

PSHE Curriculum Overview

Our department's vision

Our PSHE programme, widely recognised as Team Reach, is designed to develop our pupils 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 pupils 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. Pupils 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 pupils 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:

The Team Reach curriculum is carefully aligned with statutory requirements and tailored to our unique school context. By maintaining continuous dialogue with our safeguarding and pastoral teams, we gain real-time insight into our students' evolving needs. Our flexible curriculum design allows for immediate, responsive lessons addressing current global events. Furthermore, we collaborate with external experts to integrate high-quality resources and regularly host guest speakers to deliver impactful pupil workshops.

2. Backwards planned:

At Reach Academy, Team Reach is a vital part of every pupil's weekly timetable. To build on this weekly foundation, they also participate in three immersive 'Team Reach Days' per year. This academic year, they will focus on Careers, Healthy Minds & Equality, Diversity & Inclusion.

Our curriculum is thoughtfully designed backwards, ensuring that key themes grow alongside our students. By blending statutory guidance with a deep understanding of our community, we create lessons that truly matter to our pupils.

3. Carefully resourced:

Designed as a 'spiral' curriculum, Team Reach ensures that pupils revisit and deepen their understanding of key life concepts as they grow. Ultimately, we want our pupils to leave us as independent decision-makers who care about their community. To help this important learning stick, our lessons use familiar structures that encourage them to recall past topics, committing

key ideas to long-term memory. Our teaching materials are a thoughtful mix of resources crafted by our own dedicated team and specialist content created by experts in the field.

4. Aspirational, inclusive and diverse:

While our Team Reach curriculum covers a wide range of topics, we place a strong, age-appropriate focus on Relationships and Sex Education (RSE) at every stage of school life. To us, RSE is about supporting your child's emotional, social, and cultural growth. It helps them learn about healthy lifestyles, diversity, personal identity, and the value of loving, caring relationships. We blend essential information with open discussions about values. This ensures our younger children understand healthy relationships, consent, appropriate touch, and mutual respect, preparing them for later learning around health and development. We know that when young people understand how to build healthy relationships, they are much better equipped to live happy, safe lives.

Beyond RSE, Team Reach focuses heavily on overall health and wellbeing. We aim to give children the tools, language, and confidence to stay safe both now and in the future. The curriculum builds resilience and a positive approach to mental health, making sure every pupil knows exactly who to turn to when they need support. Finally, our lessons are designed to adapt to current events, giving children the vital context and vocabulary they need to understand and safely navigate our complex world.

5. Rigorously assessed:

In both our Primary and Secondary classes, every Team Reach lesson features an independent task designed to help pupils practice and lock in what they've learned. In Secondary, Team Reach resources follow the same familiar structure as our other academic subjects, keeping learning consistent. Across the whole school, we use regular formative assessments such as 'Do Now' activities, and classroom questioning to check for understanding in real time.

6. Regularly evaluated and reflected upon.

We regularly listen to feedback from our pupils and the dedicated staff who teach the Team Reach curriculum. We place great value on pupils' voices, asking our young people what they want to explore within each topic. This allows us to tailor the content to their natural curiosities, while still teaching the essential life skills they need to grow into adults who enjoy lives of choice and opportunity. At the end of each term, pupils share what they found most useful, helping us refine our lessons for the future and giving our teachers the insights they need to deliver PSHE 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 means 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 planning 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)

	5	How can we communicate respectfully with friends when using digital devices?	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	1	What are the differences between healthy and unhealthy friendships?	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?
	2	How can we make people feel included?	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)
	3	What are peer influence and approval?	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)
	4	How do can friendships change? (Friendship changes and resolving disputes)	How are resources 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

Year 6			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?
	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 means 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
Autumn Term 1	Relationships & Sex Education	Connecting with your teachers	Relationships & Sex Education	Managing Unhealthy & Toxic Relationships		Year 9

