



# St. Wilfrid's R.C. College

## Personal, Social, Health and Economic (PSHE) Education Curriculum

At St Wilfrid's RC College, the provision of a comprehensive PSHE Education programme is central to achieving the school's own aims and mission statement.

PSHE education provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning – by providing learning that promotes positive relationships and thus supports young people in reaching their God given potential
- Developing the key concepts, knowledge and understanding, language, skills and strategies that enable young people to make positive lifestyle choices, now and in their future
- Developing the key concepts and skills that both support academic learning (for example, team working that encourages more effective group enquiry) and transcend it (for example, building resilience and developing entrepreneurial skills), and that are essential to employability in a rapid changing global economy.

*Excellentia per fidem,  
per scientiam, per adiuvatum*

Excellence through faith, learning and support

# St Wilfrid's RC College

## Curriculum Intent - PSHE

### Curriculum Overarching Intent

PSHE will promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and help prepare pupils for the opportunities, responsibilities and experiences of later life.

### How PSHE fits with the whole school and trust vision

Every pupil should live life to the full and receive a broad and balanced curriculum. The pupils' character and moral values are developed within the subject, as is the knowledge of and respect for other people's opinions faith, feelings and values. As a school/Trust we want to develop physically and mentally healthy young people which is central to the teaching of this subject.

### Prior Learning

Within KS2:

- Health & Wellbeing
  - Healthy lifestyles (physical wellbeing)
  - Mental health
  - Ourselves, growing and changing
  - Keeping safe
  - Drugs, alcohol and tobacco
- Relationships
  - Families and close positive relationships
  - Friendships
  - Managing hurtful behaviour and bullying
  - Safe relationships
  - Respecting self and others
- Living In The Wider World
  - Shared responsibilities
  - Communities
  - Media literacy & digital resilience
  - Economic wellbeing: Money
  - Economic wellbeing: Aspirations, work and career

# St Wilfrid's RC College

## Curriculum Intent - PSHE

At St Wilfrid's RC College, the provision of a comprehensive PSHE education programme is central to achieving the school's own aims and mission statement.

The values and ethos of St Wilfrid's RC College will not only be made explicit in PSHE, they will at times be shaped by what happens in PSHE education. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our young people.

The school provides opportunities for young people to make real decisions about their lives, to take part in activities that stimulate adult choices, and where they can demonstrate their ability to take responsibility for their decisions.

We provide Personal, Social, Health and Economic education to Key Stages 3 to 4, through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach.

Our PSHE education programme recognises that young people will bring prior learning and real life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of our students.

### **PSHE and Safeguarding:**

PSHE education is a key component in our approach to safeguarding in the curriculum. Through work on topics such as relationships and consent, the programme provides pupils with the knowledge, language, skills and strategies to protect themselves, to protect their peers and if necessary to access help for themselves and others.

### **PSHE and British Values:**

The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are promoted through the PSHE programme and are taught implicitly in lessons and throughout all key stages.

### **PSHE and Behaviour:**

PSHE education is a key component in our approach to the management of behaviour. Work on topics such as rights, responsibilities, equality, healthy relationships and abuse and the development of skills including listening and effective team working contribute to an effective learning environment. School is a place of learning and our intention is to create independent young people, it is essential that we provide the learning to enable our students to take increasing responsibility for these outcomes.

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach. We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

We must teach health education under the same statutory guidance. (DfE, 2020)

## Curriculum Intent - PSHE

As previously mentioned, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance.

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. This can be found in the 'Policies' section of the school's website.

During Key Stages 3 and 4 young people will follow the national curriculum programmes of study tailored to our students' needs and reflecting current concerns. They will learn about Health and Wellbeing, Relationships, and Living in the Wider World.

