



PSHE Curriculum Overview

Our department's vision

Our PSHE programme, widely recognised as Team Reach, is designed to develop our students into positive leaders and role models who are able to make healthy choices and build healthy relationships, become scholars in their studies and be young people who have aspirations for their future. It aims to give students the skills and confidence to enable them to enjoy lives of choice and opportunity, whilst giving them a safe and structured space to be curious and explore key topics relevant to their lives and next steps. Students will leave with the skills and confidence to navigate an increasingly complex, modern world and flourish in their next steps in life.

What knowledge have we selected in our curriculum and why?

Our Team Reach curriculum is driven by the whole-school vision to give students the skills, attributes and academic qualifications to go on to live lives of choice and opportunity. In selecting and sequencing knowledge for this programme, we are guided by the national curriculum and led by our whole-school curriculum design principles.

1. Knowledge-rich:

Our Team Reach curriculum is planned in line with statutory requirements and the specific needs for our context. Conversations are regularly had with our safeguarding and pastoral teams that help build an understanding of the 'on the ground' needs of our students as and when they arise. Our curriculum is designed to allow for one-off lessons in response to events in the world around us. We also use resources created by, and alongside, experts in their field and often invite visitors into school to deliver workshops with our students.

2. Backwards planned:

Team Reach is a timetabled lesson that forms a part of every student's week at Reach Academy. In addition to this weekly offer, students take part in three 'Team Reach Days' per year, with a day full of lessons and workshops. Each year, we dedicate a Team Reach Day to careers and relationships and sex education, leaving one day open to the needs of our school context, for example in 2022 we focused on 'Healthy Minds, Healthy Bodies'. The curriculum has been backwards planned from Sixth Form and is based on a mix of [statutory guidance](#), [PSHE association](#) guidelines and contextual based knowledge that we have of our students and their local environment. Similar themes, appropriate to the age of the pupils, have also been factored in, with the aim of building on their knowledge of these themes as their age increases. It has also been developed using the expertise and knowledge of the Reach Children's Hub, who champion the 'cradle to career' model and have an in-depth understanding of the local area and the families who live here.



3. Carefully resourced:

The curriculum is designed in a spiral format, where students deepen their knowledge and understanding of key concepts as they progress through the school. Students will leave with the ability to make positive choices independently and with an understanding of their responsibilities to their community. Our resources follow a similar format to other curriculum lessons, ensuring that we retrieve prior knowledge on a variety of topics, which in turn allows students to commit this important knowledge to their long-term memory. Our resources are a mix of in-house resources, created by those delivering our Team Reach lessons and external resources created by experts in their field.

4. Aspirational, inclusive and diverse:

While the content of the Team Reach curriculum is wide-ranging, there is a specific focus on relationships and sex education at each key stage (RSE). RSE education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is concerned with lifelong learning about physical, moral and emotional development alongside the importance of loving and caring relationships. Through a combination of sharing information and exploring issues and values, we aim to ensure that children in the primary phases understand the importance of healthy relationships, consent, appropriate touch and mutual respect so they are prepared for later learning about sex, sexuality and sexual health. This is because we recognise the importance of healthy relationships and the role they play in students' capacity to live happy, healthy lives in which they can make meaningful contributions to society.

With an additional focus on building positive relationships and health and wellbeing, our Team Reach curriculum also aims to provide children with the knowledge, language and skills to live safe and healthy lives both now and in the future. The curriculum aims to foster resilience and positive approaches to wellbeing and mental health, whilst ensuring that students know who to ask for when support is needed. Importantly, our curriculum is structured to be able to engage with a wide range of current issues, events and current affairs, providing children with both the context and language to navigate an increasingly complex world.

5. Rigorously assessed:

In primary, each Team Reach lesson includes an independent task that provides students with the opportunity to embed and apply the key knowledge. The resources of our Team Reach curriculum at Secondary level are planned in line with our lesson structures across other curriculum subjects. Across the school, there is a balance of formative assessment via do nows, 100% quizzes and teacher questioning. In secondary specifically, at the end of each half term, there is a summative assessment that allows for class teachers to gain an insight into pupil learning over a specific topic.

