

PSHE Overview & Scheme of Work Autumn Two 2025 / 2026

Year 9

Baseline Assessment/Living in the Wider World	Health and Wellbeing	Relationships	Living in the Wider World	Health and Wellbeing	Relationships
-Personal Development	-Alcohol Awareness	-Domestic violence and abusive relationships	-Self-discipline to achieve (taking control)	-What are acid attacks?	-British community religion and culture
-Strengths and Weaknesses	-Drugs and the Law	-How can we deal with peer pressure?	-Workplace Skills	-why can't some people access Education?	-Who are the LGBT community? (June –Pride Month) x2
-Employability skills	-Self Harm	-Child Sexual Exploitation	-Enterprising qualities and personality (Work Skills)	-How does the law treat young offenders?	-Discrimination and the Equality Act 2010
-Developing Interpersonal Skills	-Knife Crime	-Why are people selfie obsessed?	-How can we avoid debt?	-Human Rights	-Sustainability x2
-Growth Mindset to Achieve	-How can we manage anxiety?	-Eating Disorders	-Navigating financial institutions	-Vaccinations, organ and blood donation	-British Values
	-How do we cope with stress?	-Body Image	-Consumer rights		

Year 10

Health and Wellbeing	Living in the Wider World	Relationships	Health and Wellbeing	Living in the Wider World	Relationships
-Why is PSHE so important?	-Homelessness	-Harassment and Stalking	-Tattoos and Piercings	-Fake News and Critical Thinking	-Same-Sex Relationships
-Online world	-Hate Crime	-Relationships with Role Models	-Binge Drinking	-Money Laundering	-Gender and Trans Identity
-Misogyny	-The Criminal Justice System	-Revenge Porn	-Living Sustainably	-Overt and Covert Racism	-Forced and Arranged Marriage
-Periods	-Anti-Social Behaviour	-Consent, Rape and Sexual Harassment	-Managing Time Effectively	-What are Employers looking for in CVs?	-Fertility and Reproductive Health
-Social Anxiety	-County Lines	-Fertility and Reproductive Health	-Study Skills	-The Right Career for Me	-Contraception
-Social Media and Self Esteem	-Terrorism and Holy War	-Parenting	-Why do we celebrate international Woman's Day?	-Why Pursue a STEM career	-STIs
-Screentime					-Sexism

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Year 11	Health and Wellbeing	Living in the Wider World	Relationships	Living in the Wider World	Living in the Wider World	Additional lessons on
	-Identify and diversity	-Internet safety: The dark web	-Bullying and body shaming	-Applying for College and University	-Perseverance and procrastination	summer one
	-How does privilege affect us?	-Pollution, plastic and the environment	-Relationship break ups	-Independent living	Personal Safety in the Wider World	
	-Gender Equality	-Cybercrime and online fraud	-What makes good sex?	-CV writing	How can we protect animalrights and aid sustainability?	Knife crime
	-Masculinity	-Multiculturalism (British Values)	-Safe sex and good sex	-How do we prepare for job interviews	Domesyic violence and abusive relationships	Online world
	Misogyny	-Globalisation	-Types of relationships	-Health and Safety at work		Misogyny
	-Positive and toxic	Right wing extremism	-Happiness and positivity	-Trade Unions		Online scams
	-Masculinity		-Addressing pornography			Periods
	-Subcultures					Role models

Autumn 2	Content / Topic	Lesson Tasks	Personal Development	Assessment	Resources
<u>1</u>	Internet safety: the dark web Learning Outcomes: Challenge: Correctly identify the dangers of accessing, browsing and purchasing from the dark web. More challenging:	Starter (using images on PP) Challenge: How does this image of an iceberg represent the internet? More challenging: Explain what we mean by the term 'dark web'. Mega challenge: Explain what you believe the difference to be between the visible web (the internet accessed by search engines) and the dark web. Task one (using	Be able to to understand the ethical and legal implications of online behaviour. Reflect on the consequences of engaging in illegal online activity. Reflect on how curiosity can lead to risky or criminal behaviour. Identify how to stay	Plenary Complete your extended writing task at your challenge level.	 Internet Safety The Dark Web.zip

