

## Curriculum Map

### **Subject: PSHE**

*‘All pupils and students across the school benefit from personal development provision that is noteworthy. This helps them to develop a strong understanding of how to keep healthy and safe, including age-appropriate advice about sex and relationships.’ – Ofsted 2024*

### SMSC and Fundamental British Values

At Guiseley School, we place great importance on Spiritual, Moral, Social, and Cultural (SMSC) development. We believe that helping students grow in these areas is key to their learning and success. Our goal is to provide an education that helps students explore their values and beliefs, develop spiritual awareness, show good behaviour, and care for others.

We also want students to understand social and cultural traditions and appreciate the richness of different cultures. SMSC values are taught in PSHE lessons from Years 7 to 13. We are proud to offer many activities and events, including those related to faith, technology, art, sports, drama, music, science, and global cultures.

We also teach the importance of fundamental British Values: democracy, following the law, individual freedom, and respecting and tolerating people with different faiths and beliefs.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	<p><b>Curriculum Topics:</b> Living in the Wider World: Developing Skills and Aspirations</p>	<p><b>Curriculum Topics:</b> Health and Wellbeing: Building on transition and personal safety</p>	<p><b>Curriculum Topics:</b> Relationships: Diversity</p>	<p><b>Curriculum Topics:</b> Living in the Wider World: Financial Decision Making</p>	<p><b>Curriculum Topics:</b> Health and Wellbeing: Health and Puberty</p>	<p><b>Curriculum Topics:</b> Relationships: Building Relationships</p>
	<p><b>Being successful personally:</b> what is teamwork and enterprise and how can they develop it in school? <b>Problem solving, communication, leadership, risk management and creativity</b> <b>What is democracy?</b> How does it work in the UK? <b>Being successful academically</b> Links between <b>personal values and career choices</b> Range of careers and the <b>abilities and qualities</b> required for different careers How to <b>challenge stereotypes</b> How to <b>broaden career horizons</b>. How to <b>identify career aspirations</b>.</p>	<p>Identifying <b>personal strengths</b> and areas for development How to <b>improve study skills</b> How to <b>manage the changes of a new school</b> How to <b>establish and manage friendships</b> How to identify, express and <b>manage emotions</b> in a constructive way How to <b>establish and manage friendships online</b> safely <b>Sharing images</b> of yourself online. How to report/manage it. How to manage other elements of <b>personal safety</b> How to respond in an <b>emergency situation</b></p>	<p>The benefits of living in a <b>diverse society</b> <b>Identity, rights and responsibilities</b> <b>Discrimination</b> related to race and culture, the <b>Equalities Act 2010</b> and <b>protected characteristics</b> How to <b>challenge prejudice, stereotypes and discrimination</b> The signs and effects of <b>bullying</b> (including online) How to <b>respond to bullying</b> of any kind How to <b>support others</b> if they are being bullied</p>	<p><b>Ethical and unethical business practices</b> and consumption in other countries <b>Unethical business practices</b> and consumerism in the UK <b>Saving, spending and budgeting</b> <b>Making financial choices</b> <b>Gambling</b> – online gambling, in-app purchases etc. How to <b>reduce the risks</b> of online gambling.</p>	<p>How to make <b>healthy lifestyle choices:</b> diet, dental, physical activity, sleep etc <b>Impact of poor choices</b> on their physical health as they grow up. <b>Risks of unhealthy activities</b> (caffeine, alcohol, smoking and vaping) and managing these pressures <b>Changing bodies</b> and importance of personal hygiene for teenagers. What are the <b>normal physical and emotional changes</b> during puberty Recognising <b>inappropriate and unwanted contact</b> as you grow up. How to respond to unwanted contact <b>Female Genital Mutilation (FGM)</b></p>	<p>How to develop <b>self-worth and self-efficacy</b> Qualities and behaviours relating to different types of <b>positive relationships</b> (friendships and romantic relationships) How to <b>recognise unhealthy relationships</b> How to recognise and challenge <b>media stereotypes</b> of romantic relationships and friendships Evaluate <b>expectations from romantic relationships</b> <b>Consent</b> and how to seek and assertively communicate</p>

