

Elm Court School

PSHE Curriculum Overview



Key stage 3

Our PSHE programme covers three core themes: Health and Well-being; Relationships; and Living in the Wider World and is delivered over the six half terms. Pupils in Years 7 to Year 9 study a variety of topics in these themes while progressing from Pre-entry level to Entry 3 with Summative Assessments carried out at the end of each term. When possible, the topics are linked to festivals/events such as Anti-Bullying Month, additionally, we observed Mental Wellbeing Week termly. Pupils also participate in workshops, some of which are led by specialists as well as planned visits to places of interest linked to some of the topics covered.

Year 7	Year 8	Year 9
All about me (Autumn 1) <u>Mental wellbeing</u> <ul style="list-style-type: none">• We are all valuable• Having a healthy self-esteem.• Manage difficult situation• Simple strategies we can use to feel and stay happy• Body changing because of puberty• Different physical changes to go through in puberty• Feelings and emotions changes during puberty• Difference between private and public parts	All about me (Autumn 1) <u>Mental wellbeing</u> <ul style="list-style-type: none">• Things that we may say or do that could affect how we or others feel about us• Things that others may say or do that could affect how we feel about ourselves• Healthy coping strategies to use when I am stressed/upset/sad.• Define what puberty means• Understand that everyone will experience puberty differently• Identify key changes which happen during puberty	All about me (Autumn 1) <u>Emotional wellbeing</u> <ul style="list-style-type: none">• Difference between helpful/kind and unhelpful/unkind comments• Strategies to help manage our feelings about unhelpful/unkind comments• Responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful• Strong emotions and how this could affect ourselves or other people• How to manage strong emotions by using simple strategies to help ourselves and others• Ways in which friendships might change over time.• Friendships may end, through choice or circumstances• Strategies for managing feelings about friendships as they change and develop

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<p><u>Living in the wider world</u> <u>Diversity (Autumn 2)</u></p> <ul style="list-style-type: none"> • Similarities and differences between young people • What it means to treat others in a kind and fair way • Everyone is unique and special and no one should be treated unfairly • What prejudice means. • What it means to discriminate against someone <p><u>Managing pressure</u></p> <ul style="list-style-type: none"> • What is meant by teasing, hurtful and bullying behaviour • How we do not need to put up with someone being unkind, hurtful, abusive to, or bullying us. • What is meant by peer pressure and peer influence <p><u>Managing online information</u></p> <ul style="list-style-type: none"> • Advertising online is targeted at individuals • Not everything we see or read online is trustworthy 	<p><u>Living in the wider world</u> <u>Diversity (Autumn 2)</u></p> <ul style="list-style-type: none"> • Similarities, differences and diversity among people of different race, faith and culture • Different forms of prejudice and discrimination we may have seen/heard about <p><u>Managing pressure</u></p> <ul style="list-style-type: none"> • Different types of bullying and what the impact of bullying might be • Strategies to help us if we are being bullied • Ways in which pressure might be put on us by other people • Ways we might challenge peer pressure <p><u>Managing online information</u></p> <ul style="list-style-type: none"> • Steps to take to check if something we see online is trustworthy • Techniques that advertisers might use to get our attention or persuade us to believe something is true 	<p><u>Living in the wider world</u> <u>Diversity (Autumn 2)</u></p> <ul style="list-style-type: none"> • What we all have in common, despite differences • What stereotyping means • Constructive strategies for responding to prejudice and discrimination <p><u>Managing pressure</u></p> <ul style="list-style-type: none"> • Responsibilities of bystanders to report bullying and hurtful behaviour • Trusted adults/ services that can help us if we or someone we know has been the target • Strategies that can be used if someone is pressure to persuade us to do something <p><u>Managing online information</u></p> <ul style="list-style-type: none"> • Information from our internet use is gathered, stored and used by external organisations. • Organisations/websites that can help us or other people with concerns about something seen or experienced online
<p><u>Health & well-being (Spring 1)</u> <u>Self-Care, Support and Safety</u></p> <ul style="list-style-type: none"> • Symptoms we may experience when we are not feeling well • Decisions we (or an adult who takes care of us) might make about how to keep us well • People sometimes need to take medicines in different forms • Why it is important not to touch, taste or take medicines without a 	<p><u>Health & well-being (Spring 1)</u> <u>Self-Care, Support and Safety</u></p> <ul style="list-style-type: none"> • Difference between feeling well and feeling unwell • Letting someone know that we are feeling unwell. • Terms on how germs can be spread to others • Whom to tell if we feel unwell • Useful phrases or vocabulary to use in order to let someone know that we feel unwell 	<p><u>Health & well-being Spring 1)</u> <u>Self-Care, Support and Safety</u></p> <ul style="list-style-type: none"> • How we can tell if we are unwell • Simple hygiene routines that can prevent the spread of germs • Ways we can take increased responsibility for looking after our physical and mental health • Why it is as important to tell someone we trust if we are feeling emotionally (mentally) unwell as it is

