

## PSHE & Careers Curriculum Plan

**Intent:** At the heart of our PSHE and Careers curriculum is the belief that every student is a child of God, created with dignity and called to live a fulfilled, responsible, and purposeful life. At all stages, our curriculum is guided by the words of St Julie to *“teach them what they need to know for life”*. Inspired by these words, PSHE equips students with the knowledge, skills, and understanding they need to navigate life with confidence, compassion, and resilience. Through our Relationships and Sex Education programme, students explore what it means to be *created and loved by God, created to love others, and created to live in community*, developing a respectful understanding of self, relationships, family life, and their responsibilities towards others. Alongside this, students build self-worth and develop the skills to make informed and responsible choices and thrive in modern society.

Careers education forms an integral part of our PSHE curriculum and is a progressive journey that helps students recognise their unique gifts and talents, raise aspirations, and explore future pathways with confidence. This curriculum is sequenced to support students with key decisions preparing them for post-16 and post-18 opportunities. By the time students leave our school, they are equipped not only with knowledge and skills, but also with a moral compass and sense of purpose, enabling them to contribute positively to society and live lives of integrity, service, and hope.

Year	What will students learn?	Rationale	How will students be assessed?	What links are made to the real world, careers, and to developing disciplinary knowledge of the students?
7	<p><b>Transition to KS3:</b></p> <ul style="list-style-type: none"> <li>Understand how to healthily manage change and develop strategies to maintain good mental health.</li> <li>Identify the qualities of a positive friendships and develop skills to manage and resolve conflict.</li> <li>Develop the skills needed to respond in emergency situations and administer basic first aid</li> </ul> <p><b>Relationships, Sex and Health Education:</b></p> <ul style="list-style-type: none"> <li>Our core identity is that each of us is a completely unique person.</li> <li>Understand the physical and emotional changes that take place during puberty</li> <li>How to nurture and protect one’s self confidence and self esteem</li> <li>Understand human reproduction, the menstrual cycle, and the function of gametes in fertilization</li> <li>Reflect on different types of friendship and family structure and</li> </ul>	<p>Joining a large school like Notre Dame can be daunting and a time of upheaval for students. The first module of year seven aims to support students with this transition and to equip them with the key skills required to be successful throughout their first term at Notre Dame.</p> <p>In relationships, sex and health education learning builds on students’ prior knowledge to prepare them for changes that take place in adolescence. Key messages regarding online safety are shared to ensure that students are equipped with the skills to navigate the online world. In keeping with our Catholic Ethos, our RSHE module is delivered using TenTen resources. All materials delivered during these lessons are made available to parents via an online portal.</p>	<p>Baseline assessments and questioning are used in lesson to establish the prior knowledge and understanding of students</p> <p>Formative assessment of key knowledge in lesson through questioning, quizzes and building on baseline assessments</p> <p>There are formal assessments at the end of each module assessing two strands:</p> <ul style="list-style-type: none"> <li>Key knowledge</li> <li>Situational understanding</li> </ul> <p>Students career interests and their career readiness assessed through the “Future Skills Questionnaire” and student voice.</p>	<p><b>Disciplinary knowledge –</b> Students will learn practical skills to manage changes as they move to secondary school, such as making friends, resolving conflicts, and looking after their mental health. They will develop an understanding of online safety, social responsibility, and safeguarding, including knowing how to access support if they encounter serious issues like FGM.</p> <p><b>Careers and real-world links –</b> Students will explore how their interests and strengths can relate to future careers. They will learn how skills they develop in school, like teamwork, communication, and decision-making, can be recorded on a CV and used in employment. Lessons about entrepreneurship and different career paths help students see how learning connects to real-life opportunities.</p> <p><b>Applying knowledge –</b> In PSHE lessons, students will think</p>

