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Ethos College

Curriculum Planning

PSHE

Intent:

The PSHE curriculum is adapted to meet the complex learning needs and styles of all our pupils and ensure we work towards targets in My Support Plans, EHCP's and the Boxall profile. The curriculum has been well sequenced and designed to be dynamic by providing learning experiences that meet the needs and interests of our pupils.

Opportunities for SEMH development and character education will also be planned for. At Ethos College PSHE education is inclusive and enables all our pupils to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our pupils with opportunities for them to learn about British Values and appreciate what it means to be a member of a diverse society. At Ethos College, we seek to use PSHE education to build, where

Curriculum intent statement: PSHE

appropriate, on the whole school curriculum and meet the national statutory requirements (see attached appendix below) Our curriculum also incorporates religious beliefs, values and identity allowing our pupils to develop into well-rounded members of our community.

Implementation:

The curriculum is designed to build and expand on previous skills and understanding over a 2 year period, whilst also being adaptable to respond to changing need. In PSHE we use a range of formative assessments procedures to assess progress, including marking and targeted questioning. At Ethos College, we recognise the importance of meeting individual needs and use one page profiles to inform how the curriculum should be taught, so that all pupils can make progress and achieve. The PSHE curriculum is not linked to a formal qualification and therefore allows for it to be

altered to meet to individual need and responds to issues within the community and wider world.

Impact:

The vast majority of pupils make excellent progress in PSHE. As well as making academic progress pupils will make exceptional SEMH progress, develop positive character traits and achieve targets set out in their My Support Plans and Educational Health Care Plans. Alongside this, life-skills are embedded in the PSHE curriculum and support pupils to make an effective transition to post-16 provision and succeed in modern Britain. We believe that PSHE plays a vital part of secondary education and as well as focused lessons, it is also embedded throughout the curriculum and school ethos. PSHE is integral to the development of our pupils in order for them to become a well-rounded citizen in an ever-changing society.

Ethos College PSHCE directory 2025-26

Topics	Unit/ lesson	
	Year 1	Year 2
Mental health and wellbeing	(1/1) (1/2) (1/3) (1/4) (2/1) (1/5) (5/1) (5/5)	(1/2) (1/4) (2/2) (2/3) (2/4) (3/1) (3/6) (3/7)
Internet safety and harms	(1/4) (1/5) (4/7) (5/3) (5/4) (5/5)	(1/4) (2/4) (2/5) (3/1) (4/5) (4/6) (4/7)
Physical health and fitness	(1/4) (1/5) (2/5) (2/6)	(1/4) (1/5) (1/6) (2/2) (2/3)
Healthy eating		(1/4) (4/1)
Drugs, alcohol and tobacco	(2/6)	(2/3) (2/6)
Health and prevention	(1/2) (1/3) (2/5)	(1/4) (1/5) (2/2) (2/3) (2/4) (3/7)
First aid		(5/5)
The changing adolescent body	(6/2)	(1/4) (3/1)
Families	(1/1) (5/1) (5/2) (6/5) (6/1) (6/5)	(1/5) (1/6) (3/2) (3/6)
Healthy relationships and friendships	(1/1) (1/3) (2/4) (4/2) (4/3) (4/6) (5/1) (5/2) (5/3) (5/4)	(2/3) (3/1) (3/2) (3/6) (4/5) (4/6)
Online media	(1/4) (5/4) (5/5)	(1/4) (2/4) (2/5) (3/1) (4/6) (4/7)
Being safe	(1/2) (2/5) (2/6) (4/1-5) (5/2) (5/3) (5/4) (6/1)	(2/3) (2/5) (2/6) (4/6) (4/7) (5/5)
Intimate and sexual relationships/ sexual health	(5/3) (5/4) (6/1) (6/2)	(1/5) (1/6) (3/2) (3/3) (3/4) (3/5) (3/6)
Finance	(2/2) (3/1)	(2/4) (4/3) (4/7) (5/3)
Motivation	(1/3) (2/1) (3/1) (3/4)	(2/1) (3/7)
Careers	(2/1) (3/1) (3/2) (3/3) (3/4) (3/5)	(2/5) (4/3) (5/1) (5/2) (5/4) (5/5) (5/6)
British Values	(2/4) (3/6) (4/1) (4/2) (4/3) (4/4) (4/5) (4/6) (4/7) (5/2) (5/3) (5/4) (5/5) (6/1) (6/2) (6/4)	(1/2) (1/3) (2/3) (2/6) (3/1) (3/3) (4/1) (4/2) (4/4) (4/5) (4/6) (4/7)
Charity/ ethics	(2/2) (2/3) (3/5) (3/6)	(1/3) (4/1) (4/2) (4/3) (4/4)