Curriculum Topics: Relationships: Discrimination	Curriculum Topics: Living in the Wider World: Digital Literacy	Curriculum Topics: Health and Wellbeing: Drugs and Alcohol	Curriculum Topics: Living in the Wider World: Community and Careers	Curriculum Topics: Health and Wellbeing: Emotional Wellbeing	Curriculum Topics: Relationships: Identity and Relationships
<p>Managing influences on <b>beliefs and decisions</b> 'Group think' and how to challenge this</p> <p><b>Developing self-worth and confidence</b> as a student</p> <p><b>Democracy</b> – the need for diversity in politics. What is the first-past-the-post voting system? <b>Gender identity, transphobia and genderbased discrimination</b> Gender as a <b>protected characteristic</b> under the Equalities Act 2010. Recognising and challenging <b>homophobia and biphobia, sexual orientation</b> as a protected characteristic Recognising and challenging <b>racism and religious discrimination</b></p>	<p>Critically <b>assessing social media sources</b> and the 'echo chamber' of social media.</p> <p>Recognising <b>bias or misleading information</b> online</p> <p>Online communication <b>benefits.</b></p> <p><b>Age restrictions</b> when accessing different forms of media</p> <p>How to <b>use social networking sites safely</b></p> <p>How to distinguish between content which is <b>publicly and privately shared</b></p> <p>How to <b>recognise online grooming</b> in different forms</p> <p>How to <b>protect financial security online</b></p> <p>Assessing and managing risks in relation to <b>gambling and chancebased transactions</b> through social media</p>	<p>The over consumption of <b>energy drinks and junk food</b></p> <p>The relationship between <b>habit and dependence</b> The risks of <b>alcohol, tobacco, nicotine and cigarettes</b></p> <p>How to <b>manage influences</b> in relation to substance abuse</p> <p>How to recognise and <b>promote social norms and attitudes</b> in relation to drugs and alcohol</p> <p>Medicinal and recreations <b>drugs</b></p> <p>How to use <b>over the counter and prescription medication</b> safely</p>	<p><b>Equality of opportunity</b> in life and work in the UK and abroad</p> <p><b>Underrepresentation</b> of groups in certain careers</p> <p><b>Challenging stereotypes and discrimination</b> in relation to work and pay</p> <p><b>Employment, selfemployment and voluntary work</b> Citizenship and <b>volunteering</b></p> <p>Setting <b>aspirational goals for future careers</b> or working opportunities to challenge expectations</p>	<p><b>Mental health</b> and attitudes towards mental health</p> <p>Challenging <b>myths and stigma</b> around mental health</p> <p>Daily <b>wellbeing</b> and building resilience. How to develop <b>digital resilience</b></p> <p>How to <b>manage emotions around friendships, especially online.</b></p> <p><b>Unhealthy coping strategies</b></p> <p><b>Healthy coping strategies</b> and self-help</p>	<p>Managing feelings about <b>gender identity and sexual orientation</b></p> <p>Qualities of <b>positive, healthy romantic relationships.</b></p> <p>Forming new partnerships and <b>developing romantic relationships</b> Consent in sexual relationships Basic <b>contraception</b> The risks of sharing <b>youth produced images</b></p> <p><b>Upskirting</b></p>