The programme develops the key concepts of:

- Self-concept
- Mental Health & Wellbeing
- Healthy Lifestyles / Health-related decisions
- Drugs. Alcohol and tobacco
- Managing risk and personal safety
- Puberty and sexual health / Sexual health and fertility
- Positive relationships
- Relationship values
- Forming and maintaining respectful relationships
- Consent
- Contraception and parenthood
- Bullying, abuse and discrimination
- Social influences
- Learning skills
- Choices and pathways
- Work and career
- Employment rights and responsibilities
- Financial choices
- Media literacy and digital resilience
- Citizenship

For other aspects of PSHE, including health education, see the curriculum overview and progression model for more details about what we teach in each area and year group. This can be found in the 'Curriculum' section of the school's website.

# St Wilfrid's RC College

## Curriculum Intent - PSHE

### The sequencing of the Curriculum Progression Model:

	Health & Wellbeing	Relationships		Living in the wider world	
	1.	2.	3.	4.	5.
Knowledge over time	<ol style="list-style-type: none"> <li>The Dangers of Sharing Information Online</li> <li>The Legal Implications of Sharing Intimate Images Online</li> <li>The Media and Body Shape X1</li> <li>The Media and Body Shape X2</li> <li>The Dangers of Viewing Harmful Content</li> <li>Online Gambling</li> <li>Harmful Behaviours Online</li> </ol>	<b>(Ten:Ten resourced)</b> <ol style="list-style-type: none"> <li>Who Am I?</li> <li>Changing Bodies</li> <li>Healthy Inside and Out</li> <li>Where we come from</li> <li>Family and Friends</li> <li>My life on screen</li> <li>Living responsibly</li> </ol>	<b>British Values / Risks</b> <ol style="list-style-type: none"> <li>Introduction To British Values/Democracy</li> <li>Individual Liberty</li> <li>Mutual Respect &amp; Tolerance</li> <li>Rule of law</li> <li>PREVENT</li> <li>Anti-social behaviour</li> <li>Taking care of where we live</li> </ol>	<b>Financial Awareness / Work Related Learning</b> <ol style="list-style-type: none"> <li>Money – Wants and Needs</li> <li>Making ends meet – Intro to budgeting</li> <li>Bank Accounts – The different types.</li> <li>Earnings – How I'll support myself in the future</li> <li>Where do I get money from and how do I spend it?</li> <li>Employability skills</li> <li>Dream Jobs</li> </ol>	<b>First Aid</b> <ol style="list-style-type: none"> <li>Basic Life support x1</li> <li>Basic life support x2</li> <li>Allergies</li> <li>Asthma</li> <li>Choking</li> <li>Bleeding</li> <li>Head injuries</li> </ol>
	<ol style="list-style-type: none"> <li>Mental and Emotional Disorders</li> <li>Unhealthy Coping Strategies</li> <li>Positive And Negative Effects On Mental Health</li> <li>Healthy Coping Strategies</li> <li>Maintaining And Monitoring Health</li> <li>The Importance Of Personal Hygiene</li> <li>E-Safety</li> </ol>	<b>(Ten:Ten resourced)</b> <ol style="list-style-type: none"> <li>Created and Chosen</li> <li>Appreciating Difference</li> <li>Feelings</li> <li>Before I was born</li> <li>Tough relationships</li> <li>Think before you share</li> <li>Wider world</li> </ol>	<b>British values / Risks</b> <ol style="list-style-type: none"> <li>What are our values?</li> <li>Culture and Diversity</li> <li>Anti-Racism</li> <li>Parliament / Government</li> <li>Elections and voting</li> <li>Safety in different situations</li> <li>Effects of poor behaviour</li> </ol>	<b>Knowing the risks</b> <ol style="list-style-type: none"> <li>Intro to drugs</li> <li>Media and the law</li> <li>Alcohol</li> <li>Dangers of drugs</li> <li>Smoking</li> <li>Causes, effects of fire setting</li> <li>Online safety – Personal info and Cyberbullying</li> </ol>	<b>Financial Awareness / Work Related Learning</b> <ol style="list-style-type: none"> <li>To explore what type of saver you are.</li> <li>To explain how to balance budgeting in s</li> <li>To examine household budgets</li> <li>To understand the importance of fair tra</li> <li>What is a career?</li> <li>Researching a career.</li> <li>Exploring your own skills and qualities/L</li> </ol>
