PSHRE curriculum overview 2025 – 2027

Barley Lane School

2025 - 2026 – Year A

2026 – 2027 – Year B

	In Primary, there is a 2-year rolling programme – Year A and Year B – to support the mixed age classes. **All children on all Pathways learn about the same themes in PSHE.** **Teachers adapt the teaching of the lesson content to suit to learning needs of the children.** **Safeguarding - Every theme always includes "what to do if you're worried/negatively impacted by the content" and "where can you get help and support for yourself and/or others."**					
Year group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
All pathways	**Relationships**	**Community**	**Keeping healthy**	**Growing and changing**	**Keeping safe**	**Futures**
LKS2 Year B	Families & friendships, safe relationships, boundaries, respectful behaviour.	Keeping safe in the local environment, different community groups, respect differences & similarities.	Healthy diet & exercise, recognise & express feeling, understand feelings change over time, mental health is as important as physical health.	Recognise individuality, recognise positive about themselves, recognise a range of jobs, identify external genitalia.	Consent, boundaries, appropriate safe behaviour with known and unknown adults, bullying, online safety, benefits of online world, sharing online.	Showing compassion to others, different ways to pay for things, Summer fundraising project.
LKS2 Year A	Features of healthy friendships on & offline, respectful behaviour, bullying. Managing times when you may not have friends, loneliness.	rules and laws, human rights, rights & responsibilities valuing a diverse society.	Recognise good/bad physical health, Good oral care & hygiene, varied vocabulary for expressing feelings, a balance of interests on/offline is good for physical & mental health, how to get support.	Identify external & internal reproductive organs, puberty as part of human life cycle, personal skills/strengths, identify a range of jobs, jobs they would like.	Online safety, safe searches online, reliability of information, what to/not share online, first aid, emergency services.	Showing compassion for others, risks associated with money, how to keep it safe Summer fundraising project.
UKS2 Year B	Healthy friendships, peer influence, changing friendships, resolving conflict, respond to bullying, managing on/offline friendships that make you feel unsafe.	Discrimination, compassion & respect to others, responsibility for the environment,	Healthy sleep, bacteria/virus & hygiene, medicines, sun care, strategies that support good mental health, recognise poor mental health, how to get help.	Physical and emotional changes in puberty, how to get support, influences on job choices, pay, personal skills/strengths, jobs they would like.	Types physical contact – appropriate/not, give/seek permission, when to keep/not secrets, how to get help, how online info is ranked/selected/targeted.	Showing compassion to others, spending decisions can affect others Summer sales/fundraising project.

	Understanding the difference between being assertive and controlling.					
UKS2 Year A	Different types relationships, marriage, partnership, family life & children, different types of family, recognise & model respectful behaviour. How to get help if family relationships make you feel unhappy or unsafe.	Discrimination, diversity within communities, stereotypes, prejudice, respect diversity, workplace stereotypes, diversity, inclusion. How to help and support with these issues. Routes into careers, job choices.	Recognising change and loss, grief, strategies to manage feelings, risks & effects of common legal drugs, laws for common legal drugs. Importance of self-respect and how this links to happiness, self esteem and sense of identity.	Physical & emotional changes in puberty – wet dreams, erections, periods, reproduction & birth, how to get information & support, individual opportunities & responsibilities as getting older, transition to y7.	Consent, peer pressure, getting support, regulations & restrictions for games/TV/ social media/films. Critically evaluate how text/images can be manipulated, online bullying. Recognise when a relationship is harmful/dangerous and how to get help.	Showing compassion to others, spending decisions can affect others, spending decisions based on needs/wants. Summer sales/fundraising project.
	In KS3, Year 7 follows the same curriculum every year to consolidate learning from Primary and prepare the pupils for the remainder of KS3. **Years 8 and 9 (UKS3) follow a 2-year rolling programme – Year A and Year B - to support the mixed age classes.** **All children on all Pathways learn about the same themes in PSHE.** **Teachers adapt the teaching of the lesson content to suit to learning needs of the children.** **Safeguarding - Every theme always includes "what to do if you're worried/negatively impacted by the content" and "where can you get help and support for yourself and/or others."**					
Year group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
All pathways	**Relationships**	**Community**	**Keeping healthy**	**Growing and changing**	**Keeping safe**	**Futures**
7 Every year	What is consent in all situations, different types of relationship, indicators of, and steps you can take to develop, positive and negative relationships including online, importance of trust, develop conflict resolution skills.	Embrace similarities/difference, diversity – gender, race, age, ability, culture, sexual orientation, Bullying, recognise peer influence and develop strategies, how peers can support you.	Keeping a healthy balance of activities, importance of physical exercise for physical & mental health, importance of sleep, a balanced diet. Dental/oral health and hygiene.	Manage the physical/mental changes typical to growing up/puberty, Healthy strategies for mood & wellbeing, identify a range of emotions, what can effect well being including social media, personal hygiene. Importance of self-esteem, independence and positive relationship with self and how these impact wider relationahips.	Respectful online behaviour. Identify risks & manage safety, including online in independent situations, get support when things go wrong, understand how the internet amplifies risks & opportunities, values & boundaries for sharing personal information online.	How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about a broad range of careers and the abilities and qualities required for different