DFE statutory requirements

Year 1

Time	Key Subject Content	Sequencing	Rationale	Careers, Industry Links and Cultural Capital	Enrichment	SEMH
Half Term 1: Sep-Oct	Health and Wellbeing: - Grief- Managing grief and bereavement - Suicide Awareness- Why do people commit suicide? - Social Media and Wellbeing- How do we portray ourselves online? (unit 16) - Social Anxiety- Managing social anxiety - Screen Time- Is high screen time harmful?	In the Health and Wellbeing unit, students will explore key topics that impact mental and emotional health. They will learn how to recognize and manage grief and bereavement, gaining strategies to support themselves and others through loss. The unit will raise awareness about suicide, helping students understand the complex reasons behind it and how to seek help. Discussions around social media will encourage critical thinking about online self-	These topics have been chosen to support students' mental and emotional wellbeing, in line with national statutory guidance. Learning about grief and suicide awareness helps students understand complex emotions, build empathy, and know how to access help, addressing the core theme of Health and Wellbeing. Exploring the impact of social media on self-image and digital identity links to the requirement to teach about the influence of media and strategies for managing online pressures. Social anxiety and screen time are discussed to promote emotional literacy and encourage healthier digital habits. These lessons equip students with the knowledge and tools to manage challenges, make	Managing grief and suicide awareness develop emotional resilience and empathy, key for healthy workplaces. Understanding social media promotes a positive online presence vital for professional opportunities. Learning to manage social anxiety enhances confidence and communication skills needed in interviews and teamwork. Awareness of screen time encourages a healthy work-life balance, improving productivity. Together, these topics prepare students to navigate social and emotional challenges, boosting their success in diverse careers and communities.	Internal/external visits to be added.	These PSHE topics link to key Boxall strands: grief to D and A; suicide awareness to B; social media and anxiety to A and C; and screen time to E—all supporting emotional resilience, empathy, social skills, and self-awareness.

		presentation and its effects on self-esteem. Students will also explore causes of social anxiety and develop practical tools to manage it in everyday situations. Finally, they will examine the effects of high screen time on mental and physical health, encouraging a balanced and mindful approach to digital use.	informed choices, and develop resilience—key aims of PSHE education as outlined in the national curriculum guidance for personal development.			
Half Term 2: Oct-Dec	Health and Wellbeing: - Managing Time - Living Sustainably - Homelessness - Hate Crime - Tattoos and Piercings - Binge Drinking	In this continuation of the Health and Wellbeing unit, students will develop awareness and skills to support responsible and informed lifestyle choices. They will learn effective time management strategies to balance responsibilities and reduce stress. The topic of sustainable	These topics have been chosen to help students develop the knowledge, skills, and values needed to lead safe, healthy, and responsible lives, in line with the national curriculum guidance for personal development. Managing time supports students' personal effectiveness and preparation for adult life, while living sustainably encourages responsible citizenship and environmental awareness.	Managing time builds organisation and productivity, essential for any workplace. Living sustainably encourages responsibility and ethical decision-making valued across industries. Understanding homelessness and hate crime fosters empathy and social awareness, important for teamwork and community engagement. Learning about tattoos, piercings, and binge drinking supports informed personal choices, reflecting professionalism and wellbeing. Together, these topics prepare		These PSHE topics link to Boxall strands: managing time and binge drinking to E and D ; living sustainably and homelessness to B ; hate crime to B and C ; tattoos and piercings to A —supporting self-awareness, empathy, social skills, and

