

Westhaven School Curriculum Map for PSHE

KEY STAGE FIVE

PSHE Key stage 1, 2, 3, 4 overview: [Westhaven School PSHE Overview KS1, KS2, KS3 and KS4](#)

PSHE Key stage 5 overview: [Westhaven School PSHE Overview KS5](#)

PSHE helps pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Through tailored lessons, pupils will learn how to understand and implement the key values of a PSHE curriculum. This will include staying safe and healthy, building and maintaining successful relationships – and becoming active citizens who participate in society responsibly – now and in the future.

Teaching about mental well-being is central to ensuring that pupils are well-prepared for the challenges that lay ahead of them. Our curriculum will equip pupils with the knowledge and inspiration to take care of themselves and show them how to get support if a problem arises. Our PSHE curriculum will put in place the key building blocks of healthy, respectful relationships – focusing on family and friends – both on and offline, ensuring our pupils are **valued, inspired and prepared** for life beyond Westhaven School.

At Westhaven, English is the heart of our curriculum. We are committed to raising the standards in phonics and early reading of our learners through every curriculum subject. At Westhaven, we follow the approach to phonics teaching as outlined in the DfE validated programme UNLOCKING LETTERS AND SOUNDS.

Advice for teacher: The scheme is a two year rolling programme, each term a set theme is covered and seven lessons are identified within each term to be covered for the given theme.

Term 1 -Living in the wider world

Cycle A - Readiness for work

- L1: how to evaluate strengths, skills and interests in relation to future roles and opportunities
- L2: how to write an effective CV and prepare for interviews for part-time work
- L3: about career opportunities in a global economy and about rights and responsibilities in different types of employment, including full-time, part-time, and jobs in the 'gig economy'
 - L4: how to demonstrate professional conduct, including following health and safety protocols
 - L5: about workplace confidentiality and security, including cyber-security and data protection
 - L6: when, why and how to seek or provide support in response to bullying and harassment in the workplace
 - L7: strategies for overcoming challenges or adversity in the workplace and about the role of trade unions and professional organisations

Cycle B - Next steps

- L1: how to evaluate strengths, skills and interests in relation to future opportunities and career development and about the implications of the global market for future choices in education and employment
- L2: how to identify appropriate 'next steps' post-18, such as higher education, further training or apprenticeships, and gap year opportunities
- L3: about application processes, including how to write a concise and compelling personal statement, effectively refine and tailor a CV and prepare for interviews
 - L4: how to build and maintain a positive professional identity and online presence and that creating and sharing content online can contribute to, or challenge, a positive online presence
 - L5: how to effectively challenge online content that adversely affects personal or professional reputation
 - L6: how social media can expand, limit or distort perspectives
 - L7 how to set and maintain boundaries around personal privacy and how to manage online safety in all its forms, including seeking help when appropriate

Term 2 - Health and wellbeing

Cycle A - Health choices and safety

- L1: how to assess and manage risk and personal safety in new independent situations, including online
- L2: how to manage personal safety in relation to travel, including cycle safety, young driver safety, passenger safety, using licensed Taxis and getting home safely
- L3: about safety, rights and responsibilities when travelling in the UK and abroad, including passport, visa and insurance requirements
- L4 and 5: how to perform first aid

Lesson 6 and 7 dedicated to revision of any given subjects, celebration of learning and life at Westhaven for the Year 13 leavers.

Cycle B - Safety

- L1: how to evaluate when to summon emergency services and about the importance of giving accurate information, even in cases where there may be legal consequences
- L2: to identify and manage the impact of substance use on health, personal safety, decision making and sexual behaviour and about the consequences of substance use
- L3: how to manage use of alcohol and other drugs
- L4 and 5: about the risks of being a passenger with an intoxicated driver and how to manage this and about the impact of substance use on road safety, work-place safety, reputation and career

Lesson 6 and 7 dedicated to revision of any given subjects, celebration of learning and life at Westhaven for the Year 13 leavers.

Term 3 - Relationships

Cycle A - Diversity and inclusion

- L1: how to communicate personal values in different types of relationships
- L2: strategies to challenge prejudice and discrimination in relation to inclusion and any of the protected characteristics of the Equality Act (2010)
- L3: about rights, roles and responsibilities in a diverse society and how to respect and advocate for them

Cycle B - Intimate relationships

- L1: how to assertively communicate relationship expectations and how to recognise manipulation and coercion, how to seek and assertively give, not give, or withdraw consent
- L2: how to effectively evaluate and use the most appropriate methods of contraception in different circumstances (including emergency contraception) and communicate about use with a sexual partner
- L3: about sexual health services, locally, nationally and online, and