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<p>trusted adult being with us</p> <p><u>Feeling frightened/worried</u></p> <ul style="list-style-type: none"> • What being frightened or worried means • Ways to communicate that we are frightened or worried • What it means to take care of our bodies and keep them safe • Who is responsible for keeping us safe • The importance of helping to keep ourselves safe • Unwanted physical • Always tell someone if anyone makes us feel worried or uncomfortable • What is 'personal space'. • Ways of communicating to others that we need help • How to seek help for themselves or others and report FGM concerns <p><u>Gambling</u></p> <ul style="list-style-type: none"> • What is meant by the term 'gambling' and places and ways this might take place 	<ul style="list-style-type: none"> • Why it is a good idea to ask for help quickly if we feel unwell • How following simple routines can reduce the spread of germs <p><u>Feeling frightened/worried</u></p> <ul style="list-style-type: none"> • No one has a right to make us feel frightened or Uncomfortable • How to recognise harassment, including online • Simple strategies we can use if we are feeling frightened or worried. • What is meant by 'personal space' • Ways we can safely challenge unwanted physical contact and ask for help • Strategies for communicating that we need help in different situations • Reasons why it might be necessary to keep telling trusted adults until we or someone in trouble gets the help needed • Removing or injuring female genitalia for non-medical reasons (Female Genital Mutilation/FGM) is wrong and illegal, even if adults think it is necessary <p><u>Gambling</u></p> <ul style="list-style-type: none"> • Reasons why people might choose to gamble 	<p>when we feel physically unwell</p> <ul style="list-style-type: none"> • People and organisations that can provide reliable support and advice if we are physically or mentally unwell <p><u>Feeling frightened/worried</u></p> <ul style="list-style-type: none"> • How it might feel when someone encroaches on our personal space • When it is or is not appropriate to be in someone else's 'personal space' • How feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong • Some actions (e.g. assaulting someone and harassment) are crimes • What we should say, do and whom to tell if we, or someone we know, fears that they will experience, or have already experienced FGM <p><u>Gambling</u></p> <ul style="list-style-type: none"> • Influences or pressures on people to gamble (e.g. advertising, friends)
<p><u>Relationship (Spring 2) Changing and Growing</u></p> <ul style="list-style-type: none"> • Different ways we have changed as we have grown older • New opportunities and responsibilities we have experienced as we have grown older 	<p><u>Relationship (Spring 2) Changing and Growing</u></p> <ul style="list-style-type: none"> • Physical and emotional changes that happen during puberty • Correct vocabulary to name male and female reproductive organs • During and after puberty, some people enjoy 	<p><u>Relationship (Spring 2) Changing and Growing</u></p> <ul style="list-style-type: none"> • People experience the physical and emotional changes of puberty over different lengths of time • Personal hygiene that we can take responsibility for, and why this is important during puberty