		living will help students understand how everyday choices impact the environment and how to adopt eco-friendly habits. Through exploring homelessness and hate crime, students will build empathy and learn about social issues, their causes, and how communities can respond. The unit will also cover personal decisions around tattoos and piercings, focusing on health, safety, and long-term considerations. Lastly, students will examine the risks and consequences of binge drinking, promoting safer attitudes toward alcohol consumption.	Exploring issues such as homelessness and hate crime promotes empathy, social justice, and an understanding of the challenges faced by different communities. Discussions around tattoos, piercings, and binge drinking are designed to equip students with the information needed to make informed, safe decisions about their bodies and health—key aspects of the Health and Wellbeing <i>and</i> Living in the Wider World core themes. These topics collectively help students become more self-aware, responsible, and active members of society.	students to navigate social challenges and contribute positively in diverse environments.		emotional control.
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Half Term 3: Jan-Feb	Living in the Wider World: • The Right Career • Writing a CV • STEM • Work Experience • Rights and Responsibility (workplace) • International Women's Day	In the Living in the Wider World unit, students will explore key topics that prepare them for future education, employment, and active citizenship. They will learn how to identify suitable career paths based on their interests and skills, and how to create an effective CV that highlights their strengths. The importance of STEM (Science, Technology, Engineering, and Mathematics) careers will be discussed, encouraging students to consider opportunities in these growing fields. Through learning about work experience, students will gain insight into the working world and	These topics are taught as part of the PSHE curriculum to prepare students for life beyond school and support their personal, social, and economic development, in line with the PSHE Association Programme of Study and national curriculum guidance. Learning about careers, CV writing, STEM opportunities, and work experience helps students develop key employability skills and make informed choices about their future, addressing the core theme of Living in the Wider World. Understanding rights and responsibilities in the workplace empowers students to navigate employment safely and fairly. Celebrating International Women's Day promotes gender equality, inclusion, and respect, aligning with the broader goals of promoting equality and challenging discrimination. These topics ensure students are equipped with the knowledge and skills	These PSHE topics directly support career readiness and build cultural capital by preparing students for the world of work. Exploring the right career and writing a CV helps students match their skills to opportunities and present themselves professionally. Learning about STEM broadens aspirations and links to high-demand industries. Work experience provides real-world insight and practical employability skills. Understanding rights and responsibilities in the workplace promotes fairness and confidence in professional environments. Celebrating International Women's Day encourages awareness of gender equality, a key value across modern industries and global workplaces.		These topics link to Boxall strands: career skills to E and C; workplace rights to B and C; and International Women's Day to A and B, supporting self-awareness, social skills, and empathy.
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		develop valuable employability skills. They will also learn about their rights and responsibilities in the workplace, including fairness, safety, and respect. Finally, students will reflect on the significance of International Women's Day, promoting gender equality and celebrating the achievements of women globally.	needed for a successful and responsible transition into adulthood.			
Half Term 4: Feb-April	Living in the Wider World: • Criminal Justice System • Antisocial Behaviour • County Lines • Money Laundering • Terrorism and War • Racism and Discrimination • Fake News	In this continuation of the Living in the Wider World unit, students will deepen their understanding of key social and legal issues that impact individuals and communities. They will learn about the structure and purpose of the criminal justice system and explore the consequences of antisocial behaviour. The	These topics are included in the PSHE curriculum to help students understand the legal, social, and global issues that affect individuals and communities, aligning with the PSHE Association Programme of Study and national curriculum guidance for personal development and citizenship education. Learning about the criminal justice system, antisocial behaviour, and crimes such as county lines and money laundering helps students	These PSHE topics build students' cultural capital and critical awareness, helping them navigate society and future careers responsibly. Understanding the criminal justice system, antisocial behaviour, and issues like county lines and money laundering fosters legal awareness and ethical decision-making, important in all professions. Exploring terrorism, war, racism, and discrimination develops empathy, global understanding, and a commitment to inclusion, key values in diverse workplaces.		These topics link to Boxall strands B and C , fostering empathy, social awareness, and responsible behaviour.

