



PSD Curriculum Rationale 2024 - 2025

A key theme that flows throughout the PSD rationale for Years 7 – 11, is the correlation between the Science and RE curriculum.

Year 7 – PSD Curriculum Rationale

| Half – term Living in the Wider World Health and Well-being Relationships | Topic | Rationale on the order and content delivered in Year 7 |
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| Autumn 1 | Transition and safety Transition to secondary school and personal safety in and outside school, including first aid PoS refs: H1, H2, H30, H33, R13, L1, L2 | <ul style="list-style-type: none">• Pupils will have an introduction to the subject including class ground rules and expectations. This will be linked to the Five Fundamental British values and Human Rights. This lesson is important as pupils may not be aware of the subject coming from Primary School. It also highlights the importance of the subject, and we conduct ourselves.• When discussing controversial topics these documents can also be something that pupils and staff can refer to. This does not mean that pupils cannot voice their opinion but it makes them aware of how they do so.• Pupils have just started Year 7 so transition is relevant to pupils at this time. |
| Autumn 2 | Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations PoS refs: R15, R39, L1, L4, L5, L9, L10, L12 | <ul style="list-style-type: none">• At this stage Year 7 pupils will be studying new subjects and content they may have never learnt before. This topic looks at careers which could link to these new subjects.• This topic builds on Holy Trinity's 5R's thus preparing pupils with the skills required when facing new challenges at Secondary School.• This topic focuses on the pupil's own personal growth. |
| Spring 1 | Diversity Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41 | <ul style="list-style-type: none">• The topic in Autumn 2 looks at how pupils can develop themselves. This topic looks at how pupils can then stand up for others. Without mastering self-worth, personal goals and self-love in Autumn 2, we cannot expect pupils to actively show love towards others by challenges prejudices and discrimination. |
| Spring 2 | Financial decision making | <ul style="list-style-type: none">• This is a shorter topic and is a shorter term so has been placed here as |



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| | <p>Saving, borrowing, budgeting and making financial choices</p> <p>PoS refs: H32, L15, L16, L17, L18</p> | <p>part of this.</p> <ul style="list-style-type: none"> Pupils are at an age where parents may give pupils more responsibility such as letting pupils go out with friends on their own and managing money. The timing of this topic coincides with this and is just before the 6 weeks holiday where pupils may be regularly going out with friends. Pupils will have also studied percentages in Maths, so will have a good understanding of the methods used to work out percentages and interest. |
| Summer 1 | <p>Building relationships</p> <p>Self-worth, romance and friendships (including online) and relationship</p> <p>Boundaries</p> <p>PoS refs: H1, R2, R9, R11, R13, R14, R16, R24</p> | <ul style="list-style-type: none"> This topic builds upon the skills developed in Autumn 2 and Spring 1 but has a more pastoral focus, whereas Autumn 2 has a more academic focus. By this stage pupils may have formed new friendship groups. This topic will look at positive relationships. This topic has been moved to later on in the year so that it does not coincide with Ramadan. It is advised by the Islamic Society of Britain March 2022, to not teach this topic during Ramadan. |
| Summer 2 | <p>Health and puberty</p> <p>Healthy routines, influences on health, puberty, unwanted contact, and FGM</p> <p>PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34</p> | <ul style="list-style-type: none"> During Summer 2 pupils will be studying the following topics in Science: Adolescence, reproductive systems (male and female), fertilisation and implantation, development of a foetus, the menstrual cycle. This topic in PSD links to this. At this stage in the school year pupils will have matured and be better prepared for discussing this topic. This is supported by parents and still adheres to the statutory guidelines for RSHE. Pupils will be studying FGM before the 6 weeks holiday which is a key time of the year where pupils may go abroad for a long period of time. |



Year 8 – PSD Curriculum Rationale

| Half – term Living in the Wider World Health and Well-being Relationships | Topic | Rationale on the order and content delivered in Year 8 |
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| Autumn 1 | Drugs and Alcohol Alcohol and drug misuse and pressures relating to drug use PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44 | <ul style="list-style-type: none"> • Pupils will have an introduction to the subject including class ground rules and expectations. This will be linked to the Five Fundamental British values and Human Rights. This lesson is important as pupils may not be aware of the subject coming from Primary School. It also highlights the importance of the subject, and we conduct ourselves. • When discussing controversial topics these documents can also be something that pupils and staff can refer to. This does not mean that pupils cannot voice their opinion but it makes them aware of how they do so. • Links to the Science curriculum where Year 8 pupils are studying drugs, alcohol, smoking and unhealthy diets in Autumn 1. • Links to Head of Year feedback who stated that knowledge on vape pens is important for this year group for this academic year. |
| Autumn 2 | Digital literacy Online safety, digital literacy, media reliability, and gambling hooks PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27 | <ul style="list-style-type: none"> • Links to previous topic on responsibility for actions. • Links to Head of Year feedback from KDA and ABA who stated that knowledge on bullying, sexualised behaviour and friendships online is important for this year group for this academic year. |
| Spring 1 | Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, | <ul style="list-style-type: none"> • Building on knowledge from Year 7 Spring 1. • Links to Human Rights, Equality Act 2010 and Unicef lessons discussed in Autumn 1. |