	<ol style="list-style-type: none"> <li>Physical Activity and Mental Well-Being:</li> <li>The Characteristics Of A Healthy Life-Style</li> <li>Blood, Organ And Stem Cell Donation</li> <li>A Healthy Diet X1</li> <li>A Healthy Diet X2</li> <li>How Choices Made About Sex And Relationships Affect Health</li> <li>Reproductive Health</li> </ol>	<b>(Ten:Ten resourced)</b> <ol style="list-style-type: none"> <li>The search for love</li> <li>Love people, use things</li> <li>In control of my choices</li> <li>Fertility and Contraception</li> <li>Marriage</li> <li>One Hundred percent</li> <li>Knowing my rights and responsibilities</li> </ol>	<b>Work Related Learning</b> <ol style="list-style-type: none"> <li>Intro to enterprise</li> <li>Becoming enterprising</li> <li>Solving problems and opportunities</li> <li>Turning a passion into a business</li> <li>Creativity, idea generation and LMI</li> <li>Apprenticeships/ Traineeships</li> <li>A level / BTEC</li> </ol>	<b>E-Safety</b> <ol style="list-style-type: none"> <li>E-Safety and Cyberbullying</li> <li>Cyber security</li> <li>Devices and security</li> <li>E-Safety Facebook page</li> <li>Gaming</li> <li>Sexting</li> <li>Netiquette</li> </ol>	<b>Learning Strategies / Risks</b> <ol style="list-style-type: none"> <li>Memory</li> <li>Using Technology</li> <li>Preparing for Learning.</li> <li>Dealing with Stress</li> <li>Gangs – Youth Crime</li> <li>Exploited – CSE</li> <li>Exploited – Power and Control</li> </ol>
	<ol style="list-style-type: none"> <li>Legal and Illegal Drugs:</li> <li>The Risks Associated With Alcohol Consumption</li> <li>Addiction:</li> <li>Dangers Of Smoking</li> <li>Peer Pressure</li> <li>Alcohol And Risky Sexual Behaviour</li> <li>STI's And How They Are Transmitted</li> </ol>	<b>(Ten:Ten resourced)</b> <ol style="list-style-type: none"> <li>Authentic Freedom</li> <li>Self-Image</li> <li>Beliefs, values and attitudes</li> <li>Parenthood</li> <li>Pregnancy and abortion</li> <li>Abuse</li> <li>Solidarity</li> </ol>	<b>British Values / E-Safety</b> <ol style="list-style-type: none"> <li>Immigration</li> <li>Anti-Racism (+Islamophobia)</li> <li>Homophobia</li> <li>Equality and the Rule of Law</li> <li>Role of Parliament and how laws are made</li> <li>Stereotyping</li> <li>AUP and real world</li> </ol>	<b>First Aid</b> <ol style="list-style-type: none"> <li>Basic Life support</li> <li>Basic life support – Patient is not breathing</li> <li>Bone, muscle and joint injuries</li> <li>Bleeding and Shock</li> <li>Chest pain</li> <li>Choking</li> <li>First Aid Scenarios</li> </ol>	<b>Work Related Learning</b> <ol style="list-style-type: none"> <li>Work Experience</li> <li>Interview skills</li> <li>Health + Safety</li> <li>Suitable skills</li> <li>Acceptable behaviour</li> <li>Persistence and resilience</li> <li>Enterprise Adviser visit</li> </ol>
	<ol style="list-style-type: none"> <li>The Law Relating to Sexual Exploitation</li> <li>Abusive Relationships</li> <li>Harmful Relationships</li> <li>The Characteristics Of A Positive One-To-One Intimate Relationship</li> <li>Pregnancy</li> <li>The Different Choices Made In Relation To A Pregnancy</li> <li>The Role Of The Parent</li> </ol>	<b>(Ten:Ten resourced)</b> <ol style="list-style-type: none"> <li>Self-Worth</li> <li>Addiction</li> <li>Eating Disorders</li> <li>Birth Control</li> <li>Pornography</li> <li>STIs</li> <li>Coercive Control</li> </ol>	<b>Work Related learning / Risks</b> <ol style="list-style-type: none"> <li>Labour market information</li> <li>Researching post 16 provision</li> <li>Writing CV's</li> <li>Writing personal statements</li> <li>Applications</li> <li>Drugs / Gangs / County Lines</li> <li>Alcohol</li> </ol>	<b>Financial Awareness / Risks</b> <ol style="list-style-type: none"> <li>Salaries</li> <li>Outgoings and debt</li> <li>Mortgages</li> <li>Financial risk and security</li> <li>Buying – Running – Maintaining a car</li> <li>Smoking</li> <li>Gambling</li> </ol>	