		topic of county lines and money laundering will raise awareness of how young people can be exploited and the importance of making safe choices. Students will also examine the causes and impact of terrorism and war, fostering critical thinking about global conflict. Through discussions on racism, discrimination, and fake news, they will develop the ability to challenge prejudice, identify misinformation, and become more informed, responsible citizens.	recognise the consequences of unlawful behaviour and the importance of staying safe and informed. Exploring terrorism, war, racism, and discrimination supports students in developing empathy, respect for others, and an understanding of the impact of prejudice and conflict. The topic of fake news promotes critical thinking and media literacy, enabling students to make informed decisions in a digital world. These lessons contribute to students' development as responsible, informed, and active citizens.	Learning to identify fake news enhances media literacy, a crucial skill across industries, especially in communication, journalism, and public services. Together, these topics prepare students to be informed, responsible citizens and professionals.		
Half Term 5: April-May	Relationships: • Conflict Management • Forced Marriage • Consent	In the Relationships unit, students will explore the importance of respect, safety, and boundaries in all	These topics are included in the PSHE curriculum to ensure students understand how to build and maintain healthy, respectful relationships, in line with the PSHE	These PSHE topics are essential for building cultural capital, safeguarding awareness, and fostering respectful behaviour in both personal and professional settings. Conflict management enhances communication and	.	These topics connect to Boxall strands B (Empathy and Understanding) and C (Engaging with

	• Harassment and Stalking • Revenge Porn	types of relationships. They will develop skills in conflict management, learning how to resolve disagreements in healthy and constructive ways. The unit will also raise awareness about serious issues such as forced marriage, harassment, stalking, and revenge porn—helping students understand their rights, the law, and where to seek help. Additionally, students will learn about the concept of consent, including how to recognise and respect personal boundaries, ensuring that all interactions are based on mutual agreement and respect.	Association Programme of <i>Study</i> and the statutory Relationships and Sex Education (RSE) guidance. Conflict management teaches students how to resolve disagreements safely and constructively, while learning about forced marriage raises awareness of coercion and human rights. Understanding consent is essential for promoting respect, boundaries, and legal awareness in intimate relationships. Discussions around harassment, stalking, and revenge porn equip students with the knowledge to recognise abusive behaviours, understand the law, and know how to seek help. These lessons directly support the Health and Wellbeing and Relationships core themes, helping students stay safe, make informed choices, and develop respectful relationships both online and offline.	problem-solving skills valued in all careers. Understanding forced marriage, consent, harassment, stalking, and revenge porn promotes awareness of personal rights, boundaries, and the law, crucial for maintaining safe, inclusive workplaces. These topics also develop empathy, integrity, and respect for others, which are key attributes in modern industries and professional relationships.		Others), supporting respectful relationships, personal boundaries, and social awareness.
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Half Term 6: June-July	Relationships: • Same Sex Relationships • Gender and Trans • Community Cohesion • Sexism • Parenting	In this continuation of the Relationships unit, students will explore the diversity of modern relationships and the importance of inclusion, respect, and equality. They will learn about same-sex relationships and gender identity, including the experiences of transgender individuals, to promote understanding and reduce stigma. The concept of community cohesion will be discussed, highlighting the value of tolerance and unity in a diverse society. Students will examine the impact of sexism and gender stereotypes, encouraging respectful attitudes	These topics are included in the PSHE curriculum to promote equality, inclusion, and respect for diversity, in accordance with the PSHE Association Programme of Study and statutory Relationships and Sex Education (RSE) guidance. Learning about same-sex relationships and gender identity, including trans experiences, helps students understand and respect different identities, reducing stigma and promoting acceptance. Community cohesion encourages students to value diversity and work towards a more inclusive society. Addressing sexism supports the development of gender equality and challenges harmful stereotypes and discriminatory attitudes. The topic of parenting helps students explore the emotional, practical, and social responsibilities involved in raising a child. These lessons contribute to the Relationships and Living in the Wider World themes, preparing students	These PSHE topics help students build cultural capital and prepare for life and work in a diverse, modern society. Learning about same-sex relationships, gender identity, and trans experiences promotes inclusion and respect, values essential in today's workplaces. Understanding community cohesion and challenging sexism fosters equality, empathy, and collaboration, which are crucial for positive team dynamics and ethical leadership. Exploring parenting develops awareness of responsibility, care, and emotional intelligence, all of which support personal development and are increasingly recognised as valuable skills across many careers and industries.		These topics relate to Boxall strands A (Being Secure in Self), B (Empathy and Understanding), and C (Engaging with Others), promoting self-acceptance, respect for diversity, and positive community relationships.
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		and equal treatment. Finally, they will explore the responsibilities and challenges of parenting, gaining insight into the emotional, social, and practical aspects of raising a child.	for life in a diverse and respectful society.			
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Year 2

