## PSHE module overview 2026 – 27

| Focus | Outline |
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| Introduction lesson 1 – British values | Establishing what key values are and exploring the designated 'British values'<br>Reflecting on their own values and how we see them presented in society. |
| Introduction lesson 2 – Baseline understanding and goal setting | Microsoft form to establish general understanding of key concepts to be covered this year. Students choose the appropriate statement to represent their understanding of the key terms and concepts. This is supported by a paper-based review activity as completion of form requires ICT use and so iPads may need to be rotated and shared around the class. |
| Citizenship | **5 lessons** – Establishing what democracy in the UK is and how it is organised through the parliamentary system. The module aims to explore changes in our society, developments in equality and understanding what it is to be part of a community. Key questions to encourage students to critically evaluate their roles in society and how they can contribute and participate as an active citizen. |
| Beliefs and world views | **9 lessons** - This module's overarching question is 'how do our beliefs and worldviews shape the way people understand and live in the world?'. It is addressed through nine sequenced enquiry lessons, each building on the last. Students will encounter different beliefs, examine how they impact how different people live around the world and then engage with the topics to reflect on their own world views and how they relate to others. |
| Relationships and wellbeing | **10 lessons** – The module supports the coverage of the statutory RSE (relationships and sex education) and so accurate coverage is of high importance. Lessons are designed with the support of resources from expert agencies and so contain sections of slide decks provided outside of school. If staff need additional support or would like further training on any aspects this is available. |
| Digital literacy | **6 lessons** – This module covers how students interact with the technology around them and how algorithms, cybercrime, Ai and other online users can impact their use. The aim is for students to become critical evaluators of the sources they use and to be aware of how to use technology safely and effectively for both work and socialising. |
| Careers | **3 lessons –** Building on inputs they have received about careers throughout the year, these 3 lessons aim to discuss key skills that are utilised in the workplace as well as explore a number of different industries and styles of working. |
| Review lesson | 1 lesson of review |

# Module break downs

| Citizenship - 5 lessons | | | |
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| | **Lesson title** | **Summary of content** | **Resources** |
| 1 | What is a good citizen? | Disussing what it is to be a citizen and the rights/benefits and responsibilities of being a British citizen. Considering the local, national and global issues a 'good' citizen would be interested in taking note of and thinking of positive actions that could impact such issues. | |
| 2 | History of democracy | Understanding what a democracy is and the history of democracy in the UK. Linking how historical protects have impacted the journey of democracy and how it may compare to other political models. | |
| 3 | Democracy and you | How parliament is organised and how the voting systems in the UK function. Clarification of key terms associated with elections and the roles of political roles within parliamentary positions. Information about your local MP and why it is important to exercise your right to vote within a democracy. | |
| 4 | Our changing society | Introduction to the individual Human rights that are protected by the European convention on Human rights. What does it mean to 'be British' and to explore the changing nature of British society. Considering the impacts that historical events have on the demographics of our society. | |
| 5 | Challenges in our society | What are some of the challenges facing democracy in the UK now? How can disinformation and fake news put democracy at risk? | |

| Beliefs and world views – 9 lessons | | | |
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| | **Lesson title** | **Summary of content** | **Resources** |
| 1 | How should we define beliefs and world views? | Establish that everybody has a worldview, religious or not, and worldviews exist on an organised and personal level. Lesson equips students with knowledge of key concepts which will run through the SoW. | |
| 2 | What does it mean to believe? | Students will understand the difference between ‘believing that’ and ‘believing in’, how differences in belief emerge. Students should understand that belief is a lived experience which is expressed and interpreted differently by different individuals (crucial to later lessons on how beliefs influence people). | |
| 3 | Why do people belong to religions and worldviews? | Students will develop their substantive knowledge of 3 religious traditions (Christianity, Sikhism and Islam) and explore the relationship between personal and organised worldviews. | |

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| 4 | How do religious beliefs influence the way people live? | Students will encounter & examine how worldviews and beliefs can actively structure and shape someone's day, week or life. Students will engage and reflect on how their worldviews influence their own action. | |
| 5 | Is there evidence of God's existence? | Students will encounter one of the most contested questions through a philosophical and theological lens. Examining different answers to this question is fundamental in exploring lessons 6-9, whilst understanding why people hold such varied religious and non-religious worldviews. As this is a philosophical enquiry, emphasis must be on how people think and argue rather than definite conclusions. | |
| 6 | What gives life meaning? | Students will encounter and examine various answers to this definitive question of human experience. This enquiry sits at a key moment of the scheme of work, as students will engage with the question on a personal level to understand that worldviews not only influence behaviour, but offer frameworks for understanding and living our lives. Worldviews are our lens through which we encounter the world. | |
| 7 | How do people decide what's right and wrong? | Will bridge the previous enquiry to the synthesis phase by asking where moral authority comes from in religious and non-religious worldviews. Students will evaluate different approaches and understand how moral judgements are made in different contexts. | |
| 8 | Why do people disagree about beliefs and values? | Pupils will examine the fact that worldviews cause disagreement. This lesson will focus on Pupils analysing why disagreement occurs focusing on whether that disagreement stems from: differing evidence, values, life experience, authority? And begins to raise the final question of how we should live well despite disagreements | |
| 9 | How should we live together in a world of different beliefs? | Students will be asked to connect, apply and articulate knowledge they have encountered and examined throughout the scheme of work to answer how beliefs shape our understanding and life, and how we can live together with different worldviews. | |