9

<p><b>Curriculum Topics:</b> Living in the Wider World: Setting Goals</p>	<p><b>Curriculum Topics:</b> Relationships: Respectful Relationships</p>	<p><b>Curriculum Topics:</b> Health and Wellbeing: Substance Use and Exploitation</p>	<p><b>Curriculum Topics:</b> Living in the Wider World: Employability Skills</p>	<p><b>Curriculum Topics:</b> Health and Wellbeing: Healthy Lifestyle</p>	<p><b>Curriculum Topics:</b> Relationships: Intimate Relationships</p>
<p><b>Transferable skills</b> for careers, abilities and interests How to demonstrate <b>personal strengths</b> Different <b>types of employment</b> How to <b>manage feelings</b> relating to future employment <b>Democracy</b> - the political spectrum, political apathy, voting in a national election <b>GCSE and post-16 options</b> Skills needed for <b>decision making</b> Setting meaningful, realistic <b>goals for the future</b></p>	<p>Different types of <b>families</b> <b>Forced marriage</b> <b>Conflict</b> and its causes in different contexts <b>Conflict resolution</b> strategies How to have <b>positive relationships in the home</b> Managing relationship and <b>family changes</b> How to <b>access support</b> services for family conflict <b>Managing change, loss, grief and bereavement</b></p>	<p><b>Healthy and unhealthy friendships</b> Managing the influences of peers around <b>substance/alcohol and antisocial behaviour</b> choices <b>'Group think'</b> and how it can encourage antisocial/illegal behaviour Recognising <b>passive, aggressive and passive aggressive behaviour</b> and how to <b>communicate assertively</b> <b>Positive social norms</b> in relation to drug and alcohol Legal and health risks to <b>drug and alcohol</b> consumption Risk in relation to <b>gangs</b></p>	<p>Young people's <b>employment rights and responsibilities</b> <b>Skills for enterprise</b> and employability How to give and act on <b>constructive feedback</b> to prepare for work and develop your skills <b>GCSE options</b> and how to make the best choices <b>Habits and strategies</b> to support progress in school How to manage your <b>personal brand</b> online How to <b>identify and access support</b> for concerns relating to life online</p>	<p>The relationship between <b>physical and mental health</b> Balancing <b>work, leisure, exercise and sleep</b> How to make <b>healthy eating</b> choices How to make <b>independent health choices</b> Influences on <b>body image</b> Taking <b>increased responsibility</b> for physical health</p>	<p><b>Readiness for sexual activity</b> Myths and misconceptions relating to <b>consent</b> The <b>continuous right to withdraw consent</b> and <b>capacity to consent</b> <b>STIs</b>, effective use of condoms and other <b>forms of contraception</b> The consequences of <b>unprotected sex</b> The portrayal of relationships in the <b>media</b> and in <b>pornography</b> The risks of sharing or passing on <b>sexual images</b> How to <b>secure personal information</b> online</p>

10	<p><b>Curriculum Topics:</b> Health and Wellbeing: Exploring Influence</p>	<p><b>Curriculum Topics:</b> Living in the Wider World: Financial Decision Making</p>	<p><b>Curriculum Topics:</b> Relationships: Addressing Extremism and Radicalisation</p>	<p><b>Curriculum Topics:</b> Living in the Wider World: Work Experience</p>	<p><b>Curriculum Topics:</b> Health and Wellbeing: Mental Health</p>	<p><b>Curriculum Topics:</b> Relationships: Healthy Relationships</p>
	<p>Positive and negative <b>role models</b> How to <b>evaluate the influence</b> of role models on your life <b>What is democracy?</b> The main political parties in Britain and the main difference between their views <b>Role models</b> in politics. Using our <b>right to vote</b> to express dissatisfaction The media's perception of <b>gang culture</b> The <b>impact of drugs and alcohol</b> on individuals, families and wider communities How drugs and alcohol affect <b>decision making</b> Seeking help for <b>substance abuse and addiction</b> Managing <b>peer influence</b> Keeping yourself and others <b>safe</b> <b>Exit strategies</b> for dangerous situations</p>	<p><b>Budgeting</b> and savings options <b>Finance options</b> as an adult – insurance and pensions Preventing and managing <b>debt</b>. Islamic rules on lending. How <b>data</b> is generated, collected and shared How <b>thinking errors</b> can increase susceptibility to gambling Managing <b>influences related to gambling</b> Relationship between <b>gambling and debt</b> How to manage risk in relation to <b>online gaming</b> The law and <b>illegal financial activity</b>, including fraud and cybercrime</p>	<p>The importance of school community, <b>inclusion, respect</b> and a sense of belonging The legal protection of <b>inclusion and protected characteristics</b> How <b>social media</b> may misrepresent or target information in order to influence beliefs that are not inclusive <b>Freedom of speech</b> on social media. Human Rights and <b>'freedom of expression'</b> <b>Hate speech</b> and the law. <b>Free Press</b> How to recognise and respond to <b>extremism and radicalisation</b> How to <b>challenge discrimination</b>.</p>	<p>Evaluating <b>strengths and interests</b> in relation to career development Opportunities in learning and work that can give you valuable <b>experience</b> <b>Responsibilities of the employee</b> in the workplace Strategies for <b>overcoming challenges or adversity</b> in work <b>Responsibilities of the employer</b> How to maintain a positive <b>personal presence online</b></p>	<p>How to <b>manage challenges</b> during adolescence <b>Body image</b> How to <b>reframe negative thinking</b> Strategies to promote <b>positive mental health and emotional wellbeing</b> especially around exam stress Signs of <b>emotional or mental ill-health</b> compared with normal emotional range. The <b>danger of social media and unhealthy responses</b> to mental health How to <b>access support</b> The portrayal of <b>mental health in the media</b> How to <b>challenge stigma</b>, stereotypes and misinformation</p>	<p><b>Relationship values</b> and the role of pleasure in relationships How to manage <b>the impact of the media and pornography</b> on sexual attitudes, expectations and behaviours Myths, assumptions, misconceptions and social norms about <b>sex, gender and relationships</b> <b>Asexuality, abstinence and celibacy</b> The opportunities and risks of <b>forming and conducting relationships online</b> Consent, manipulation and coercion Recognising and challenging <b>victim blaming</b> in relation to coercion, sexual assault and exploitation</p>