Time	Key Subject Content	Sequencing	Rationale	Careers, Industry Links and Cultural Capital	Enrichment	SEMH
Half Term 1: Sep-Oct	Health and Wellbeing: - Why PSHE in Y11? - Identity and Diversity - Privilege - Obesity and Body Image - Reproduction and Fertility	In the Health and Wellbeing unit for Year 11, students will reflect on the importance of PSHE as they prepare for life beyond school, focusing on personal growth, informed decision-making, and self-awareness. They will explore identity and diversity, gaining a deeper understanding of what shapes who we are and the value of accepting others. The concept of privilege will be examined to help students recognise inequality and their role in promoting fairness. Topics	These topics are included in the Year 11 PSHE curriculum to support students' self-awareness, decision-making, and preparation for adult life, in line with the PSHE Association Programme of Study and the statutory Health Education and Relationships and Sex Education (RSE) guidance. "Why PSHE in Year 11?" encourages students to reflect on the relevance of PSHE in helping them navigate real-world challenges. Exploring identity, diversity, and privilege fosters respect, empathy, and an understanding of social inequality. Discussions around obesity and body image promote body confidence and healthy lifestyle choices, while learning about	These PSHE topics help students reflect on their personal development and prepare for the wider world, enhancing their cultural capital and future career readiness. "Why PSHE in Year 11?" encourages students to see the value of life skills alongside academic success. Exploring identity, diversity, and privilege builds self-awareness, empathy, and respect—key qualities for inclusive workplaces. Discussions around obesity and body image promote wellbeing and resilience, supporting confidence in both personal and professional life. Understanding reproduction and fertility equips students with accurate knowledge for informed choices, which is vital for long-term health, planning, and responsibility in adulthood.		These topics link to Boxall strands A (Being Secure in Self), B (Empathy and Understanding), and E (Awareness of Self and Positive Thinking), supporting self-identity, respect for diversity, and positive wellbeing.

		such as obesity and body image will encourage critical thinking about health, media influence, and self-esteem. Finally, students will learn about reproduction and fertility, including the biological, emotional, and social factors involved in starting a family.	reproduction and fertility ensures students have accurate knowledge to make informed choices about their sexual and reproductive health. These lessons contribute to the Health and Wellbeing and Relationships core themes, helping students become informed, confident, and responsible individuals.			
Half Term 2: Oct-Dec	Health and Wellbeing: - Perseverance and Procrastination - Sleep - Risks and Decisions - Gambling - My Digital Footprint - Personal Safety	In this continuation of the Health and Wellbeing unit, students will develop key skills to support their mental, physical, and emotional resilience. They will explore the importance of perseverance and how to overcome procrastination to achieve their goals. The role of sleep in overall wellbeing will be discussed, including strategies for	These topics are taught within the PSHE curriculum to help students build resilience, manage their wellbeing, and make safe, informed choices, key aims outlined in the PSHE Association Programme of Study and the statutory Health Education guidance. Learning about perseverance and procrastination supports personal development and academic progress by encouraging self-discipline and goal-setting. Understanding the importance of sleep	These PSHE topics support students in developing the self-management, awareness, and decision-making skills essential for success in both careers and life, while also building cultural capital. Learning about perseverance and procrastination enhances motivation and productivity—key traits in any workplace. Understanding the importance of sleep and personal safety promotes wellbeing and reliability. Exploring risks, decision-making, and gambling equips students to make informed, responsible choices, avoiding behaviours that could harm their futures.		These topics relate to Boxall strands D (Managing Strong Feelings) and E (Awareness of Self and Positive Thinking), supporting emotional regulation, decision-making, and personal responsibility.