Readiness for their next step...

Key texts and websites that you can access to support their knowledge development in this subject include:

Year 10	Year 11	
<p>BBC Bitesize:  <a href="https://www.bbc.co.uk/bitesize/subjects/z3ckjxs">https://www.bbc.co.uk/bitesize/subjects/z3ckjxs</a></p> <p><a href="https://www.bbc.co.uk/bitesize/careers">https://www.bbc.co.uk/bitesize/careers</a></p> <p>Oak Academy:  <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/rshe-pshe">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/rshe-pshe</a></p>	<p>BBC Bitesize:  <a href="https://www.bbc.co.uk/bitesize/subjects/z3ckjxs">https://www.bbc.co.uk/bitesize/subjects/z3ckjxs</a></p> <p><a href="https://www.bbc.co.uk/bitesize/careers">https://www.bbc.co.uk/bitesize/careers</a></p> <p>Oak Academy:  <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/rshe-pshe">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/rshe-pshe</a></p>	
Year 7	Year 8	Year 9
<p>BBC Bitesize:  <a href="https://www.bbc.co.uk/bitesize/subjects/ztv9j6">https://www.bbc.co.uk/bitesize/subjects/ztv9j6</a></p> <p><a href="https://www.bbc.co.uk/bitesize/careers">https://www.bbc.co.uk/bitesize/careers</a></p> <p>Oak Academy:  <a href="https://classroom.thenational.academy/s/subjects-by-key-stage/key-stage-3/subjects/rshe-pshe">https://classroom.thenational.academy/s/subjects-by-key-stage/key-stage-3/subjects/rshe-pshe</a></p>	<p>BBC Bitesize:  <a href="https://www.bbc.co.uk/bitesize/subjects/ztv9j6">https://www.bbc.co.uk/bitesize/subjects/ztv9j6</a></p> <p><a href="https://www.bbc.co.uk/bitesize/careers">https://www.bbc.co.uk/bitesize/careers</a></p> <p>Oak Academy:  <a href="https://classroom.thenational.academy/s/subjects-by-key-stage/key-stage-3/subjects/rshe-pshe">https://classroom.thenational.academy/s/subjects-by-key-stage/key-stage-3/subjects/rshe-pshe</a></p>	<p>BBC Bitesize:  <a href="https://www.bbc.co.uk/bitesize/subjects/ztv9j6">https://www.bbc.co.uk/bitesize/subjects/ztv9j6</a></p> <p><a href="https://www.bbc.co.uk/bitesize/careers">https://www.bbc.co.uk/bitesize/careers</a></p> <p>Oak Academy:  <a href="https://classroom.thenational.academy/s/subjects-by-key-stage/key-stage-3/subjects/rshe-pshe">https://classroom.thenational.academy/s/subjects-by-key-stage/key-stage-3/subjects/rshe-pshe</a></p>

# St Wilfrid's RC College

## Curriculum Implementation - PSHE

At St Wilfrid's RC College, PSHE is taught one lesson per week in Teaching Groups by expert teachers with specialist staff delivering specific content.

