

PSHCE Curriculum Intent

PSHCE at Wallington Girls develops the individual student in a holistic way, beyond their academic studies so that they are fully prepared for life beyond school. We recognise the diversity of our community and therefore aim to expose students to ideas that both challenge and support their own so that they can make informed decisions about their own life and the impact this will have on others' lives. Guided by the principle of lifelong learning, the curriculum is designed to cover the themes of health & wellbeing, relationships and living in the wider world; where each theme is revisited and further developed as students progress through the key stages.

Aims of the curriculum:

- Students are able to demonstrate characteristics of resilience, emotional intelligence and social responsibility
- Students are able to engage in a range of happy and healthy relationships with others
- Students have the skills and knowledge to make informed choices that are suitable for them throughout their life

By the end of Key Stage 3 our students will know:	By the end of Key Stage 4 our students will know:	By the end of Key Stage 5 our students will know:
<p>Health & wellbeing</p> <ol style="list-style-type: none"> 1. How to cultivate personal qualities that can help them during key transition periods in their life, including resilience and self-belief. 2. What to expect during puberty and how to cope with these changes, including physical, mental and emotional changes and challenges. 3. How to communicate about their emotions and their mental wellbeing, including identifying when they need additional help and where to find this. 4. What FGM is and the legal framework around this, including who to contact if they have concerns about this. 5. How to keep themselves safe online and how to report concerns they have about online content and/or interactions. 6. How to perform basic first aid and where to access training for further development of this. 7. The facts about alcohol consumption and legal and illegal drugs and their associated risks. <p>Relationships</p> <ol style="list-style-type: none"> 1. The qualities associated with positive friendship and how to cultivate this. 2. A range of strategies for dealing with conflict in friendships and how to resolve disagreements. 3. How to recognise when a friendship is having a negative impact and how to deal with this. 4. The legal framework around developing intimate relationships. 	<p>Health & wellbeing</p> <ol style="list-style-type: none"> 1. That there are different risks they will face in their life and how to navigate these risks and make informed choices. 2. What it means to have positive mental health and how to recognise when they are in need of help or support when they are struggling with their mental health. 3. Different ways to look after their own mental health. 4. Where to get help and support with mental health challenges. 5. About a range of different sexually transmitted infections, including HIV/AIDs and how to protect themselves from contracting these, as well as where to go if they need to be tested or for treatment. 6. About the impact of a healthy lifestyle and how to ensure they develop healthy habits. <p>Relationships</p> <ol style="list-style-type: none"> 1. How the range of different relationships in their life can be positive or negative and how to respond to conflict or challenges in these relationships. 2. How to recognise and develop healthy intimate relationships, including knowing what the law states about the legal age of consent. 3. The potential consequences of sexual relationships including unintended teenage pregnancy, the impact this could have and the options available to them if this happens. 4. What constitutes healthy expectations of sexual relationships, with specific reference to how viewing 	<p>Health & wellbeing</p> <ol style="list-style-type: none"> 1. About the importance of looking after their mental health, including the range of factors that contribute to this. 2. How to maintain healthy choices and a healthy lifestyle. 3. The risks and facts associated with drug and alcohol use and how to ensure they are making safe and informed choices. 4. About cervical screening and how to recognise and check their own bodies for signs and symptoms of other health concerns. <p>Relationships</p> <ol style="list-style-type: none"> 1. About the importance of boundary setting in intimate relationships, including recognising behaviours that they are not comfortable with and being given strategies to respond to this. 2. How to confidently establish a positive and satisfying intimate relationship, acknowledging the range in which these relationships can happen and how to practice positive and safe sexual behaviours within these. 3. How to identify negative and damaging behaviour in relationships including how to recognise different types of abuse in relationships. 4. The legal status of marriage and other long term relationships. <p>Living in the wider world</p> <ol style="list-style-type: none"> 1. Different strategies to support their studies at A Level and beyond.

<p>5. What constitutes an exploitative relationship and recognise the difference between a healthy and unhealthy relationship, both with friends and in the context of a potentially intimate relationship.</p> <p>6. What consent means and how to demonstrate their consent in the context of friendships and potentially intimate relationships. Including what the law says about consent.</p> <p>7. Different strategies for confidently withholding or withdrawing consent.</p> <p>8. About the broad spectrum of relationships that contribute to human happiness, with specific reference to committed intimate relationships and the legal status of marriage and the roles and responsibilities of parents.</p> <p>9. Different methods of contraception, their effectiveness and consequences of using these (e.g. hormonal or physical).</p> <p>Living in the wider world</p> <p>1. What British values are and how to uphold these, including how to recognise and respond to extreme viewpoints that incite hate or violence.</p> <p>2. What contributes to their self-identity.</p> <p>3. What human rights are, including the rights of the child and how the importance of equality in society including knowledge of the Equality Act 2010.</p> <p>4. How and why the law is enforced in the UK.</p> <p>5. Different aspects of the media and the impact these have, including print media and e-media.</p> <p>6. The basics about costs of living (mortgage, council tax, utilities etc.) and how future career decisions impact on this.</p> <p>7. The function and structure of the UK government and how they can be politically engaged.</p>	<p>pornography can have a negative impact on their self image and sexual behaviour.</p> <p>5. The legal framework around accessing or sharing explicit content online</p> <p>6. Reasons for delaying sexual activity and how to clearly express their views on this.</p> <p>Living in the wider world</p> <p>1. About the importance of personal safety when online.</p> <p>2. About social issues in their local area and how to advocate for a local charity</p> <p>3. About government spending and the UK economy, including how tax is calculated and collected.</p> <p>4. How to begin their working life outside of school, including creating a CV and applying for jobs.</p> <p>5. About human responsibility towards their local and global community, including issues related to climate change.</p>	<p>2. The options available to them beyond A Level study, including investigating career prospects and how to apply for university.</p> <p>3. Why it is important to reflect on significant issues in society that may impact their life or the lives of others in the future.</p> <p>4. The range of financial responsibilities they may encounter in adult life including information about student loans, taxes, mortgages and credit cards and the implications of these.</p>
--	---	---

At WHSG our curriculum intent is ambitious but always inclusive, composed of powerful knowledge and cultural capital, coherent and well-sequenced, and broad only specialising when necessary