		healthier sleep habits. Students will also learn how to assess risks and make informed decisions in various situations, including the dangers of gambling and its impact on mental health and finances. The topic of digital footprints will help students understand how their online actions can have long-term consequences. Lastly, personal safety will be addressed, equipping students with the knowledge and strategies to stay safe in both online and offline environments.	contributes to mental and physical health. Lessons on risks, decision-making, and gambling equip students to assess consequences and avoid harmful behaviours. Exploring digital footprints raises awareness of online safety and the long-term impact of digital actions, while personal safety education empowers students to protect themselves in both online and offline environments. These topics fall under the Health and Wellbeing and Living in the Wider World themes and prepare students to lead safe, balanced, and responsible lives.	Awareness of digital footprints encourages professionalism online, which is vital for employability and reputation in a digital world.		
Half Term 3: Jan-Feb	Relationships: • Bullying and Body Shaming • Relationships	In the Relationships unit, students will explore a range of topics that promote healthy,	These topics are included in the PSHE curriculum to ensure students develop the knowledge, understanding, and emotional literacy needed	These PSHE topics develop emotional intelligence, respect, and resilience, key components of cultural capital and essential skills for the workplace. Addressing		These topics link to Boxall strands B (Empathy and Understanding), C (Engaging

	• Rape and Sexual Harassment • What Makes Good Sex • Safe Sex and Chem Sex • Relationship Break-ups • Positivity and Happiness	respectful, and informed relationships. They will examine the impact of bullying and body shaming, learning how to challenge harmful behaviour and support others. The unit will cover different types of relationships, helping students understand what makes them healthy and respectful. Sensitive issues such as rape and sexual harassment will be discussed to raise awareness of consent, boundaries, and legal rights. Students will also learn about what makes sex positive, respectful, and safe, including the risks of unsafe practices such as chem sex. The emotional impact of relationship	for safe, healthy, and respectful relationships, in line with the PSHE Association Programme of Study, statutory Relationships and Sex Education (RSE) and Health Education guidance. Learning about bullying and body shaming helps students recognise harmful behaviours and their impact on mental health and self-esteem. Exploring different types of relationships, including break-ups, supports emotional resilience and empathy. Sensitive topics such as rape, sexual harassment, and consent are essential for promoting respect, understanding the law, and ensuring personal safety. Lessons on what makes sex healthy and respectful, including the risks of chem sex, provide students with accurate information to make informed decisions. Finally, discussions around positivity and happiness promote emotional wellbeing and self-worth.	bullying, body shaming, and relationship dynamics fosters empathy and promotes inclusive, respectful behaviour in both personal and professional settings. Understanding consent, sexual harassment, and safe sex (including chem sex) ensures students are informed about their rights, boundaries, and wellbeing, vital for safeguarding and respectful conduct. Learning to cope with relationship break-ups and prioritise positivity and happiness supports mental health and emotional regulation, which are crucial for maintaining focus, collaboration, and confidence in any career path.		with Others), and E (Awareness of Self and Positive Thinking), promoting healthy relationships, respect, and emotional wellbeing.
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		break-ups will be explored, along with strategies for coping and moving forward. Finally, students will reflect on the importance of positivity and happiness in building strong self-esteem and meaningful connections with others.	These lessons support the Relationships and Health and Wellbeing core themes, equipping students with the tools to build positive relationships and lead confident, healthy lives.			
Half Term 4: Feb-April	Living in the Wider World: • Animal Rights and Sustainability • Pollution Plastic/Environment • Globalisation • Multiculturalism • Right Wing Extremism • The Dark Web • Cybercrime and Fraud	In the Living in the Wider World unit, students will develop a deeper understanding of important global and social issues. They will explore animal rights and sustainability, learning how individual and collective actions impact the environment. The topics of pollution, plastic waste, and environmental protection will highlight the urgent need for responsible choices	These topics are included in the PSHE curriculum to develop students' understanding of their role as responsible global citizens, in line with the PSHE Association Programme of Study and the Living in the Wider World statutory guidance. Learning about animal rights, sustainability, and environmental issues such as pollution encourages students to make ethical choices that protect the planet. Exploring globalisation and multiculturalism promotes awareness and appreciation of diversity in an interconnected world.	These PSHE topics help students develop critical thinking, global awareness, and ethical values—key aspects of cultural capital and workplace readiness. Learning about animal rights, sustainability, and environmental issues encourages responsible, future-focused thinking valued across many industries. Exploring globalisation and multiculturalism builds understanding of diverse societies and international collaboration, essential in a global workforce. Addressing right-wing extremism, the dark web, cybercrime, and fraud raises awareness of digital and social risks, promoting		These topics relate to Boxall strands B (Empathy and Understanding) and C (Engaging with Others), fostering social responsibility, cultural awareness, and ethical decision-making.