6. Regularly evaluated and reflected upon.

We regularly ask for opinions and feedback from our students and our staff that deliver the Team Reach curriculum. We believe that it is important to ask the students what they would like to learn within a given topic. This is to ensure the content is tailored to their curiosities as well as what we feel is important for them to know if they are to become an adult that will live a life of choice and opportunity. At the end of each cycle, we ask students to detail the content that they found useful and what they did not, in order to adjust for future cohorts and ensure their Team Reach teacher is empowered to deliver future PSHE content with confidence.

Curriculum Maps

Primary

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strand	Relationships	Living in the wider world	Health and wellbeing	Relationships	Living in the wider world	Health and wellbeing
Theme	<u>Relationships and respect</u>	<u>Community and teamwork</u>	<u>Mental health and emotions</u>	<u>Safe relationships</u>	<u>Preparing for the future</u>	<u>Keeping safe and keeping healthy</u>
Year 1	1 What are our class rules? (turn taking, being polite)	 How do rules in different situations? (e.g. class rules, rules at home, rules outside)	 What does it mean to be healthy and why it is important (physical activity and how it is important for both mental health and physical health)	 What is the difference between kind and unkind behaviour?	 What are our different strengths?	 How can you take care of yourselves?
	2 What does respect mean?	 What makes up our community? (class, reach, feltham)	What are different feelings that I might feel? (sad, angry, happy)	 What is privacy and when is it important?	 What is a growth mindset?	 How can you keep safe in the sun?
	3 Who are the different people who care for me? (families, friends etc.)	 Why do different people have different needs?	 What are different feelings that I might feel? (excited, scared)	 What are some different types of touch?	 What different strengths and interests are needed to do different jobs?	 What foods are healthy and unhealthy?

	4	Are all families the same?	How can we care for people, animals and other living things?	How can you recognise different feelings in yourselves and others?	When is it important to ask for permission?	How do you get better at something? (practice makes perfect)	Which people help us to stay healthy?
	5	What should you do if you are worried about something in your family?	How can you look after the environment? (e.g. recycling)	How can feelings can affect how people behave?	How can you ask for and give/not give permission?	What can we do if we make a mistake or fail?	What are all the ways you can play?
Year 2	1	How can you be a good friend?	What groups are you part of? (class, teams, faith groups)	How can we create good routines and habits for maintaining our physical and mental health?	How can you recognise hurtful behaviour? (including online)	What is money and what are different ways of paying? (e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments)	What ways can you look after your body?
	2	What are strategies for positive play?	What are your rights and responsibilities in school and the wider community?	Why are sleep and rest important for growing and keeping healthy?	What is bullying?	How do people make choices about spending money? (including thinking about needs and wants)	What are the safety risks in everyday situations? (e.g. road, water and rail safety, medicines)
	3	How can you resolve an argument between friends?	How can a community help people from different groups to feel included?	How can you describe and share a range of feelings? (Worried, uncomfortable)	How may someone feel if they are being bullied?	How do you set and achieve a goal?	How can you keep safe at home? (in relation to electrical appliances, fire safety and

						medicines/household products)	
	4	How can we play and work cooperatively?	How can we support our community?	How can you describe and share a range of feelings? (Calm, disappointed)	What is the difference between a happy surprises and a secret that makes you feel uncomfortable?	How can you develop a growth mindset?	How can the things that people can put into their body or onto their skin affect how they feel? (e.g. medicines and creams)
	5	Are all people the same?	How can we work as a team?	How can you manage your feelings?	How can you resist pressure to do something that feels uncomfortable or unsafe?	What do we do if things aren't going our way?	How can you respond to an accident if someone is hurt? (calling 999)
Year 3	1	How do families differ? (including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents)	Why do we have rules and laws?	What choices can people make in daily life that could affect their health?	What is appropriate to share with friends, classmates, family and wider social groups? (including online)	What stereotypes are associated with different jobs?	Which choices are healthy or unhealthy? (e.g. in relation to food, exercise, sleep)
	2	What are different ways that people can care for each other? (e.g. giving encouragement or	What are human rights?	How can habits be maintained, changed or stopped?	When are privacy and personal boundaries important? (including online)	How does having a growth mindset help you to develop different skills?	What is meant by a healthy, balanced diet? (including what foods should be