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Describe the differences between the dark web and the visible web and how criminal activity is detected online.	information sheet provided) Read the information sheet together as a class. Task two (video clip link on PP slide 4) Students watch video clip and answer the questions at their challenge level. Task three Challenge: Using your information, clip notes and news article sheets, create an infographic which must include information and statistics on the dangers posed by the dark web both for individual users and society. More challenging: Your infographic must include detailed information on all	safe online and avoid dangerous digital environments. Learn how to report suspicious or harmful content. Discuss how peer pressure can influence risky online behaviour. Build confidence in making independent, safe choices. Understand the role of law enforcement in tackling cybercrime. Know where to go for help if approached or exposed to harmful online content.
Mega challenge: Explain the legal ramifications and consequences of illegal web activity, and use new terminology to explain how the dark web operates.		

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		new key terminology used in the correct context, with relevant statistics explained and examples of consequences for criminals. Mega challenge: As above, but your infographic must also explain how the dark web operates, why it is so tempting for criminals to use and the legal ramifications of your actions on the dark web, using detailed examples.	
2	Pollution, plastics, and the environment Learning Outcomes:	Starter Challenge: Write down every snack you ate yesterday. Circle the ones with plastic packaging. What did you do with the packaging when you finished	Be able to understand the long-term impact of plastic pollution on ecosystems and human health. Reflect on personal Plenary Complete your extended writing focus sheet at your challenge level.



Pollution, plastic + our environment.zip

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Challenge: Correctly identify and describe problems plastic pollution currently presents and how we can help waste minimalization. More challenging: Explain the main issues articulately using new key terminology and statistics. Describe alternative solutions. Mega challenging: Analyse why pollution is increasing from the developing world,	the snack? More challenging: Where does our plastic rubbish go? Explain your ideas. Mega challenge: Why does plastic cause more problems to our environment compared to many other packaging materials? Analyse. Task one (clip link on PP slide 3) Students watch video clip and answer the questions at their challenge level. Task two (using information sheet provided) Read the information sheet together as a class.	responsibility in reducing plastic use and waste. Consider how plastic pollution affects communities around the world, especially in developing countries. Promote practical actions like reducing, reusing, recycling, and supporting eco-friendly alternatives.
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the extent to which our individual actions can help and why plastic as a material is so problematic.	Task three Challenge: Using your info sheet, clip answers and source pack, create a leaflet for students describing why excessive plastic use is such a problem, what you can do to help waste minimisation and what could happen if we don't. More challenging: As above, but also using the terms sustainability, pollution, biodegradability and three statistics explained articulately. Mega challenge: You must also explain the waste management flowchart clearly and explain how our individual actions fit in to the diagram, the influence
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	they have and why you think developing countries are currently some of the world's biggest polluters.	
Animal rights and sustainability Learning Outcomes: Challenge: Correctly identify arguments for animal rights and minimising our consumption of meat. More challenging: Explain why we need to consume less meat and your opinion on whether	Starter (information on PP) Challenge: Why do we eat pigs and not dogs in our culture? More challenging: Explain any problems you are aware of with the meat industry and our consumption of animal products. Mega challenge: Should animals have rights or should their welfare be decided by humans? Explain an idea from either side. Task one (video clip link on PP slide 3)	Explore ethical arguments for and against animal rights. Reflect on personal values and how they influence lifestyle choices. Consider the experiences of animals in different farming systems. Analyse different viewpoints on meat consumption, including cultural, religious, and economic perspectives. Understand the

Plenary

Complete your extended writing focus sheet at your **challenge level**.