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<ul style="list-style-type: none"> • Different stages of change as people progress from birth to adulthood • Why puberty happens <p><u>Healthy/unhealthy relationship behaviours</u></p> <ul style="list-style-type: none"> • How we expect people to behave towards us in friendships and relationships • Differences between positive/healthy and negative/unhealthy relationships • People we can talk to about relationships <p><u>Intimate relationships consent</u></p> <ul style="list-style-type: none"> • Types of intimate relationships including same-sex relationships • How strong emotions (including sexual attraction) might make people feel • Instances in or out of school when we might need to seek permission or receive consent • How to ask for permission (get consent) before we borrow or take something from someone. <p><u>Long term relationships and parenthood</u></p> <ul style="list-style-type: none"> • Marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other • What adopted', 'fostered', or 'looked after' mean in terms of families • Some relationships will end • Whom we can talk to if we're worried about relationships 	<p>masturbating, and this should be done in private</p> <p><u>Healthy/unhealthy relationship behaviours</u></p> <ul style="list-style-type: none"> • Aspects of relationships that we are responsible for • Positive strategies to manage inappropriate behaviour towards us • Types of behaviour within relationships are against the law • What we can do if we are worried or concerned about an unhealthy relationship <p><u>Intimate relationships and consent</u></p> <ul style="list-style-type: none"> • What intimacy means. • Readiness (emotional, physical and social) for a relationship that may include sex • Expectations we may have of being in a romantic/intimate/physical relationship, which may include sex • What consent means <p><u>Long term relationships and parenthood</u></p> <ul style="list-style-type: none"> • What the differences might be between feeling ready for a relationship, feeling ready for a sexual relationship and being ready to be a parent • Responsibilities of being a parent • Different ways a person can become pregnant • Reasons why people might choose to adopt or foster children or young people. • No-one can be forced to marry someone • What we can do and whom we could tell if we think someone is being forced to marry someone. 	<ul style="list-style-type: none"> • Functions of the reproductive organs, including how conception occurs • Different stages of reproduction, pregnancy and birth <p><u>Healthy/unhealthy relationship behaviours</u></p> <ul style="list-style-type: none"> • Strategies to help us negotiate and assert our rights in a relationship • What is meant by compromise and ways to compromise • How the media portrayal of relationships may not reflect real life but may affect our expectations • Sources of support for us or someone we know who is experiencing abusive behaviour <p><u>Intimate relationships and consent</u></p> <ul style="list-style-type: none"> • Different levels of intimacy within relationships and their associated risks • Ways to manage others' expectations in relationships and our right not to be pressurised to do anything we do not want to do • Consent must be sought and freely given before any sexual activity • How to tell if someone is giving or not giving their consent <p><u>Long term relationships and parenthood</u></p> <ul style="list-style-type: none"> • Reasons for assisted conception, donor conception and surrogacy. • Choices people have in the event of an unintended pregnancy. • What abortion or termination of a pregnancy means
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		<ul style="list-style-type: none"> • Reliable, unbiased sources of support and how to access them • Different ways relationships might be ended • Feelings people might have if they or someone they are close to is experiencing the ending of a relationship • Breakdown of a relationship between parents is not the fault of their children • Importance of talking to someone if worried about the ending of a relationship
<p><u>Health & Well-being (Summer 1)</u> <u>Elements of a healthy lifestyle</u></p> <ul style="list-style-type: none"> • What a healthy lifestyle means • How we may feel if we don't get enough sleep • Strategies for maintaining good sleep patterns • Strategies to help make positive choices about our health and wellbeing <p><u>Mental wellbeing</u></p> <ul style="list-style-type: none"> • The link between physical health and mental wellbeing • When do we need help with mental health or emotional wellbeing • Whom we can speak to • Why it is important to seek help for ourselves or others if we are worried about unhealthy coping behaviours <p><u>Physical activity</u></p> <ul style="list-style-type: none"> • Forms of physical activity and exercise • Benefits of being physically active, and possible consequences of inactivity • Physical and mental health benefits of regular exercise <p><u>Healthy eating</u></p>	<p><u>Health & Well-being (Summer 1)</u> <u>Elements of a healthy lifestyle</u></p> <ul style="list-style-type: none"> • Strategies for maintaining a healthy lifestyle, including balancing time spent on work, leisure, physical activity, online activities and sleep • Why it is important to have enough sleep <p><u>Mental wellbeing</u></p> <ul style="list-style-type: none"> • Healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing • How we can help friends or family who might be feeling stressed or unhappy • Things that can prevent people from seeking help with mental health issues <p><u>Physical activity</u></p> <ul style="list-style-type: none"> • Long term benefits of regular physical activity and exercise • Challenging common stereotypes relating to physical activity <p><u>Healthy eating</u></p> <ul style="list-style-type: none"> • What we mean by a healthy, balanced diet • What makes some foods better for our health than others <p><u>Body image</u></p>	<p><u>Health & Well-being (Summer 1)</u> <u>Elements of a healthy lifestyle</u></p> <ul style="list-style-type: none"> • What might affect choices we make about our health, physical activity, sleep worries, stress, social media • Strategies for managing pressures and influences on healthy lifestyle choices <p><u>Mental wellbeing</u></p> <ul style="list-style-type: none"> • Reliable sources of advice and support for mental health and emotional wellbeing • Strategies for challenging stereotypes and stigma relating to mental health <p><u>Physical activity</u></p> <ul style="list-style-type: none"> • Challenges that can prevent us from exercising, and suggest ways to overcome them • Ways of motivating ourselves to take exercise <p><u>Healthy eating</u></p> <ul style="list-style-type: none"> • Long term benefits of a healthy diet • Risks of consuming food and drinks with high sugar or caffeine content <p><u>Body image</u></p> <ul style="list-style-type: none"> • Why young people are influenced to look a particular way, and the