# 11

<b>Curriculum Topics:</b> Health and Wellbeing: Building for the Future	<b>Curriculum Topics:</b> Living in the Wider World: Next Steps	<b>Curriculum Topics:</b> Relationships: Communication in Relationships	<b>Curriculum Topics:</b> Health and Wellbeing/relationships: Independence and families		
<p>How to <b>manage the judgement of others</b> and challenge</p> <p>How to <b>balance ambition and unrealistic expectations</b> How to develop <b>selfefficacy</b>, including motivation, perseverance and resilience</p> <p>What is <b>democracy?</b> What are the different votes we can make as citizen? How to maintain a <b>healthy self-concept</b>, especially in relation to school work</p> <p><b>Effective revision techniques</b> and strategies</p> <p>The nature, causes and effects of <b>stress</b></p> <p><b>Stress management strategies</b> including healthy sleep habits</p>	<p>How to set and achieve <b>SMART targets Options post-16</b> and careers</p> <p><b>Application processes</b> including writing CVs, personal statements and interview techniques</p> <p>How to maximise employability including <b>managing online presence</b> Legal rights, responsibilities and challenges in relation to <b>working part time whilst studying</b></p> <p>How to manage <b>work/life balance</b></p>	<p><b>Gender identity, gender expression and sexual orientation</b> and their legal protection as a protected characteristic</p> <p>Respecting <b>the emotions of the individual</b> in relationships</p> <p>How to <b>communicate assertively</b> and how to communicate <b>wants and needs</b> relating to readiness for sex</p> <p>How to choose and access appropriate <b>contraception</b> including emergency contraception</p> <p><b>Unwanted attention</b>, including online</p> <p>How to challenge <b>harassment and stalking</b> including online. Various forms of <b>relationship abuse</b> Identifying unhealthy, <b>exploitative and abusive relationships</b></p> <p>How to <b>access support</b></p>	<p>Links between <b>lifestyle and some cancers</b></p> <p>The importance of <b>selfscreening</b> and how to perform self-examination</p> <p><b>Vaccinations and immunisations</b></p> <p>Blood, organ and stem cell <b>donation</b></p> <p>How to manage influences and risks relating to <b>cosmetic and aesthetic body alterations</b></p> <p><b>Fertility</b>, including how it varies and changes</p> <p><b>Pregnancy, birth and miscarriage</b></p> <p><b>Unplanned pregnancy</b> options</p> <p>Different <b>types of family</b></p> <p><b>Forced marriage</b></p> <p>How to manage <b>change, loss, grief and bereavement</b></p>		