- L4: to celebrate cultural diversity and promote inclusion
- L5: about the ways different faith or cultural views can influence relationships, and how to challenge these if appropriate
- L6: how to safely challenge prejudice and discrimination, including online
- L7: about extremism and radicalisation, how to reduce the risks and when, where and how to seek help

how to access and use them

- L4: to recognise how fertility changes over time and evaluate the implications of this
- L5: about the advantages of delaying conception
- L6: about unintended pregnancy and young parenthood
- L7: about the pathways available in the event of an unintended conception and how to access appropriate advice and support in relation to pregnancy, including miscarriage

Term 4 - Living in the wider world

Cycle A - Planning for the future

- L1: how to assess strengths, interests, values, and skills to set realistic, aspirational goals
- L2: how to evaluate the options available in education, training and employment post-18, including higher education, further training or apprenticeships, and gap year opportunities
- L3: how to evidence strengths and skills and use this when applying and interviewing for future roles and opportunities
- L4: how to evaluate the changing patterns and trends in the labour market, locally, nationally and internationally, and benefit from potential opportunities
- L5: how to evaluate the financial advantages, disadvantages and risks relating to post-18 options
- L6: how to evaluate the potential gains and risks of different

Cycle B - Financial choices

- L1: how to effectively plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university)
- L2: about salary deductions, including taxation, national insurance, student loan repayments and pensions, and how to manage these
- L3: about consumer rights, how to resolve disputes and access support
- L4: how to manage financial contracts, including mobile phone services and renting items and accommodation, and identify appropriate advice
- L5: how to evaluate the potential gains and risks of different debt arrangements and repayment implications
- L6: about the risks involved in different financial ventures, including illegal schemes (e.g. illegal money transfers)
- L7: how to critically assess different media sources and how to critically evaluate online content and recognise propaganda,

<p>credit/debt arrangements and repayment implications, including student loans</p> <ul style="list-style-type: none"> L7: how to evaluate savings options 	<p>manipulation, biased or misleading information</p>
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Term 5 - Relationships

Cycle A - Respectful relationships	Cycle B - Building and maintaining relationships
<ul style="list-style-type: none"> L1: how to seek and assertively give, not give or withdraw consent, in all contexts L2: about the legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to consent L3: about the emotional, physical, social, and legal consequences of failing to respect others' right not to give or to withdraw consent L4: how to identify the signs of abuse, exploitation and assault or rape and where and how to access support and report concerns, including online L5: to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online L6: how to recognise manipulation and coercion and manage negative influence and persuasion and exit strategies for unhealthy relationships <ul style="list-style-type: none"> L7: about rights in relation to harassment, including online, stalking and violence, how to respond and where to seek help and about the unacceptability and illegality of forced marriage and 'honour'-based violence and how to safely seek help 	<ul style="list-style-type: none"> L1: how to manage mature friendships, including making friends in new places and about personal safety in new relationships, including online L2: strategies to confidently manage transitional life phases, such as leaving school, or leaving home for the first time L3: how to maintain healthy, pleasurable relationships and about different levels of emotional intimacy, the role of pleasure, and the difference between 'love' and 'lust' L4: about relationship challenges and how to manage the ending of relationships safely and respectfully, including online and how to assertively communicate and negotiate boundaries in relationships L5: about professional relationships; how to build meaningful relationships in the workplace and establish and respect boundaries L6: how to manage strong emotions, communicate constructively and negotiate difficulties and strategies to recognise, de-escalate and exit aggressive social situations L7: how to evaluate the dangers and consequences of involvement in gangs, serious organised crime or carrying a weapon

Term 6 - Health and wellbeing

Cycle A - Mental health and emotional wellbeing	Cycle B - Independence
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- L1: how to manage work-life balance, including study, leisure, exercise, sleep and time online
- L2: strategies to promote mental health and emotional wellbeing and address difficulties
- L3: stress management strategies
- L4: about the signs of emotional or mental ill-health
- L5: how, when and why to access appropriate support and treatment
- L6: about the effects on body image and self-esteem, of idealised images of bodies and pressure to conform and strategies to manage influences on body image
- L7: how to manage influences and risks relating to cosmetic and aesthetic body alterations

- L1: skills to improve adaptability and resilience during periods of change and strategies to manage change
- L2: about the importance of monitoring personal health and wellbeing
 - L3: how to make informed, independent health choices and manage media messages about health (including about vaccination/immunisation)
 - L4: how to maintain a healthier diet
 - L5: about registering with and accessing doctors, opticians and other health services and about screening and how to perform (e.g. breast and testicular) self-examination
 - L6: about illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'
 - L7: how to select appropriate contraception in different contexts and relationships and how to reduce the risk of contracting or passing on an STI and about accessing local and national advice, diagnosis and treatment in relation to sexual health