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<ul style="list-style-type: none"> • Favourite foods and drinks, and give reasons for your choices • Foods we can eat all the time which are good for us • Foods that should only be eaten occasionally <p><u>Body image</u></p> <ul style="list-style-type: none"> • Thoughts and feelings about how different bodies are portrayed in the media <p><u>Medicinal drugs</u></p> <ul style="list-style-type: none"> • Difference between over-the-counter medicines and those prescribed by a doctor <p><u>Drugs, alcohol & tobacco</u></p> <ul style="list-style-type: none"> • Some substances people might swallow, drink or inhale that could be harmful to their health. • What alcohol is • How alcoholic drinks are different to non-alcoholic drink • legal and illegal 	<ul style="list-style-type: none"> • Ways in which images of people may be manipulated in the media/social media • Why some people might want to change the way they look • What is meant by body image <p><u>Medicinal drugs</u></p> <ul style="list-style-type: none"> • Examples of over-the-counter medicines • How medicines, when used responsibly can help us to take care of our health <p><u>Drugs, alcohol & tobacco</u></p> <ul style="list-style-type: none"> • Common legal drugs • Special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist • Benefits of not smoking/vaping or drinking alcohol, or of delaying use • Most young people choose not to smoke/vape, drink alcohol or use drugs 	<p>impact of these on emotional wellbeing.</p> <ul style="list-style-type: none"> • What is meant by self-esteem • Ways we can maintain self-esteem in relation to body image <p><u>Medicinal drugs</u></p> <ul style="list-style-type: none"> • Importance of taking over-the-counter and prescribed medicines correctly <p><u>Drugs, alcohol & tobacco</u></p> <ul style="list-style-type: none"> • Special rules (laws) around supplying or possessing illegal substances, and why they exist • Risks and possible consequences of drinking alcohol, smoking and other drugs on the body • How misusing substances/alcohol might impact on relationships • When, why and how to ask for help in relation to drugs and alcohol
<p><u>Living in the wider world (Summer 2)</u></p> <p><u>Self-Awareness</u></p> <ul style="list-style-type: none"> • Own personal strengths and skills • Ways we like to learn. • Difference between a short term target and an aspirational, long term goal <p><u>Preparing for adulthood</u></p> <ul style="list-style-type: none"> • Different ways of financing adult life and independent living • Different types of employment • Different jobs that family members, friends and people in the community may do <p><u>Managing Finances</u></p>	<p><u>Living in the wider world (Summer 2)</u></p> <p><u>Self-Awareness</u></p> <ul style="list-style-type: none"> • How to recognise and appreciate personal strengths in other people. • Strategies we can use to help us be organised in our learning. • How we might achieve our targets and goals <p><u>Preparing for adulthood</u></p> <ul style="list-style-type: none"> • Our aspirations for adult life • Kind of job we might like to do when we are older and what we expect it to be like • Some jobs are paid more than others and money is one factor which may 	<p><u>Living in the wider world (Summer 2)</u></p> <p><u>Self-Awareness</u></p> <ul style="list-style-type: none"> • How what others say and think about us can positively and negatively affect the way we feel about ourselves • Strategies to help manage negative opinions/comments • How it feels to achieve a target • Ways we can develop our strengths and skills through practice • Ways in which our current learning will help us in the future <p><u>Preparing for adulthood</u></p>

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<ul style="list-style-type: none"> • Different ways in which people might acquire money • Ways that money can be kept safe • How other people make things for us that we can't make ourselves or provide us with services that we can't do for ourselves 	<p>influence a person's job or career choice</p> <p><u>Managing Finances</u></p> <ul style="list-style-type: none"> • What is meant by earning, spending, and saving money • Ways in which we are encouraged to spend money, including online. • Consequences of losing money or spending more than we have 	<ul style="list-style-type: none"> • Skills for independent living • What strengths, skills and qualifications someone might need to do the jobs that interest us • Things that help to keep people healthy and safe at work • Steps to getting a job <p><u>Managing Finances</u></p> <ul style="list-style-type: none"> • What is meant by the terms 'afford', 'borrow' and 'lend' • Difference between essential and luxury purchases • Skills for budgeting and managing potential income
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Pupils in KS4 and KS5 work towards an ASDAN PSHE qualification in the Lifeskills Challenge and PSHE Short Courses. During the six-term period, we explored a variety of topics. Pupils work their way up from Entry Level 1 to Level 1. When possible, the topics are associated with festivals or events such as Careers Week, additionally, we observed Mental Wellbeing Week termly. Pupils also take part in workshops, some of which are led by specialists, as well as planned visits to places of interest linked to some of the topics covered.