						careers • about equality of opportunity • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • about the link between values and career choices
UKS3 Year A	How to give/refuse consent in all situations & how to get help, marriage, safely forming & maintaining positive relationships including online, managing a relationship breakup.	Difference between biological sex, gender ID % sexual orientation, bullying, stereotypes, prejudice, discrimination, legal rights & responsibilities, Equality Act 2010, promote inclusion.	For common legal drugs – caffeine, nicotine, alcohol: Positive & negatives of use, evaluate social norms, misconceptions, values, strategies to manage influences to use substances, long/short term effects & consequences, the law.	Contraception – what/how, risks of unprotected sex, facts about pregnancy - wanted & unwanted, roles & responsibilities of parents/carers/children in families, importance of stable relationships for family life & children.	Identify risks & manage safety, including online in independent situations, strategies to reduce risks from unknown people online & how to get help, evaluate appropriateness of digital content & how to respond, positives & negatives of social media, how it can escalate conflict, how people present themselves online.	Routes into work, opportunities available, recognise & challenge work based stereotypes, different types of work, aspirations, enterprise challenge.
UKS3 Year B	Portrayal & impact of sex/relationships in the media on expectations, including porn, misogyny, pressures/choice to have sex, coercive and controlling behaviour, services available to support if in an unhealthy relationship, bullying and peer pressure.	Influences to join gangs, How to manage the pressure to join, finding support to leave a gang, weapons, including knife crime.	Taking responsibility for own physical health, recognising when they/others need support with mental health & how to get it. How to access local health services. Gillick competency. For illegal drugs – Positive & negatives of use, evaluate social norms, misconceptions, values, strategies to manage influences to use substances, long/short term effects & consequences, the law, dependency/addiction.	STIs – what are they & how to protect yourself. Law on consent, law on sharing sexual images, impact of sharing sexual images & where to get support, CSE and grooming, characteristics of a positive intimate relationship.	Identify risks & manage safety, including online in independent situations, First Aid, resuscitation, CPR, characteristics of abusive behaviour on/offline & how to get help, recognise different viewpoints & extremist views.	Financial decision making, values & attitudes to finance & debt, social & moral dilemmas – eg advertising pressures, recognise financial exploitation – scams.