The PSHE education programme is taught within safe and supportive learning environments, where established ground rules allow young people to develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, reflect on opinions, and put what they have learned into practice in their own lives.

Within the Relationships module for all year groups, the school uses a Diocesan approved programme called 'Life to the Full'. This has been produced by a company called TenTen and is taken from the Model Catholic RSE Programme which has been highlighted by the Department of Education as a work of good practice. Life to the Full, sensitively teaches Relationship, Sex and Health Education (RSHE) rooted in the wisdom and teaching of the Catholic Church.

The PSHE education programme is just one part of what St Wilfrid's RC College does to help young people develop the knowledge, skills attitudes and understandings they need to fulfil their potential.

The learning provided by the PSHE education programmes support and are supported by other curriculum areas, cross-curricular learning opportunities, our commitment to providing 'Healthy Schools' climate and culture, and the pastoral systems. Our PSHE provision has been acknowledged by South Tyneside Local Authority, amongst other areas including mental health, active lifestyles and health eating, with a Healthy Schools Award.

St Wilfrid's RC College is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of young people is responsibility of all staff, in partnership with families and the wider community. Where appropriate, we encourage their involvement in the programme.

The purpose of each lesson is made clear and learning experiences meet the needs of all young people in class. The PSHE education programme offer a wide variety of teaching and learning styles, with an emphasis on active and participative learning and the teacher as facilitator. Any information provided is realistic and relevant, and reinforces positive social norms.

Learning takes a positive approach that does not attempt to induce shock or guilt, and focuses on what young people can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

Young people are encouraged to take responsibility for their own learning and to record their own progress within their PSHE progress booklets. PSHE education encourages young people to reflect on their learning and the progress they have made, and transfer what they have learned to say and do from school subject to another and from school to their lives in the wider community.

# St Wilfrid's RC College

## Curriculum Implementation - PSHE

Visitors to the school enrich the PSHE education programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of a planned development programme and the teacher is always present to manage the learning. Visitors are resources to enable learning, and are not a substitute for a planned developmental programme. Within the programme there is learning both before the visit and as a follow-up to the visit.

As far as is appropriate, young people with special educational needs follow the same PSHE education programmes as all other students. Careful consideration is given concerning the level of support needed, and in some cases the content or delivery will be adapted. Learning support assistants work with individual pupils where required, sometimes on a one to one basis.

Teachers are aware that views of some of the issues covered within our programmes of study may be sensitive or controversial. However, whilst personal views are respected, all topics are taught without bias and in keeping with the mission of the school and the Church. This is supported with use of the Diocesan approved TenTen resources. Topics are presented using a variety of views and beliefs so that young people are able to form their own informed opinions but also to respect others that may have different views. Extreme views in any form, on any topic will always be challenged and monitored carefully.

As with any learning, the assessment of young people's personal, social and emotional development is important. It provides information that indicates their progress and achievement informs the development of the programme. Young people do not pass or fail in this area of learning, but have the opportunity to reflect on their own learning and personal experiences, and set personal goals and agree strategies to reach them.

The process of assessment has a positive impact on young people's self-awareness and self-esteem, and there are opportunities to record learning and progress each lesson and over a unit of work in different ways.

Pupil's learning will be assessed through; in class question and answer, discussion, group work, peer assessment, self-assessment and marking. Key learning for each lesson will be recorded in year specific PSHE progress booklets. The progress booklets contain a bespoke Personalised Learning Checklist (PLC) to help students track progress of understanding. Progress is defined based on the progression framework and with respect to the individual pupil's starting point.

Due to nature of the topics covered in the PSHE education programmes, all teachers are made aware of St Wilfrid's RC College's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.