Year 10	Year 11	Sixth Form
<p><u>Online Safety (Autumn 1)</u></p> <ul style="list-style-type: none"> • Risks of being on social media • Using social media safely • What is sexting • Laws on sexting • Online Risks & Gaming • Positives and negatives of social interaction in online games • Grooming Radicalisation and Extremism • Harmful behaviours online • How to report it and access support 	<p><u>Online Safety (Autumn 1)</u></p> <ul style="list-style-type: none"> • Behaviours on social media might damage friendships and relationships. • What is sexting • Safety and wellbeing when using social media. • Use of online data • Strategies to support online safety • Media stereotypes • Shared responsibility to challenge extreme viewpoints • Consequences of posting online and the potential impact to reputation 	<p><u>Online Safety (Autumn 1)</u></p> <ul style="list-style-type: none"> • Advantages & disadvantages of communicating through social media • Digitally enabled stalking • Develop digital resilience • Acceptable behaviour online • Online behaviour rules • Consequences for unacceptable behaviour online • How media stereotypes or manipulated images adversely affect body image and self-esteem

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	<ul style="list-style-type: none"> • What to do if you are worried about anything that has happened on social media. 	<ul style="list-style-type: none"> • 'Grooming' and its impact on a person's life. • Incel and misogyny • Organisations that offer support and advice
<p>Emotional Well being (Autumn 2)</p> <ul style="list-style-type: none"> • How to talk about emotions • Ways to help manage anxiety and stress, exploring links between sleep and physical/ mental health. • Improve emotional wellbeing • Things that can prevent people from seeking help with mental health issues (e.g. stigma) • The steps individuals can take to keep healthy, including self examination. 	<p>Emotional Well being (Autumn 2)</p> <ul style="list-style-type: none"> • Common types of mental ill health • Early signs of poor mental health • Strategies for maintaining positive emotional wellbeing • Promote positive emotional wellbeing • Healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing. 	<p>Emotional Well being (Autumn 2)</p> <ul style="list-style-type: none"> • Reliable sources of advice and support for mental health and emotional wellbeing • Strategies for challenging stereotypes and stigma relating to mental health • Range of risks to physical and mental health associated with unhealthy sexual relationships • Effects on body image and self-esteem, of idealised images of bodies and pressure to conform • Strategies to manage influences on body image
<p>Respectful Relationship (Spring 1)</p> <ul style="list-style-type: none"> • Aspects of relationships that we are responsible for (e.g. being respectful, honest and kind). • Positive strategies to manage inappropriate behaviour towards us. • Types of behaviour within relationships are against the law (e.g. hitting/ hurting someone, telling someone what to do all the time, not allowing someone to make choices) • What we can do if we are worried or 	<p>Respectful Relationship (Spring 1)</p> <ul style="list-style-type: none"> • Develop healthy relationships across cultures and society • How to manage emotions in different relationships • What makes for healthy or unhealthy relationships • Concept of consent in a variety of contexts • Develop healthy relationships in different contexts • Strategies to help us negotiate and assert our rights in a relationship. • What is meant by compromise and demonstrate some ways to compromise. • How the media portrayal of relationships may not reflect real life but may affect our expectations. 	<p>Respectful Relationship (Spring 1)</p> <ul style="list-style-type: none"> • How to seek and assertively give, not give or withdraw consent, in all contexts • Legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to consent • Emotional, physical, social, and legal consequences of failing to respect others' right not to give or to withdraw consent • Signs of abuse, exploitation and assault or rape • How to access support and report concerns, including online attitudes