Animal Rights and Sustainability.zip

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animals should have rights as well as the counter arguments.	Students watch video clip and answer the questions at their challenge level .	environmental impact of meat production (e.g. deforestation, emissions, water use).
Mega challenge: Explain articulately using new key terminology in the correct context the arguments and counter arguments for reducing meat consumption, analysing whether a meat tax should be introduced.	Task two (using information sheet provided) Read the information sheet together as a class. Task three Challenge: Complete Tom and Bek's discussion with a partner, in the form of a one page long role play. You will have chance to show them in 15 mins. More challenging: You must explain thoroughly the arguments for eating less meat focusing on sustainability, health and animal rights.	Reflect on how individual choices contribute to global sustainability. Explore the health implications of different diets (e.g. balanced omnivorous, vegetarian, vegan). Encourage informed decision-making about food and nutrition. Discuss how consumer choices can influence industry practices. Explore ways to take action (e.g. reducing meat intake, supporting ethical farming, campaigning).

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		Mega challenge: As above including all the new key terminology from today, used in the correct context through counter arguments.	Acknowledge and respect diverse cultural and religious practices related to food and animals. Promote open-mindedness and understanding in discussions.
Cybercrime and online fraud Learning Outcomes: Challenge: Correctly identify different types of cybercrime scams and how you can identify phishing and other scam emails.	Starter (scenario on PP) Challenge: What should Hannah do now? More challenging: Describe what may be happening to Hannah in this instance. What makes you think this? Why? Mega challenge: Define the following terms: phishing, fraud and cybercrime. Task one (video clip link on PP slide 3)	Understand the ethical and legal implications of online behaviour. Reflect on the importance of honesty, integrity, and respect in digital spaces. Learn how to identify suspicious emails, links, and websites. Explore the	Plenary Complete your extended writing literacy focus task at your challenge level.



Cybercrime and online fraud.zip

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More challenging: Describe what the different types of scams are and what they look like.	Students watch video clip and answer the questions at their challenge level. Task two (using information sheet provided)	consequences of falling for scams (e.g. identity theft, financial loss). Discuss how to make safe and informed decisions online.
Mega challenge: Explain what techniques are used to hook people in to phishing and other online scams through assessing examples.	Read the information sheet together as a class. Task three (using sources provided) Challenge: What type of scam is it? It can be more than one. More challenging: How do you know? Explain in full. Mega challenge: What techniques and traps has the scammer used? Why? Review using table on PP slide 6.	Build confidence in recognising and avoiding manipulation or fraud. Understand how cyber crime affects individuals, families, and businesses. Reflect on the emotional impact of being scammed or hacked. Know how to report scams and seek help from trusted adults or

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		organisations.	
		Encourage open conversations about online safety and mistakes.	
Multiculturalism (British Values)	Starter (scenario on PP) Challenge: What changes might this old man be talking about? More challenging: Does this statement reflect what we know to be 'British Values'? Explain why / why not. Mega challenge: Define three fundamental British Values and the term 'multiculturalism'. Why do some people criticise multiculturalism? Explain.	Explore how multiculturalism enriches British society. Reflect on the importance of respecting different cultures, faiths, and traditions. Discuss the core British values: democracy, rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. Reflect on how these	Plenary "Multiculturalism is a failed experiment." To what extent do you agree with this statement? Complete your extended writing literacy focus sheet at your challenge level using your information sheet and completed clip task. Multiculturalism Debate in fifteen minutes.
Learning Outcomes: Challenge: Identify different views about multiculturalism and clearly express your own opinions through literacy and debate tasks. More challenging: Describe different	Review starter using PP slide 3 (British Values		