	In KS4, pupils follow the single age planning for their year group every year. **Pupils at all Pathways can earn UAS certificates.** **Teachers adapt the teaching of the lesson content to suit to learning needs of the pupils.** **Safeguarding - Every theme always includes "what to do if you're worried/negatively impacted by the content" and "where can you get help and support for yourself and/or others."**					
	Relationships	**Community**	**Keeping healthy**	**Growing and changing**	**Keeping safe**	**Money and work**
10 **Every year**	Characteristics & benefits of strong positive relationships. Types of stable, committed long term relationships and how they may change over time. Consent. Understanding & respecting different cultural beliefs & values about relationships & sex. Law relating to HBVA and forced marriage and FGM.. Parenting skills & support services. Safely managing changes & endings of relationships.	Diversity in romantic/sexual attraction & sexuality & where to get help/advice. Recognise, clarify (& challenge?) own values of diversity including sexuality and gender identity. Community cohesion. Sexism, harassment and stalking, revenge porn. Legal rights, responsibilities & protection from the Equality Act 2010.	Positive & negative effects on self-esteem & mental health including social media and screen time. Body image & representations in the media. Assertiveness & resilience to peer pressure. Recognise when they need help & how to get it. Personal & wider consequences of substance use/misuse. How to get help for unhealthy behaviours. Managing change, grief and bereavement.	Different types of intimacy, positives, negatives & consequences. STIs – prevention & treatment. What affects fertility, Overcoming barriers & misconceptions about sexual health. How to access contraception. Healthy pregnancy. Unplanned pregnancy. Miscarriage. Managing time effectively. Living sustainably.	. How to share personal data safely online. Protect/enhance your online reputation. Motives & consequences of sharing sexual images. Recognise when others are using manipulation, persuasion, coercion & how to respond. Fake news. Deep fakes and AI. Criminal Justice System. Anti-social behaviour. County Lines. Terrorism. Racism.	Risks of gambling, Challenge workplace stereotypes & maintain high expectations for future career. The illegality of workplace harassment & discrimination & how to challenge it. Effective budgeting & saving. Financial decision making, Recognise & manage financial information. Access support with finance & problems, including gambling.
11 **Every year**	Understand the impact of the portrayal of sex in porn/other media. Recognise unhealthy relationship, including imbalance of power and inequality in relationships, & know how/where to get help. Opportunities & risks of online relationships. Legal & ethical responsibilities in online relationships. Consent. Recognise unwanted attention/harassment/stalking & how to get help. Attitudes	How their behaviour may influence peers, Bullying and body shaming. Types of relationship and inclusivity. Identity and diversity. How does privilege affect us. Animal rights and sustainability. Pollution and the environment. Globalisation.	Impact of change on mental health. Strategies for promoting own mental well-being. Recognise warning signs common mental health conditions, triggers & treatment. Recognise when they/others need support. Taking responsibility for maintaining & monitoring own health. Importance of sleep. Obesity and body positivity. Fertility and reproductive	**Keeping safe** Social media & extremist viewpoints, to include sub-cultures eg. Incel, and harmful content that promotes self-harm. How personal data is collected & used online. Strategies to assess bias/reliability of digital content. Law relating to DVA. Recognising abuse in a relationship. How to respond to abuse in relationships.	**Money and work** Exam revision and study skills. Applying to college. Independent living. Preparing for interviews. Develop career opportunities online. Manage their digital footprint. Take advantage of opportunities for work experience. Health and safety at work. Trade Unions. Gambling.	Study leave

	to sexual assault, how to report and access medical help. Skills to assess readiness for sex.		health, male and female. CPR.	How to get help. Recognise responses to challenge extremism and how to report it. Risk taking and decision making. Personal safety in the wider world.		

General Whole School Curriculum and activities which enhance PSHRE curriculum and safeguarding

Staff	Relationships	Community	Keeping healthy	Growing and changing	Keeping safe	Money and work
Specialist relational practice at all times Daily x 2 safeguarding briefing Annual safeguarding training Information sharing, cpoms Working with families and other professionals Attendance monitoring Welfare checks	IT curriculum Emergency contact cards issued to all pupils Individual pastoral support/ELSA/Chroma Pupil nominated trusted adult list updated termly. School council Use of tutor time to discuss/watch news of community/national/ worldwide issues All school staff – positive role modelling of appropriate behaviours, relationships, self-regulation	IT curriculum Citizenship curriculum Emergency contact cards issued to all pupils every half term holiday School council Shallowford farm Sound Communities Use of tutor time to discuss/watch news of community/national/ worldwide issues All school staff – positive role modelling of appropriate behaviours, relationships Trips and visitors	Individual pastoral support/ELSA/Chroma School council Use of tutor time to discuss/watch news of community/national/ worldwide issues All school staff – positive role modelling of appropriate behaviours, relationships, self-regulation	IT curriculum Citizenship curriculum Individual pastoral support/ELSA/Chroma Use of tutor time to discuss/watch news of community/national/ worldwide issues All school staff – positive role modelling of appropriate behaviours, relationships, self-regulation	IT curriculum Citizenship curriculum Emergency contact cards issued to all pupils every half term holiday Individual pastoral support/ELSA/Chroma School council Use of tutor time to discuss/watch news of community/national/ worldwide issues All school staff – positive role modelling of appropriate behaviours, relationships, self-regulation	IT curriculum Citizenship curriculum Vocational courses and work experience Shallowford farm Sound Communities Use of tutor time to discuss/watch news of community/national/ worldwide issues Trips and visitors