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<p>concerned about an unhealthy relationship</p>	<ul style="list-style-type: none"> Sources of support for us or someone we know who is experiencing abusive behaviour. 	<p>towards sexual assault and their impact</p> <ul style="list-style-type: none"> How to challenge victim-blaming, including when abuse occurs online recognise manipulation and coercion and manage negative influence and persuasion Exit strategies for unhealthy relationships How to respond and where to seek help about the unacceptability and illegality of forced marriage and 'honour'-based violence and how to safely seek help
<p><u>Drugs, alcohol & tobacco (Spring 2)</u></p> <ul style="list-style-type: none"> How drugs/alcohol can affect how people feel, influence their ability to make decisions and can contribute to causing accidents How pressure to use substances can come from a variety of sources including people we know Why we might put ourselves under pressure to try substances such as smoking and drinking Understanding of what alcohol is Effects of drinking alcohol Strategies to resist pressure to smoke, drink alcohol or use illegal drugs The laws relating to the supply and possession of illegal substances 	<p><u>Drugs, alcohol & tobacco (Spring 2)</u></p> <ul style="list-style-type: none"> Long-term personal and social risks of substance misuse What is meant by someone having a 'habit', or 'addiction' in terms of substance misuse. The impact that alcohol can have on emotional health and wellbeing facts about the harmful effects of smoking tobacco Reliable sources of support or advice if we are worried about ourselves or someone else in relation to substance misuse 	<p><u>Drugs, alcohol & tobacco (Spring 2)</u></p> <ul style="list-style-type: none"> All drugs can have risks to health, even if they are legal or have been prescribed The effects of nicotine consumption and its associated risks The benefits of quitting smoking and how to access support to do so Alcohol & consent The difference between social pressure and peer pressure in relation to alcohol; Alcohol abuse on individual's work & family life Alcohol abuse on society Signposting support The benefits of quitting smoking and how to access support to do so

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<p><u>Hygiene and Sexual Health (Summer 1)</u></p> <ul style="list-style-type: none"> • The need for personal hygiene • Personal hygiene products that are used regularly • Sex and consent • Legal consequences of forcing someone into a sexual act • Sexually Transmitted Infections (STIs) • Sex and consent 	<p><u>Hygiene and Sexual Health (Summer 1)</u></p> <ul style="list-style-type: none"> • Puberty & hygiene • Personal hygiene routines • Benefits of carrying out regular personal hygiene activities • different levels of intimacy (physical/sexual) within relationships and their associated risks • How to protect against Sexually Transmitted Infections (STIs) • Advantages and disadvantages of different types of contraception 	<p><u>Hygiene and Sexual Health (Summer 1)</u></p> <ul style="list-style-type: none"> • Benefit of following daily personal hygiene • Activities and consequences of not having a good personal hygiene routine • Impact of sexually transmitted infections (STIs) and how to minimise their transmission • Advantages and disadvantages of different methods of contraception, including protection from STIs • Access emergency contraception and the time frame within which it can be effective • Moral responsibilities when seeking consent and the importance of respecting and protecting an individual's right to give, not give, or withdraw consent • Legal consequences of failing to respect an individual's right to not give or withdraw consent
<p><u>Careers and Your Future (Summer 2)</u></p> <ul style="list-style-type: none"> • Strengths, skills and qualifications someone might need to do the jobs that interest us. • Things that help to keep people healthy and safe at work (that there are laws to protect people 	<p><u>Careers and Your Future (Summer 2)</u></p> <ul style="list-style-type: none"> • Assess strengths, interests, values, and skills to set realistic, aspirational goals • Choices available at the end of Key Stage 4, including employment, further study, apprenticeships, work placements 	<p><u>Careers and Your Future (Summer 2)</u></p> <ul style="list-style-type: none"> • Skills and attributes that employers look for in their employees • What it means to be employable • Life plan that identifies personal aspirations, attributes and skills; be

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<ul style="list-style-type: none">• Steps to getting a job (e.g. looking for a job, writing a CV, going for an interview).	<ul style="list-style-type: none">• Skills that can help someone to get a job (e.g. interview techniques, communication and teamworking skills)• People and organisations that can provide advice and support for our future employment	<p>able to set compelling goals</p> <ul style="list-style-type: none">• How to promote a personal brand• Awareness of the career choices available locally and nationally• Options available in education, training and employment post-18, including higher education, further training or apprenticeships, and gap year opportunities
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How you can support your child in PSHE:

You can support your child by:

- *Setting up a quiet, well-lit space that is free from distractions like TV, video games or noisy siblings for the child to do homework*
- *Giving the child time to complete homework*
- *Establishing a regular time for homework each day to build a routine*
- *Checking the child's work to make sure the presentation is neat.*

Please keep in touch with the PSHE teachers should you feel your child is struggling or needs more challenge – let us know. You can communicate with us using the child's diary or emails at: admin@elmcourt.lambeth.sch.uk