Multiculturalism.zip

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British Values and explain both arguments for and against multiculturalism. Explain if it has been a success in the UK. Mega challenge: Analyse why some people think multiculturalism is a failed experiment and explain the counter arguments to this as well as your own viewpoints in detail. Categorise fundamental British Values correctly.	task). Task one (clip link on PP slide 4) Students watch video clip and answer the questions at their challenge level. Task two (using information sheet provided) Read the information sheet together as a class.	values support a fair and inclusive society. Discuss global migration and its impact on communities. Reflect on personal and national identity in a multicultural society. Explore how individuals can feel a sense of belonging while maintaining their cultural heritage. Consider the experiences of people from different backgrounds living in the UK.
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Globalisation Learning outcomes: Challenge: Identify the different forms of globalisation from case studies and the negative and positive aspects of globalisation. More challenging: Describe negative and positive aspects of economic, cultural and political globalisation and explain whether globalisation is now unstoppable.	Starter (image on PP): Challenge: What do you think this is a map of? Why? More challenging: What do the areas most densely coloured green have in common? Why do you think this? Mega challenge: Define the term globalisation and explain one positive and one negative aspect of this world development. Task one (video clip link on PP slide 3) Watch video clip and answer questions at the appropriate challenge level. Task two (using	Encourage appreciation of cultural diversity and respect for different ways of life. Understand how globalisation influences inequality, job markets, and access to resources. Reflect on the benefits and challenges for both developed and developing countries. Encourage sustainable thinking and lifestyle choices. Discuss how globalisation affects identity, values, and change. Build confidence in	Plenary "Globalisation is unstoppable. Furthermore, we shouldn't want it to stop." To what extent do you agree with this statement? Complete your extended writing literacy focus task at your challenge level.
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Globalisation.zip

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Mega challenge: Analyse whether globalisation is unstoppable and whether overall it is a positive or negative world development. Create case studies which describe aspects of cultural, economic and political development for other students to analyse.	information sheet provided) Read the information sheet together as a class. Task three (using case studies provided) Challenge: For each case study, identify which type of globalisation is being talked described and one positive and negative aspects. More challenging: Describe the positives and negatives of each case study in respect for each of its forms as detailed in the case study. Mega challenge: Explain your reasoning and create two further case studies of your own for a partner to	adapting to a rapidly changing world.
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	complete.
Right-wing extremism Learning Outcomes: Challenge: Describe the meaning of right wing extremism, who the different right wing groups are and what they stand for. More challenging: Explain why some people believe right wing extremism to be on the rise, using new key terminology	Starter (images on PP) Challenge: What do you see in these images? What do you think we mean by the terms 'right wing' and 'extremism'? More challenging: Describe how right-wing extremism has been in the news lately (it can be from anywhere in the world). Mega challenge: Some journalists have stated that right-wing extremism is on the rise at the moment. Why might this be? Explain. Task one (video clip link on PP slide 3) Students watch video clip

Promote understanding and respect for different cultures, religions, and identities.

Discuss the ethical implications of hate speech, discrimination, and violence.

Reflect on personal values and the importance of standing up for others.

Understand the legal consequences of hate crimes and extremist activity.

Plenary

"Extremism in all its forms is equally dangerous."
 To what extent do you agree with this statement?
 Complete your extended writing literacy focus sheet at your **challenge level**.



Extremism.zip

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in the correct context.	and answer the questions at their challenge level .	Explore how democratic values protect individual rights and promote social cohesion.
Mega challenge: Analyse why there has been a rise in right wing extremism in the US as well as the UK and whether extremism in all forms is equally as dangerous.	Task two (using information sheet provided) Read the information sheet together as a class. Task three Challenge: Using your information and clip notes sheets, create an infographic which must include information on the numbers and statics relating to the rise of right-wing extremism and British Values. More challenging: Your infographic must include detailed information on all subheadings on your sheet, with new key terminology	Learn how individuals can be groomed or radicalised, and how to seek help. Build confidence in recognising and resisting harmful influences. Practice respectful dialogue and how to challenge extremist views constructively. Develop skills in listening, empathy, and peaceful disagreement.

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	used in the correct context. Mega challenge: As above, but your infographic must also explain the difference between nationalism and patriotism and why there has been a rise in America as well as the UK.
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