		From strangers to friends		Repairing Relationships		The Happiness Trap
		How to have healthy relationships		Peer Pressure Survival Guide		Managing Anxiety
		Tackling Cyberbullying		Together Against Bullying		Combating Negative Self Talk
		Understanding Bullying		Online Relationships		Thinking Traps
		Safe & Healthy Relationships		The Many Forms of Relationships		Mental Benefits of Exercise
Autumn Term 2	Living in the Wider World	Examining the Equality Act 2010	Health & Wellbeing	Sharing Information Online	Health and Wellbeing	Expressing Gratitude
		The role of courts & tribunals		The Limitless Internet	Relationships & Sex Education	Safe & Healthy Sex
		Making sense of money		Viewing Harmful Content		Sexually Transmitted Infections
		Budgeting Basics		Gender-Based Discrimination		Reproductive Health
		Bank Accounts		Racism and Discrimination		Pregnancy Choices
		Smart Saving Strategies		Homophobia		Forced Marriages
Spring Term 1	Health & Wellbeing	Combat Worry, Stress & Anxiety	Living in the Wider World	Exploring the Democratic Process	Health and Wellbeing	Respecting Transgender Identities
		Dealing with Worry		Respecting and Celebrating Religious Diversity		Saving Lives With First Aid
		The Stress Scale		A History of Money		Substance Addiction
		Controlling our Emotions		Taking control of my money		Informed Drug & Alcohol Choices
		Five-Minute Meditation		Introducing the Economy		Drugs and County Lines
		Rewiring Your Brain		Fundamentals of Business		The Truth About Vaping
Spring Term 2	Health & Wellbeing	Managing Privacy Online	Health & Wellbeing	First Aid Beyond Emergencies	Health and Wellbeing	Instagram vs Reality
		The Dangers of Internet Algorithm		Oral Hygiene		Volunteering In My Community
		Social Media Addiction		Health & Hygiene		How laws are made
		Alcohol & Your Health		The Mind-Body Connection		Budgeting and Long Term Goals
		Smoking & Nicotine Addiction		Drug Awareness		Introduction to Investment
		Vaping: A Global Dilemma		Alcohol and Social Inhibitions		Financial Risk

Living in the Wider World

Summer Term 1	Relationships & Sex Education	Different Types of Families	Relationships & Sex Education	Understanding Consent	Health and Wellbeing	Fraud and Theft
		Positive Parenting		Power Dynamics & Consent		The Positivity Mindset
		The Changing Adolescent Body		Contraceptive Essentials		Healthy Food Choices
		Body Changes During Puberty		Discussing Pornography		Evaluating Eating Habits
		Sexual Consent		Assessing The Trustworthiness of Others		Character Strengths In Focus
		Building Healthy Relationships		Introduction to FGM		Understanding Eating Disorders
Summer Term 2	Health & Wellbeing	The Balanced Diet	Health and Wellbeing	Overcoming Limiting Beliefs	Relationships & Sex Education	Organ Donation
		Sleep Essentials		Optimising Character Strengths		Empowering Positive Masculinity
		Phones & Sleep		Strengths-Based Thinking		Relationships & Their Legal Status
		Investing In Your Health		Taking Control With Worry Time		Avoiding & Preventing Harassment
		Healthy & Balanced Lifestyles		Changing Emotions		Online Grooming
		Healthy Eating, Healthy Living		Drug Laws UK		Rising Above Cyberbullying

	Year 10		Year 11	
	Area	Lesson	Area	Lesson
Autumn Term 1	Health and Wellbeing	Keeping Your Online Data Safe	Health and Wellbeing	Stereotypes & Prejudice
		The Rule of Law		Discrimination and the Equality Act
		The UK's Relationship with the World		Respecting Human Rights
Autumn Term 2	Relationships & Sex Education	The Spectrum of Relationships	Relationships & Sex Education	Contraception Considerations
		Fertility & Reproductive Health		Safe Relationships Online
		Self-Examination and Screening		Differences Between Forced & Arranged Marriages

Spring Term 1	Living in the Wider World	Understanding Democracy	Living in the Wider World	Public Money (Government and Economy)
		Wages & Payslips		Credit & Debt
		Savings and pensions		Insurance
Spring Term 2	Relationships & Sex Education	Understanding Sexual Consent	Health and Wellbeing	Alcohol Dependence & Excessive Drinking
		Gender Identity & Sexual Orientation		Reframing Failure
		The Psychology of Bullies		Exam Stress
Summer Term 1	Health and Wellbeing	Unrealistic Online World	Exams	
		Violence and exploitation by gangs		
		Fake News & Misinformation		
Summer Term 2	Health and Wellbeing	Drugs	Exams	
		Understanding Vaccination And Immunisation		
		Sleep, Exercise & Diet		

Year 12		Year 13	
Area	Lesson	Area	Lesson
Living in the Wider World	Democracy v Autocracy	Relationships & Sex Education	Domestic Conflict
	Religious Freedom in the UK		Preventing Sexual Harassment
	Extremism		
Health and Wellbeing	Optimism	Health and Wellbeing	Substance Use & The Law
	Exploring Emotional Intelligence		Criminal Exploitation
	Navigating Conflict		
Living in the Wider World	Entrepreneurship	Living in the Wider World	The Advanced Economy

	Advanced Budgeting		Taxation
	Credit Cards		
Relationships & Sex Education	Attitudes Towards Sexualisation and Pornography	Health and Wellbeing	Catastrophising & Thinking Traps
	Build Agency & Find Purpose		Safeguarding Democratic Systems
	Impulse Control		
Health and Wellbeing	Problem-Solving Framework	Exams	
	Build Agency & Find Purpose		
	Organised & Efficient		
Exams		Exams	