		to preserve our planet. Students will examine globalisation and multiculturalism, gaining insight into how interconnected societies shape culture, economy, and identity. They will also learn about the dangers of right-wing extremism, the dark web, cybercrime, and fraud, building awareness of online risks and the importance of digital safety and ethical behaviour	Addressing serious issues like right-wing extremism, the dark web, cybercrime, and fraud raises students' awareness of potential risks and the importance of online safety and ethical behaviour. Together, these topics prepare students to engage thoughtfully and safely in an increasingly complex and diverse society.	informed, safe, and lawful behaviour, crucial in today's tech-driven and interconnected professional environments.		
Half Term 5: April-May	Living in the Wider World: • Study Skills • Applying for College and University • Independent Living • Preparing for Interviews • Health and Safety at Work • Trade Unions	In this continuation of the Living in the Wider World unit, students will gain essential knowledge and skills to support their transition into further education, employment, and adult life. They will develop effective study skills to	These topics are included in the PSHE curriculum to equip students with the practical skills and knowledge needed for successful transitions into further education, employment, and independent adulthood, in line with the PSHE Association Programme of Study and the Living in the Wider World statutory	These PSHE topics directly support students' preparation for adulthood, careers, and further education, while also building valuable cultural capital. Developing study skills and learning how to apply for college or university enhances academic success and future opportunities. Independent living promotes responsibility, budgeting, and time management, key life and	.	These topics link to Boxall strands A (Being Secure in Self), C (Engaging with Others), and E (Awareness of Self and Positive Thinking), supporting confidence,

		enhance their learning and prepare for exams. The process of applying for college and university will be explored, including how to research options and complete applications. Students will also learn about independent living, covering key aspects such as budgeting, time management, and self-care. Preparing for interviews will build their confidence and communication skills, while learning about health and safety at work will ensure they understand their rights and responsibilities in the workplace. Finally, students will explore the role of trade unions in protecting workers	guidance. Developing effective study skills supports academic achievement, while learning how to apply for college and university prepares students for the next stage of their education. Understanding independent living promotes self-sufficiency and responsible decision-making. Preparing for interviews builds confidence and communication skills essential for employment. Lessons on health and safety at work and the role of trade unions inform students about their rights and responsibilities in the workplace. Together, these topics support students in becoming confident, capable, and informed young adults.	workplace skills. Preparing for interviews builds confidence and communication abilities essential in nearly all careers. Understanding health and safety at work and the role of trade unions equips students with knowledge of their rights, responsibilities, and protections in the workplace, fostering informed and empowered future employees.		communication skills, and independence.
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		and promoting fair treatment.				
Half Term 6: June-July						