	support in times of difficulty)					eaten regularly or just occasionally)
	3 What are respectful behaviours? (e.g. helping or including others, being responsible)	What are our responsibility as humans? (to each other, our communities, the planet)	How might different things affect our feelings both positively and negatively?	Why is bullying and hurtful behaviour unacceptable?	What skills do you need to work well in a team?	What are the benefits of regular exercise? (such as walking or cycling has positive benefits for their mental and physical health)
	4 Why is self-respect important? (and their right to be treated respectfully by others)	Why do different people have different needs? How can we show kindness and empathy?	What are some strategies to identify and talk about my feelings?	What are the different types of bullying?	How do our brains help us to function?	How can you predict, assess and manage risk in everyday situations? (e.g. crossing the road, running in the playground, in the kitchen)
	5 How do people show respect and courtesy in different cultures and in wider society?	What is our community and how we can support it?	How can feelings change overtime? (and become more or less powerful)	What can you do if you see or experience bullying or hurtful behaviour?	How can our environment help us to function?	What can you do at home to stay safe from fires?
Year 4	1 What are the features of positive healthy friendships? (such as mutual	What are the different groups that make up and contribute to a community?	What are some factors that affect mental health?	What is the difference between playful teasing, hurtful behaviour and bullying?	How do people make different spending decisions based on their budget, values and needs?	What are some of the factors that help us to maintain a balanced and healthy lifestyle?

	respect, trust and sharing interests)	(including online communities)				(physically and mentally)
2	What differences could there be between people? (such as gender, race, faith)	What are the risks of online communities? (fake news, altered images etc.)	Why is balance important when it comes to screen time?	How can you respond if you witness or experience hurtful behaviour or bullying?	How does the way that people spend money have positive or negative effects on others? e.g. charities, single use plastics	How can we treat common illnesses? (that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary)
3	How can we respect the differences and similarities between people? (how to resolve differences and work with different people)	How can individuals groups that help the local community, including through volunteering and work	How can we describe and share a range of feelings?	How can you manage pressures associated with dares?	What are executive functioning skills?	What does it mean to have good dental health? (the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health)
4	What makes a joke discriminatory and unacceptable?	How can we show compassion towards others in need?	How can we manage our feelings?	When it is right to keep or break a confidence or share a secret?	Why is planing and being organised important?	How drugs can affect health and wellbeing? (common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing)

	How can we communicate respectfully with friends when using digital devices? 5	Why do different people need different things? Is this fair?	What can you do when you are worried about something?	How can you recognise risks online such as harmful content or contact?	How will you achieve your goals and dreams?	What are the risks associated with drugs common to everyday life?
Year 5	What are the differences between healthy and unhealthy friendships? 1	How do contribute to a community that is inclusive?	What are healthy sleep strategies and how can you maintain them?	What physical touch is acceptable, unacceptable, wanted or unwanted in different situations?	Why might someone choose a certain career?	What are different ways to look after your physical health?
	How can we make people feel included? 2	How do we create a fair community that takes individual differences into account?	What are the benefits of being outdoors for physical and mental health?	What kind of jokes may make people feel uncomfortable?	What is a digital trail?	How can you manage risk to sun exposure? (including skin damage and heat stroke)
	What are peer influence and approval? 3	What are the risks of online communities? (promoting stereotypes, fake news etc.)	What are ways to boost your mood and improve emotional wellbeing?	What is discrimination?	How can you judge if something is value for money? (different people's attitudes to money)	How can you respond in an emergency? (including when and how to contact different emergency services/basic first aid)
	How do can friendships change? (Friendship changes and resolving disputes) 4	How are resources are allocated and how does this affect individuals,	How can we describe and share a range of feelings?	What is online bullying and discrimination?	Why are executive functioning skills important?	that some diseases can be prevented by vaccinations and immunisations

		communities and the environment?					
	5	Why it is important to listen and respond respectfully to a wide range of people? (including those whose traditions, beliefs and lifestyle are different to their own)	Why is it important to protect the environment?	How can you manage your feelings?	How can you be a positive bystander?	How can developing impulse control help me?	What is the difference between positive risk taking and dangerous behaviour?
Year 6							
	1	How can you be a positive role model? (about the link between values and behaviour)	Why is community important?	How can you describe and share a range of feelings?	What is shared responsibility? (about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong)	Why it is important to be a critical consumer? (how companies encourage customers to buy things)	Why is looking after your physical health important?
	2	What does it mean to be attracted to someone? (different kinds of loving relationships)	What are prejudice and discrimination?	What are some positive strategies for managing feelings?	What strategies can you use to respond to pressure from friends including online?	How can having or not having money can impact on a person's emotions, health and wellbeing?	What are the positive effects of exercise on the body?