	<p>how to develop and maintain positive relationships</p> <ul style="list-style-type: none"> <li>• How social media and screen time can effect wellbeing and strategies to manage this. How to evaluate risks online and strategies to stay safe online</li> <li>• The risks and myths associated with FGM and how to safely access support for themselves or others who may be at risk or have already been subject to FGM.</li> </ul> <p><b>Careers Education:</b></p> <ul style="list-style-type: none"> <li>• How a career journey all learning and working life</li> <li>• How differences in personality and interests relate to a range of different careers</li> <li>• What an entrepreneur is, and the skills required</li> <li>• How jobseekers evidence their skills and experience in a CV</li> </ul>	<p>Careers education in year seven is delivered with the intent of broadening horizons and encouraging students to begin to consider their career aspirations. By reflecting on their interests and learning about the world of work, students begin to consider their future career journey</p>		<p>critically about real-life scenarios, make informed decisions, and practise key life skills such as first aid, self-esteem management, and problem-solving. These activities give them experience in applying what they learn thoughtfully and responsibly outside the classroom.</p>
8	<p><b>Careers – Preparation for GCSE options:</b></p> <ul style="list-style-type: none"> <li>• Understanding of how skills and interests relate to different jobs and sectors</li> <li>• That success can be measured in different ways and an understanding of what success means to them</li> <li>• What the Labour Market is and how local labour market information can be useful in making career decisions</li> <li>• to understand the post 16 pathways including apprenticeships and T levels.</li> <li>• To understand the factors that may influence GCSE options choices and how to get support with this decision</li> </ul> <p><b>Relationships, Sex and Health Education:</b></p> <ul style="list-style-type: none"> <li>• To develop an understanding of our own uniqueness and an appreciation of the differences of others</li> </ul>	<p>Towards the end of year 8 students make their GCSE options choices. To support students with making informed careers decisions, students begin year 8 by building on their careers learning at the end of year 7. Students are supported with making informed choices by developing their self-awareness. By the end of this module students will understand how internal (self) and external (labour market, post 16 options) can influence their GCSE options choices</p> <p>RSHE learning follows a sequenced spiral curriculum; students build the knowledge and understanding</p>		<p><b>Disciplinary knowledge –</b> Students develop decision-making and personal responsibility through learning about equality, prejudice, discrimination and tolerance. They explore legal and health frameworks, including the law around substances and addiction, and understand the risks and consequences linked to these.</p> <p><b>Careers links –</b> Students begin preparing for GCSE options by linking their interests and skills to future pathways. They learn about post-16 options such as apprenticeships and T Levels, explore different measures of success, and understand where to access guidance when making important choices.</p>

	<ul style="list-style-type: none"> <li>• To recognise how stereotypes can be damaging and how certain characteristics are protected as defined in the equality act 2010.</li> <li>• To understand that the increase in hormone production that puberty brings leads to physical and psychological changes and how to develop strategies to manage the feelings involved in these</li> <li>• Know what happens during the different stages of pregnancy, the importance of pre-natal care and the emotional, real-life impact of pregnancies carried to full term and otherwise.</li> <li>• Understand the meaning of terms such as ‘prejudice’, ‘discrimination’, ‘Protected Characteristics’, ‘tolerance’, ‘kindness’ and ‘forgiveness’ and consider what these look like in real terms.</li> <li>• About the consequences of sharing images of a sexual nature, how to resist pressure to do this, and the importance of setting rules to keep themselves safe online.</li> <li>• Learn from history that prejudice can grow into discrimination without the courage of upstanders, and that we all can all, through our language and behaviour, play a part in dismantling prejudice at its root</li> </ul> <p><b>Addiction and substances:</b></p> <ul style="list-style-type: none"> <li>• About the risks and harms caused by addictive substances such as legal and illegal drugs, caffeine, alcohol and nicotine</li> <li>• How addictive substances are classified and the law regarding these</li> </ul>	<p>developed in year 7 to develop their skills and explore more themes appropriate to their age group. RSHE develops a respectful understanding of self, relationships, family life, and their responsibilities towards others. Again, RSHE is delivered using TenTen resources made available to parents on an online portal.</p> <p>Y8 ends with a focus on Addiction and substances. Students gain the skills and understanding to be able to recognise the dangers of addictive substances, make safe and healthy choices, and an understanding of support that can be accessed.</p>		<p><b>Links to the real world –</b> Through Relationships, Sex and Health Education, students explore identity, stereotypes and protected characteristics under the Equality Act 2010. They learn about puberty, emotions and relationships, as well as online safety and the real-life consequences of sharing sexual images, helping them make informed choices online and offline.</p>
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9	<p><b>Mental Health and Social Influences</b></p> <ul style="list-style-type: none"> <li>• How to identify emotions and communicate these effectively</li> <li>• Evaluate influences on self-esteem and confidence</li> <li>• Develop and evaluate strategies to foster and support positive mental health</li> <li>• How to recognise and call out discrimination.</li> <li>• Strategies to manage and make healthy choices when dealing with peer pressure.</li> <li>• How gangs can groom and exploit young people, the dangers and consequences of carrying weapons strategies someone could take if they or someone they knew was being exploited by a gang.</li> </ul> <p><b>Relationships Sex and Health Education</b></p> <ul style="list-style-type: none"> <li>• Understand human desire to love and be loved, and learn about God’s plan for romantic love, sexual attraction and intimacy.</li> <li>• About objectification, and consider the negative impact of casual sex, pornography and masturbation</li> <li>• Understand the difference between Love and Lust and evaluate why some choose to delay sexual intimacy- all with a view to making wise, informed and mindful choices.</li> <li>• Understand and evaluate different types of contraception and discuss</li> </ul>	<p>Adolescence can be a daunting time, fostering and maintain a positive mental health is key to supporting students’ personal development. By building on prior learning and developing these skills/ strategies students can support themselves and others throughout life.</p> <p>Our hallmarks state: “we honor the dignity and sacredness of each person” and “we stand for and behalf of justice and peace in the world”. By equipping students with the skills to recognise and prevent discrimination and deal with social influences we hope that they will be able to live out these hallmarks throughout life.</p> <p>RSHE learning follows a sequenced spiral curriculum; students build on the knowledge and understanding developed in year 8 to develop their skills and explore more themes appropriate to their age group. Again, RSHE is delivered using TenTen resources made available to parents on an online portal.</p> <p>Understanding how to manage finances, budget and save are key skills that all students will need for life. Understanding how tax is taken and what it pays for is important for students understanding of their</p>		<p><b>Disciplinary knowledge –</b> Students learn about mental health, self-esteem, discrimination and peer pressure. They develop strategies to manage emotions, make healthy choices, and stay safe in real-life situations, including understanding gang exploitation, weapons risks and safeguarding.</p> <p><b>Careers links –</b> Students explore different career types and pathways and learn that they have control over their career journey. They develop practical financial skills, including budgeting, saving, understanding pay and taxation, and evaluating financial products like loans and credit cards.</p> <p><b>Links to the real world –</b> In Relationships, Sex and Health Education, students learn about consent, dignity, human rights, and different types of relationships. They explore the impact of behaviours such as objectification and casual sex, helping them make informed and respectful choices in their everyday lives.</p>