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| | <p>discrimination, sexism, homophobia, biphobia and transphobia</p> <p>PoS refs: R39, R40, R41, R3, R4, R42, R43</p> | |
| Spring 2 | <p>Emotional wellbeing</p> <p>Mental health and emotional wellbeing, including body image and coping strategies</p> <p>PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24</p> | <ul style="list-style-type: none"> • Links to Spring 1 topic and Summer 1 topic as a person's mental health may be affected by those key topics. • At this stage in the school year, pupils have matured and are more able to discuss such a sensitive and triggering topic for pupils. |
| Summer 1 | <p>Identity and relationships</p> <p>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception.</p> <p>PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32</p> | <ul style="list-style-type: none"> • This topic links to the previous topic as a pupil's mental health may be affected by them working out their identity. • At this age more pupils are beginning to go through puberty and therefore we studying this topic in advance of these hormonal changes. • Basic forms on contraception will not be taught in Year 8 as this will be discussed in Year 9 RE Autumn 1. STI's are not taught in Science until Year 10 Autumn 1. By removing this sub-topic we are responding to the needs of the school and acting upon parental feedback and the SRE steering group. |
| Summer 2 | <p>Community and careers</p> <p>Equality of opportunity in careers and life choices, and different types and patterns of work.</p> <p>PoS refs: R39, R41, L3, L8, L9, L10, L11, L12</p> | <ul style="list-style-type: none"> • At the age of 13 a person can have a part-time job, with some restrictions in the UK. Careers and life choices links to this. In the six weeks holiday some pupils may start their first part- time job. • This topic has also been placed here as it links to Year 9 where pupils will be choosing their options. |



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Year 9 – PSD Curriculum Rationale

| Half – term Living in the Wider World Health and Well-being Relationships | Topic | Rationale on the order and content delivered in Year 9 |
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| Autumn 1 | Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid PoS refs: H3, H14, H15, H16, H17, H18, H19, H21 | <ul style="list-style-type: none"> Pupils will have an introduction to the subject including class ground rules and expectations. This will be linked to the Five Fundamental British values and Human Rights. This lesson is important as pupils may not be aware of the subject coming from Primary School. It also highlights the importance of the subject, and we conduct ourselves. When discussing controversial topics these documents can also be something that pupils and staff can refer to. This does not mean that pupils cannot voice their opinion but it makes them aware of how they do so. Links to the Science curriculum where Year 9 pupils are studying stem cells. Recap of knowledge from Year 8 in Science and PSD from Autumn 1. |
| Autumn 2 | Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36 | <ul style="list-style-type: none"> Pupils will have studied relationships in Year 9 Autumn 1 in RE. The timing of this topic consolidates knowledge from Science and PSD in previous years and will be expanding on knowledge from RE this year but from a more emotional and pastoral perspective. |
| Spring 1 | Setting goals Learning strengths, career options and goal setting as part of the GCSE options process. PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14 | <ul style="list-style-type: none"> This topic has been placed here as pupils will be choosing their options and thus this topic coincides with this. |
| Spring 2 | Employability skills Employability and online presence | <ul style="list-style-type: none"> This topic has been placed here as pupils will be choosing their options and thus this topic coincides with this. |



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| | PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27 | |
| Summer 1 | <p>Peer influence, substance use and gangs</p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p> <p>PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47</p> | <ul style="list-style-type: none"> This topic links to Year 10 Autumn 1 Science curriculum where pupils will be studying alcohol, smoking, diet and exercise. After focusing on options pupils will be recapping on knowledge from the Autumn term on healthy lifestyle and respectful relationships. |
| Summer 2 | <p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21</p> | <ul style="list-style-type: none"> Links to prior topic. If pupils do not have a solid understanding of healthy and unhealthy relationships then can pupils grasp the consequences of a intimate relationship? Therefore this topic had to be taught after those. This topic prepares pupils for Year 10 Autumn 1 Science curriculum where pupils will be studying STIs. |