## PSHE

	Vision	Key Concepts and Key Skills
<b>Year 7</b>	In Year 7, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.	<ol style="list-style-type: none"> <li>1. Self-concept</li> <li>2. Healthy Lifestyles</li> <li>3. Managing risk and personal safety</li> <li>4. Puberty and sexual health</li> <li>5. Positive relationships</li> <li>6. Relationship values</li> <li>7. Forming and maintaining respectful relationships</li> <li>8. Consent</li> <li>9. Bullying, abuse and discrimination</li> <li>10. Social influences</li> <li>11. Learning skills</li> <li>12. Choices and pathways</li> <li>13. Work and career</li> <li>14. Financial choices</li> <li>15. Media Literacy and digital resilience</li> </ol>
<b>Year 8</b>	In Year 8, students continue to build on the knowledge and understanding, skills, attributes and values they have acquired and developed during Year 7. PSHE education continues to teach the knowledge and skills which will equip them for the opportunities and challenges of life introducing mental health awareness, and topics associated with risk taking behaviour. Students continue to learn how to manage diverse relationships, their online lives, and increased financial realisation.	<ol style="list-style-type: none"> <li>1. Self-concept</li> <li>2. Mental Health and emotional wellbeing</li> <li>3. Healthy Lifestyles</li> <li>4. Drugs, alcohol and tobacco</li> <li>5. Managing risk and personal safety</li> <li>6. Positive relationships</li> <li>7. Forming and maintaining respectful relationships</li> <li>8. Bullying, abuse and discrimination</li> <li>9. Social influences</li> <li>10. Choices and pathways</li> <li>11. Work and career</li> <li>12. Financial choices</li> <li>13. Media Literacy and digital resilience</li> </ol>
<b>Year 9</b>	In Year 9, students continue to build on the knowledge and understanding, skills, attributes and values they have acquired and developed during Year 7 and Year 8. PSHE education continues to teach the knowledge and skills which will equip them for the opportunities and challenges of life introducing a variety of learning strategies in preparation for the start of their GCSEs, and a bespoke E-safety unit. Students continue to learn how to manage different relationships and how to make informed choices about the variety of different career pathways available to them when they leave school.	<ol style="list-style-type: none"> <li>1. Mental Health and emotional wellbeing</li> <li>2. Healthy Lifestyles</li> <li>3. Puberty and sexual health</li> <li>4. Positive relationships</li> <li>5. Relationship values</li> <li>6. Forming and maintaining respectful relationships</li> <li>7. Consent</li> <li>8. Contraception and parenthood</li> <li>9. Bullying, abuse and discrimination</li> <li>10. Social influences</li> <li>11. Learning skills</li> <li>12. Choices and pathways</li> <li>13. Work and career</li> <li>14. Media Literacy and digital resilience</li> </ol>
<b>Year 10</b>	In Year 10, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.	<ol style="list-style-type: none"> <li>1. Self-concept</li> <li>2. Drugs, alcohol and tobacco</li> <li>3. Managing risk and personal safety</li> <li>4. Sexual health and fertility</li> <li>5. Relationship values</li> <li>6. Consent</li> <li>7. Contraception and parenthood</li> <li>8. Bullying, abuse and discrimination</li> <li>9. Social influences</li> <li>10. Work and career</li> <li>11. Employment rights and responsibilities</li> <li>12. Media Literacy and digital resilience</li> </ol>
<b>Year 11</b>	In Year 11, students continue to deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during the previous four years. PSHE education continues to reflect the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.	<ol style="list-style-type: none"> <li>1. Self-concept</li> <li>2. Drugs, alcohol and tobacco</li> <li>3. Managing risk and personal safety</li> <li>4. Sexual health and fertility</li> <li>5. Relationship values</li> <li>6. Forming and maintaining respectful relationships</li> <li>7. Consent</li> <li>8. Contraception and parenthood</li> <li>9. Bullying, abuse and discrimination</li> <li>10. Social influences</li> <li>11. Choices and pathways</li> <li>12. Work and career</li> <li>13. Financial choices</li> <li>14. Media Literacy and digital resilience</li> </ol>



# St Wilfrid's PSHE Learning Journey



PSHE will promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and help prepare pupils for the opportunities, responsibilities and experiences of later life.