	<p>how they uphold or contravene God’s plan for sex.</p> <ul style="list-style-type: none"> <li>• Understand different types of committed relationships and consider what relationships they would like in the future.</li> <li>• Understand the meaning of consent and that consent is not just gaining permission for something but choosing to honour and respect one another as persons with innate dignity.</li> <li>• Understand physical consent, sexual exploitation, and human rights.</li> </ul> <p><b>Careers- The world of work and managing finances</b></p> <ul style="list-style-type: none"> <li>• That students have control over their career journey and how to plan for their future aspirations.</li> <li>• Understand the different types of careers and evaluate these.</li> <li>• How workers are paid, how taxes are deducted and spent and how to calculate a “take home pay”.</li> <li>• How to budget, save, and evaluate the differences between loans, credit cards, and other types of finance.</li> </ul>	<p>societal responsibility and how our democracy works.</p>		
10	<p><b>Life Skills:</b></p> <ul style="list-style-type: none"> <li>• How to effectively revise and build healthy study routines</li> <li>• How to recognise and seek support for poor mental health</li> <li>• How to manage risk and deal with unsafe or emergency situations</li> </ul>	<p>We are guided by the words of St Julie - “teach them what they need for life” year 10 begins with learning designed and sequenced to prepare them for success in the year ahead and for life.</p> <p>In RSHE the sequenced spiral curriculum continues further developing students' understanding of</p>		<p><b>Disciplinary knowledge –</b> Students develop practical life skills, including study routines, revision techniques, and managing mental health. They learn about risk management, emergency response, prejudice, discrimination, addiction, and emotional wellbeing, helping them</p>