Year 10 – PSD Curriculum Rationale

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| <p>Half – term</p> <p>Living in the Wider World</p> <p>Health and Well-being</p> <p>Relationships</p> | Topic | Rationale on the order and content delivered in Year 10 |
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| Autumn 1 | Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change PoS refs: H2, H5, H6, H7, H8, H9, H10 | <ul style="list-style-type: none">Pupils will have an introduction to the subject including class ground rules and expectations. This will be linked to the Five Fundamental British values and Human Rights. This lesson is important as pupils may not be aware of the subject coming from Primary School. It also highlights the importance of the subject, and we conduct ourselves.When discussing controversial topics these documents can also be something that pupils and staff can refer to. This does not mean that pupils cannot voice their opinion but it makes them aware of how they do so.Pupils have moved to a different Key Stage, subjects will be talking about different exam specifications and this could lead to anxiety. Therefore this topic has been placed here to support pupils with this. |
| Autumn 2 | Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31 | <ul style="list-style-type: none">Links to Autumn 1 Science curriculum where pupils will be studying STIs. Building on this knowledge from another subject but from a pastoral perspective. |
| Spring 1 | Exploring influence The influence and impact of drugs, gangs, role models and the media PoS refs: H19, H20, H21, R20, R35, R36, R37 | <ul style="list-style-type: none">Links to prior topic due to coercion with gangs. |
| Spring 2 and Summer 1 | Addressing extremism and radicalisation Community cohesion and challenging extremism PoS refs: R5, R6, R9, R10, R14, R28, | <ul style="list-style-type: none">Links to topics in Autumn 1 – Spring 1 as a person's lack of self-esteem could make them more vulnerable to entering unhealthy relationships, coercion, negative influences and equally extremist ideas. |



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| | R29, R30, R31, R34, L24, L26, L27, L28, L29 | |
| Summer 2 | <p>Next steps</p> <p>Application processes, and skills for further education, employment and career progression</p> <p>PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21</p> | <ul style="list-style-type: none"> This topic has come from Year 11 from the Thematic PSHE Association Sow. However, after speaking the Careers Lead in School – ABA – we agreed that pupils need a better understanding of how to apply to college, apprenticeships, jobs before they do this in September. It also means that mock interviews can be arranged to give pupils more work experience in Year 11 and their personal statements can be trialled and assessed before applying for jobs. By rearranging the topics this way, pupils have more career input, as pupils no longer go on external work experience since Covid. |

Year 11 – PSD Curriculum Rationale

| Half – term Living in the Wider World Health and Well-being Relationships | Topic | Rationale on the order and content delivered in Year 11 |
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| Autumn 1 | <p>Building for the future</p> <p>Self-efficacy, stress management, and future opportunities</p> <p>PoS refs: H2, H3, H4, H8, H12, L22</p> | <ul style="list-style-type: none"> Previously these lessons were taught at the same time as pupils were doing their Mock exams, however, now they are delivered in advance so pupils have more time to apply these strategies during their exam season. |
| Autumn 2 and Spring 1 | <p>Communication in relationships</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p> <p>PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32</p> | <ul style="list-style-type: none"> These topics link to the Science curriculum where pupils will have studied hormonal co-ordination in Autumn 1. Studying pregnancy and sexual health has been placed here. The demographic of our school and the parental views on SRE suggests that sexual intercourse is between a married couple, but in Year 11 pupils are at the age where they can legally give consent and have sex, and can be prosecuted for having sex with someone who is under 16. Therefore, this is imperative for the safety and legal understanding of pupils. This topic has been placed here so it does not coincide with fasting and Ramadan in 2025. |

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| | <p>Families</p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p> <p>PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33</p> | |
| Spring 2 | <p>Financial decision making</p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p> <p>PoS refs: H25, R38, L16, L17, L18, L19, L20, L25</p> | <ul style="list-style-type: none"> • Pupils will have applied for college, sixth form, apprenticeship, T level places by now and so finances will be even more crucial, as they may be looking at going in to the work place. • At the age of 16 you can work full time if you have left school, have a National Insurance number and the job has accredited training. For some pupils they may have started or may consider starting a part-time job at 16 and the timing of this topic prepares pupils when they have to manage their own wages. • Pupils will have also studied percentages in Maths in Year 10, so will have a good understanding of the methods used to work out percentages and interest. • |
| Summer 1 | <p>Independence – Form time</p> <p>Responsible health choices, and safety in independent contexts</p> <p>PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24</p> | <ul style="list-style-type: none"> • This topic has been placed here as in Spring 2 and Summer 1 in the Science curriculum pupils will be studying: Types of reproduction, cell division in sexual reproduction, inheritance, genetic disorders/inherited disorders, screening for genetic disorders and the ethics involved, evolution, variation, genetic engineering, cloning/adult cell cloning/ethics. Due to this, pupils will have a firm scientific knowledge on these topics and will be able to explore the different views on vaccines based on factual information rather than conspiracies which have been prevalent in 2020-2021. • This topic prepares pupils for when they leave Holy Trinity Catholic |



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| | | School this term. |
| Summer 1 | | . |
| Summer 2 | Pupils will have left school after their GCSEs. | . |