recognise and manage risks, stay safe, and make informed decisions in increasingly independent and unfamiliar situations