	<ul style="list-style-type: none"> <li>• How to effectively challenge prejudice and discrimination in society</li> </ul> <p><b>Relationships, Sex, and Health Education</b></p> <ul style="list-style-type: none"> <li>• Consider decisions around relationships and sexual intimacy, including considering their own hopes and wishes for the future</li> <li>• Understand and reflect on different experiences of body shame, explore notions of ‘dignity’ and ‘modesty’ in relation to the body and consider that our bodies are good, as part of our unique, inseparable combination of body and soul</li> <li>• Understand the meaning of the terms ‘beliefs’, ‘values’ and ‘attitudes’, how crucial they are in shaping our choices</li> <li>• Understand the 1959 Declaration of the Rights of the Child and how this impacts on legal Parental Responsibility, as well as considering the emotional and practical commitment that being a parent entails.</li> <li>• Understand the stages of life in the womb, abortion methods and legality, and sex as so often being divorced from the possibility of parenthood.</li> <li>• The four main types of abuse, how to look out for danger signs, resist pressure, access support, and know that abuse is never the victim’s fault.</li> <li>• About FGM, human trafficking, honour-based violence and about Pope Francis’ concept of ‘an integral ecology’. Pupils will learn how they act on their beliefs, values and attitudes will influence the world around them, for good or bad.</li> </ul>	<p>key concepts and issues appropriate to their age. In keeping with our Catholic Ethos, our RSHE module is delivered using TenTen resources. All materials delivered during these lessons are made available to parents via an online portal.</p> <p>Work experience can be impactful on a student’s aims and aspirations in life. Through facilitating this and giving students the time to prepare for and reflect on their placement, we aim to ensure this is an impactful and positive process for students. In completing this we aim to support students with further preparing for the world of work</p>		<p>reflect on personal and social responsibilities.</p> <p><b>Careers links –</b> Students take part in a week of work experience, preparing for and reflecting on placements. They practise professional behaviours, employability skills, and self-awareness, connecting classroom learning to the workplace and future career paths.</p> <p><b>Links to the real world –</b> In Relationships, Sex, and Health Education, students explore relationships, sexual intimacy, parenthood, body image, values, human rights, and safeguarding issues such as FGM, human trafficking, and abuse. Lessons help them understand the consequences of personal choices and develop resilience, empathy, and responsible decision-making in real-life situations.</p>
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11	<p><b>Careers – Preparing for Post 16 options</b></p> <ul style="list-style-type: none"> <li>• Evaluate the differences between post 16 pathways including academic, vocational, and work based routes</li> <li>• How to effectively write a personal statement and successfully apply for</li> </ul>	As students prepare for and make their post 16 choices, they are supported in PSHE lessons with this big decision. Key information about the options open to them is shared so that they are equipped to make informed decisions. Moreover, students are supported to be successful in later life		<p><b>Disciplinary knowledge –</b> Students develop knowledge in health, ethics, the law, and social responsibility. They learn to reflect on personal and societal responsibilities, understand social and moral</p>

	<p>post 16 education employment or training</p> <ul style="list-style-type: none"> <li>• How to prepare for and be successful in an interview</li> </ul> <p><b>Relationships, Sex, and Health Education</b></p> <ul style="list-style-type: none"> <li>• More about fertility and different contraceptive methods</li> <li>• Understand the Church teaching on how love, sex and procreation are intrinsically linked</li> <li>• That sexual desire is a positive thing that draws us to truth and beauty. Facts and figures about the porn industry and that amongst many other things, porn gives unrealistic expectations and unhealthy sex education</li> <li>• Facts and figures about Sexually Transmitted Infections, and the responsibility of getting tested and the emotional/psychological impacts of (regularly) engaging in casual sex</li> <li>• The many forms of coercive control</li> <li>• Why victims might find it hard to leave abusive relationships</li> <li>• The impact of victim-blaming and other societal attitudes towards misogyny and sexual violence.</li> <li>• The qualities of a truly respectful, healthy relationship and support avenues available anyone in an abusive relationship</li> </ul>	<p>by preparing for and undertaking a mock interview.</p> <p>In RSHE, learning culminates with a final set of lessons ensuring that all students are equipped not only with knowledge and skills, but also with a moral compass and sense of purpose, enabling them to contribute positively to society and live lives of integrity, service, and hope. The curriculum is sequenced such that content is age appropriate, delivered sensitively and received respectfully by students. As with other years, our RSHE module is delivered using TenTen resources. All materials delivered during these lessons are made available to parents via an online portal.</p>		<p>frameworks, and evaluate the consequences of their actions.</p> <p><b>Careers links –</b> Students prepare for post-16 pathways, whether academic, vocational, or work-based. They practise writing personal statements, completing applications, preparing for interviews, and reflecting on their skills, interests, and future goals. These lessons help them connect classroom learning to real-world careers.</p> <p><b>Links to the real world –</b> In Relationships, Sex, and Health Education, students explore fertility, contraception, healthy relationships, consent, and human dignity. They learn about the impact of pornography, casual sex, abusive relationships, and societal attitudes, helping them make informed, respectful choices and know where to access support.</p>
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