	3	What is sexual orientation? (and everyone's right to be loved)	How can you respond to prejudice and discrimination?	When might we feel mixed or conflicting feelings?	What does consent mean and how can you seek and give/not give permission in different situations?	How or why might someone choose a certain career?	What does the law say about drugs common to everyday life and illegal drugs?
	4	What do marriage and civil partnership mean? (e.g. a legal declaration of commitment made by two adults)	How can you recognise stereotypes and their influence?	Why might people experience feelings of loss or grief?	What are different ways to participate effectively in discussions online and manage conflict or disagreements?	How can we develop our executive functioning skills?	Why might people choose to use or not use drugs? (including nicotine, alcohol and medicines as well as illegal drugs)
	5	What is forced marriage?	What are the benefits and risks of online communities?	What are some strategies to manage time spent online and foster positive habits?	What are the differences between healthy and unhealthy friendships?	Why is mental flexibility desirable?	What mixed messages are there in the media relating to drug use? (and how they might influence opinions and decisions)

Secondary

	Area	Year 7	Area	Year 8	Theme	Year 9	Area	Year 10	Area	Year 11
Autumn Term 1	Relationships & Sex	R1: Getting Ready for High School	Relationships & Sex Education	R19: Managing Unhealthy & Toxic Relationships	Health and Wellbeing	HW25: The Happiness Trap	Relationships & Sex Education	R1: The Spectrum of Relationships	Relationships & Sex Education	R13: Fertility & Pregnancy

	Educatio n	R2: Connecting With Your Teachers		R20: Repairing Relationships		HW26: Managing Anxiety		R2: Recognising Signs of Coercive Control		R14: Navigating Pregnancy Choices
		R3: From Strangers to Friends		R21: Peer Pressure Survival Guide		HW27: Combating Negative Self Talk		R3: Sexting		R15: Differences Between Forced & Arranged Marriages
		R4: Building A Sense of Belonging		R22: Together Against Bullying		HW28: Thinking Traps		R4: The Distorted Reality of Pornography		R16: Parenting for Today's World
		R5: Communication Styles		R23: Online Relationships		HW29: Mental Benefits of Exercise		R5: Fertility & Reproductive Health		R17: Navigating Sexual Safety
		R6: Asking For Help		R24: The Many Forms of Relationships		HW30: Expressing Gratitude		R6: Self-Examination and Screening		R18: Sexual Violence & Abuse
Autu mn Term 2	Health and Wellbein g	HW1: Combat Worry, Stress & Anxiety	Living in the Wider World	L7: Sharing Information Online	Relationsh ips & Sex Education	R31: Safe & Healthy Sex	Living in the Wider World	L1: Is It Worth A Gamble?	Living in the Wider World	L13: Striving For Equality
		HW2: Dealing With Worry		L8: The Limitless Internet		R32: Sexually Transmitted Infections		L2: Phone Addiction		L14: Discrimination and the Equality Act
		HW3: The Stress Scale		L9: Viewing Harmful Content		R33: Reproductive Health		L3: Keeping Your Online Data Safe		L15: Stereotypes & Prejudice