| **Relationships and wellbeing – 10 lessons** | | | |
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| | **Lesson title** | **Summary of content** | **Resources** |
| 1 | Healthy Relationships | Recognising the characteristics of healthy and unhealthy relationships, the threats to healthy relationships and the consequences of unhealthy behaviours. Understanding that relationships take many different forms and that they are down to individual preference and choices should be respected. | |
| 2 | Intimate relationships and consent | Understanding the definitions of consent, coercion and harassment and that being intimate is a personal choice. Discussions around the impacts of intimate relationships and how the choices made around intimacy can vary between consenting individuals and can be a positive element of a relationship. Knowing where to get help and support if needed. | |

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| 3 | Sexual health | Understanding personal sexual health and taking responsibility for looking after your individual health through personal care, appointments with experts and making positive choices. Understanding a number of STIs and how they are transmitted including HIV/AIDs. | |
| 4 | Contraception | Recognising and understanding the different types of contraception available in the UK for both male and female genitalia. Understanding that condoms are barrier methods that also protect against STIs and talking through the accurate stages in putting on a condom. Demonstrator packs to be used by staff and shared with students for small group activities if appropriate. | |
| 5 | Family planning | There are different 'set ups' for families (marriage, cohabiting, separated etc) and that each personal choices to the individuals involved and should be respected. Understanding that there are responsibilities linked to raising a family and having children. Understanding the process of pregnancy and that there are options and complications throughout the journey. | |
| 6 | Exploitation | Defining exploitation and understanding various examples of where it occurs. Including county lines, forced marriage, financial and sexual exploitation. Use of case studies scenarios to build understanding and empathy. | |
| 7 | Substance and drug abuse | Understanding the different classifications of illegal substances and the effects they have. Knowing the difference between possession, intending to supply and supplying illegal substances and the legal consequences related to each. Exploring social scenarios linked to the key content. | |
| 8 | Vaping and alcohol | Understanding the threats and harms of using illegal vapes and exploring national data around vaping use. Links to traditional smoking and the harms of smoking to your health. Understanding the potential harms of alcohol use to your health and the impacts of alcohol abuse. | |
| 9 | Looking after your health | Exploring the concept of taking responsibility over your own health and understanding how to access medical support. Recognising when outside help may be needed and understanding how to 'self-check' for a number of conditions. Discussion also included about vaccination use. | |
| 10 | First aid and helping others | Understanding how to carry out a primary survey and what to do in an emergency. Identifying when and how to carry out effective CPR, use the recovery position and use an AED. Recognising other basic first aid actions e.g wound care and applying dressings. Resources supported from St Johns ambulance. | |

| Digital literacy - 6 lessons | | | |
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| | **Lesson title** | **Summary of content** | **Resources** |
| 1 | What is a computer and how do we use them? | Exploring the key terms of computing and exploring how elements such as algorithms affect us. Students will also explore the impact that 'humanising' technology is having on how we interact with, and trust, Ai and social media. | |
| 2 | Protecting your identity online<br>Cybercrime and threats online | What are the threats to us if we do not protect personal details online? Exploring strategies to protect your identity and being able to recognise the difference between healthy posting and oversharing details.<br>Understanding what cybercrime is, the various types of cybercrime and the motivations behind it. Exploring the signs and recognising potential scams such as phishing and vishing. | |
| 3 | Ai and Deepfakes | Exploring the positives and negatives of Ai and how it is widely used in today's society. The importance of recognising Ai generated content and why we should be transparent in our own use of it when creating content. Understanding the threats and impact deepfakes have, recognising deepfakes and being a critical evaluator of sources to negate fake news. | |
| 4 | Online grooming, radicalisation and the impact of influencers | Exploring how grooming online can lead to the development of radicalised and extreme views. Understanding why questioning what you read and watch online is important and to access information from a range of sources. Look at examples of where young people have been targeted. Explore the role that online influencers have on shaping individuals' views of the world. | |
| 5 | Your digital footprint (including consent and intimate content) | Exploring student's digital footprint and understanding that their online activity may have impacts on others. Including explicit coverage of nudes, sexting and accessing intimate content online (porn). | |
| 6 | Literary censorship and using sources. | Library lesson – exploring literary censorship and the importance of using multiple sources. Understanding the range of different outlets that can be used for information gathering. | |

| Careers - 3 lessons (these may need to be completed on a rotational basis to allow for ICT access for lesson 1) | | | |
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| | **Lesson title** | **Summary of content** | **Resources** |
| 1 | Using Unifrog | Loggin on to use Unifrog and carrying out a number of research based activities to fully explore the platform. Develop understanding beyond the 'quizzes' and see the potential for information gathering when considering careers. | |
| 2 | Skills in the workplace | Looking at the changing profile of skills needed in the workplace. Exploring new methods of working and auditing their own strengths and weaknesses for success in the working world. | |
| 3 | Interesting industries | Exploring interesting job markets and industries and looking for intriguing links to subjects they enjoy and the careers they could lead to. The aim is to encourage out of the box thinking and raise aspirations for roles that are open to them. | |