12	<b>Curriculum Topics:</b> Living in the wider world – readiness for further study and the world of work	<b>Curriculum Topics:</b> Health and Wellbeing – mental health and emotional wellbeing	<b>Curriculum Topics:</b> Relationships - Diversity and inclusion	<b>Curriculum Topics:</b> Living in the wider world - Planning for the future	<b>Curriculum Topics:</b> Relationships – respectful relationships	<b>Curriculum Topics:</b> Health and wellbeing – health choices and safety
	<p>How to be <b>enterprising</b> in life and work and <b>evaluate your skills/strengths</b>. Getting the most out of <b>6th form life</b></p> <p><b>Study Skills</b> How to make decisions about <b>voting</b> when you are 18. Balancing <b>work and study</b> Rights and responsibilities in different types of <b>employment</b> How to write an effective <b>CV</b> and prepare for <b>interviews</b> <b>Professional conduct</b> at work <b>Overcoming challenges</b> or adversity in the workplace The role of <b>trade unions and professional organisations</b></p>	<p>Promoting <b>mental health and emotional wellbeing</b> <b>Work-life balance</b>, including study, leisure, exercise, sleep and time online The signs of <b>emotional or mental ill-health</b> how, when and how to access appropriate <b>support and treatment</b> The effects of <b>idealised images of bodies</b> and pressure to conform Strategies to <b>manage influences on body image</b> How to manage influences and risks relating to <b>cosmetic and aesthetic body alterations</b></p>	<p>Celebrating <b>cultural diversity</b> <b>Rights, roles and responsibilities</b> in a diverse society <b>Equalities Act 2010</b> and protected characteristics How to <b>safely challenge prejudice and discrimination</b>, including online <b>Extremism and radicalisation</b></p>	<p>Setting realistic, aspirational <b>goals Options available in education</b>, training and employment post-18, Evidencing <b>strengths and skills</b> when applying for future roles The changing patterns and trends in the <b>labour market</b> <b>Financial advantages, disadvantages and risks</b> relating to post-18 options Gains and risks of different <b>credit/debt arrangements</b> and repayment implications, including student loans</p>	<p>Seeking and assertively giving or withdrawing <b>consent</b> Factors that might affect <b>capacity to consent</b> The emotional, physical, social, and legal <b>consequences of failing to respect others’ right not to give or to withdraw consent</b> The signs of <b>abuse, exploitation and assault or rape</b> Accessing <b>support and report concerns</b>, including online <b>Attitudes towards sexual assault</b> and their impact <b>Manipulation and coercion</b> Rights in relation to <b>harassment, stalking and violence</b> <b>Exit strategies</b> for unhealthy relationships <b>Forced marriage and ‘honour’-based violence</b> Exit strategies for pressurised or dangerous situations</p>	<p><b>Personal safety</b> in relation to travel <b>Driving</b> laws and risks <b>Summer holiday safety:</b> about safety, rights and responsibilities when The impact of <b>substance use</b> on health, personal safety, decision making and sexual behaviour How to manage use of <b>alcohol and other drugs</b> <b>The impact of substance use</b> on road safety, workplace safety, reputation and career The dangers and consequences of involvement in <b>gangs, serious organised crime or carrying a weapon</b> how to perform <b>first aid</b></p>



13	Curriculum Topics: Living in the wider world – next steps	Curriculum Topics: Living in the wider world – Financial choices	Curriculum Topics: Health and wellbeing – Independence	Curriculum Topics: Relationships – building and maintaining intimate relationships		
	Revisit ‘next steps’ post-18 <b>Application processes</b> and preparing for interviews <b>Challenging online content</b> that adversely affects personal or professional reputation <b>Democracy</b> - how to make decisions about voting when you are 18. What types of election can you vote in and why do we have these structures? How <b>social media</b> can expand, limit or distort perspectives Setting and maintaining boundaries around <b>personal privacy</b> Managing <b>online safety</b> in all its forms	<b>Expenditure and budget</b> for changes in circumstances <b>Salary deductions</b> and how to manage these <b>Savings options</b> <b>Financial contracts</b> Gains and risks of different <b>debt arrangements</b> and repayment implications Risks involved in different <b>financial ventures</b> Critically <b>assessing different media sources</b> <b>Online content</b> and propaganda, manipulation, biased or misleading information	<b>Adaptability and resilience</b> during periods of change and strategies to manage change Monitoring <b>personal health and wellbeing</b> Managing <b>transitional life phases</b> Managing <b>mature friendships</b> Registering with and <b>accessing doctors, opticians and other health services</b> <b>Illnesses</b> that particularly affect young adults <b>Screening</b> and how to perform self-examination Independent <b>health choices</b> and <b>managing media messages</b> about health	Recap on <b>consent</b> <b>Communicating and negotiating expectations</b> and boundaries in relationships <b>Relationship challenges</b> and how to manage the ending of relationships <b>Contraception</b> in different contexts and relationships and <b>communicate about use</b> with a sexual partner Reducing the risk of <b>contracting or passing on an STI</b> Accessing local and national advice in relation to <b>sexual health</b> <b>Sexual health services</b> , locally, nationally and online <b>Delaying conception</b> <b>Unintended pregnancy</b> and young parenthood		