		HW4: Controlling Our Emotions		L10: Gender-Based Discrimination		R34: Pregnancy Choices		L4: Multi-Cultural Society		L16: Gender Biases
		HW5: Five-Minute Meditation		L11: Racism and Discrimination		R35: Forced Marriages		L5: Respecting Difference		L17: Gambling Addiction
		HW6: Rewiring Your Brain		L12: Homophobia		R36: Respecting Transgender Identities		L6: The hidden scars of knife crime		L18: Respecting Human Rights
Spring Term 1	Living in the Wider World	L1: Managing Privacy Online	Health and Wellbeing	L13: First Aid Beyond Emergencies	Living in the Wider World	L25: Saving Lives With First Aid	Health and Wellbeing	HW1: Rewiring our Brain for Happiness	Relationships & Sex Education	R19: Will You Marry Me?
		L2: The Dangers Of Your Internet Algorithm		L14: Oral Hygiene		L26: Substance Addiction		HW2: Developing Emotional Awareness		R20: Contraception Considerations
		L3: Social Media Addiction		L15: Health & Hygiene		L27: Informed Drug & Alcohol Choices		HW3: Managing Stress & Overthinking		R21: Sex & Substances
		L4: Alcohol And Your Health		L16: The Mind-Body Connection		L28: Drugs and County Lines		HW4: Countering The Negativity Bias		R22: Safe Relationships Online
		L5: Smoking and Nicotine Addiction		L17: Drug Awareness		L29: The Truth About Vaping		HW5: Drugs		R23: Discovering Your Life's Purpose
		L6: Vaping: A Global Dilemma		L18: Alcohol and Social Inhibitions		L30: The Impact and Effects of Gaming		HW6: Prescription Medication Misuse		R24: Reframing Failure

Spring Term 2	Relationships & Sex Education	R7: How To Have Healthy Relationships	Relationships & Sex Education	R25: Understanding Consent	Health and Wellbeing	HW31: The Positivity Mindset	Relationships & Sex Education	R7: Understanding Sexual Consent	Health and Wellbeing	HW13: Party Drugs
		R8: Building Stronger Friendships		R26: Power Dynamics & Consent		HW32: Random Acts Of Kindness		R8: Different Kinds of Intimacy		HW14: Alcohol Dependence & Excessive Drinking
		R9: The Changing Adolescent Body		R27: Contraceptive Essentials		HW33: Healthy Food Choices		R9: Gender Identity & Sexual Orientation		HW15: Alcohol
		R10: Body Changes During Puberty		R28: Discussing Pornography		HW34: Evaluating Eating Habits		R10: Female Genital Mutilation		HW16: Building Resilience
		R11: Tackling Cyberbullying		R29: Assessing The Trustworthiness of Others		HW35: Character Strengths In Focus		R11: Sharing Illegal Images		HW17: Setting Goals that Drive Success
		R12: Understanding Bullying		R30: Introduction to FGM		HW36: Assessing Your Mindset		R12: The Psychology of Bullies		HW18: Exam Stress
Summer Term 1	Health and Wellbeing	HW7: The Balanced Diet	Living in the Wider World	L19: Knife Crime	Relationships & Sex Education	R37: Put A Ring On It	Living in the Wider World	L7: Unrealistic Online World	Exams	
		HW8: Sleep Essentials		L20: Drug Laws UK		R38: Relationships & Their Legal Status		L8: Online Radicalisation		
		HW9: Phones And Sleep		L21: Exploring the Democratic Process		R39: Avoiding & Preventing Harassment		L9: Extremeism and fundamentalism		

		HW10: Investing In Your Health		L22: How laws are made		R40: Online grooming		L10: Violence and exploitation by gangs	
		HW11: Healthy & Balanced Lifestyles		L23: Religious Freedom in the UK		R41: Rising Above Cyberbullying		L11: Fake News & Misinformation	
		HW12: Healthy Eating, Healthy Living		L24: The Role of the Courts & Tribunals		R42: Positive vs Negative Humour		L12: R.E.S.P.E.C.T	
Sum mer Term 2	Relations hips & Sex Educatio n	R13: Different Types of Families	Health and Wellbein g	HW19: Overcoming Limiting Beliefs	Living in the Wider World	L31: Breaking Down Toxic Masculinity	Health and Wellbeing	HW7: Understanding Vaccination And Immunisation	Exams
		R14: Positive Parenting		HW20: Resilience Toolkit		L32: Organ Donation		HW8: Vaping Crackdown	
		R15: Safe & Healthy Relationships		HW21: Optimising Character Strengths		L33: Understanding Eating Disorders		HW9: Smoking & Your Health	
		R16: R U OK?		HW22: Strengths-Base d Thinking		L34: Volunteering In My Community		HW10: Sleep, Exercise & Diet	
		R17: Sexual Consent		HW23: Taking Control With Worry Time		L35: Instagram vs Reality		HW11: Embracing Emotional Agility	

		R18: Building Healthy Relationships	HW24: Changing Emotions	L36: S.M.A.R.T Goals	HW12: Inclusivity & Belonging		
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