Statement of Intent

In an ever-changing social, economic and digital landscape, the PSHE and Citizenship curriculum at Fleetwood High School aims to equip students with the knowledge and skills to lead healthy, safe, and successful lives in modern Britain. Through a carefully sequenced and interleaved programme, our curriculum builds resilience, confidence, and ambition, enabling students to develop a strong sense of identity and an understanding of their rights and responsibilities in an increasingly complex world. Our overarching aim is to create well-rounded, informed, and compassionate young people who can apply their learning beyond the classroom to contribute positively to their communities.

In Year 7, students begin their journey at Fleetwood High School by focusing on *transition and wellbeing*. This module helps them establish new friendships, build self-esteem, and understand the changes that come with moving to secondary school. They learn about puberty, personal hygiene, and self-management, including how to use social media responsibly and safely. Students also consider their own mental wellbeing and ways to manage emotions in a healthy way. As the year progresses, students study *healthy relationships*, learning what positive friendships look like and how to manage conflict, bullying and cyberbullying. Family relationships, kindness, and role models are introduced to foster empathy and respect. Later in the year, they develop important life skills in organisation, motivation, resilience, and leadership through the *skills* module, which also includes water, road, and rail safety. Their learning continues with a focus on *keeping healthy*—understanding diet, exercise, oral hygiene, and the effects of energy drinks, vaping and smoking—and concludes with modules on *diversity and inclusion* and *our environment*. These explore British identity, migration, and equality while encouraging students to celebrate diversity and take responsibility for protecting their planet.

In Year 8, students build on the foundations of Year 7 by exploring more complex social and ethical issues with greater independence and reflection. The year begins with *Adam's Story*, which introduces themes of social justice, the impact of crime and alcohol, restorative justice, and the role of the police. Students examine character, empathy, and moral choices, while learning about the importance of organ donation. They then revisit *healthy relationships*, learning about family dynamics, conflict resolution, body image, consent in non-intimate situations, and the impacts of loneliness, sexuality, and prejudice. The *financial skills* module equips students with practical understanding of budgeting, tax, saving, debt, advertising, consumer habits, and new financial risks such as cryptocurrency. Later, the *online world* module introduces modern concepts such as conspiracy theories, digital grooming, and the opportunities and risks presented by artificial intelligence. Students also develop

critical thinking by exploring online privacy, misinformation, and self-presentation. The year concludes with a focus on *wellbeing*, where students explore mental health, the importance of sleep, managing harmful online content, and understanding how to access appropriate healthcare through the NHS. The final half term devoted to business, debate and globalisation encourages entrepreneurial thinking through case studies including GymShark, Molly-Mae, and MrBeast, helping students to understand the global economy and ethical questions around wealth.

Year 9 focuses on safety, aspiration and global citizenship. Students begin with studying *substances and addiction*, exploring the effects of alcohol, drugs, and crime on individuals, families, and communities. They consider legal implications and the social impact of county lines and substance misuse. Healthy relationships remain a core theme throughout, with lessons on consent in intimate relationships, contraception, STIs, pregnancy and options, menstrual health, pornography, FGM, and the influence of internet subcultures such as incels. These discussions are approached sensitively and monitored closely by the safeguarding team to ensure student wellbeing. The next stage of study looks at *keeping safe*, examining risk awareness in areas such as gambling, radicalisation, and extremism. Students also revisit themes of resilience and personal responsibility through modules on *ambition and careers*, exploring post-16 options, employment rights, and role models while developing practical skills in financial literacy and independence. Later in the year, students return to *health and wellbeing*, focusing on monitoring personal health, understanding eating disorders, grief and loss, and the effects of online overuse. The year concludes with *human rights*—a global citizenship module which explores freedom, justice, and equality through case studies such as the Mo Farah story, human trafficking, modern slavery, and genocide—encouraging students to think critically about human rights and the role of charities and global organisations in defending them.

At **KS4**, the PSHE and Citizenship curriculum continues to prepare students for adult life, independence, and the responsibilities of citizenship. The opening unit, *Future You*, supports students in planning for their future by looking at careers, salaries, online presence, budgeting, parenting, and the costs of independent living such as rent, bills and mortgages. Students reflect on the role of media in shaping self-esteem and future aspirations. The *healthy relationships* module builds on earlier learning by addressing more mature topics including safe and healthy sex, grooming and exploitation, stalking and harassment, domestic abuse, AI-related scams and the misuse of digital imagery. Teachers ensure this sensitive content is delivered in line with safeguarding best practice and national guidance. Students also explore *crime and punishment*, studying case studies around knife crime, antisocial behaviour and the justice system, alongside developing understanding of personal safety in public settings. The following module, *health and wellbeing*, addresses cosmetic surgery, steroid use, the rise of drugs such

as Ozempic, reproductive health, cancer awareness and body image. The course concludes with *living independently*, where students learn about managing finances, the cost of living, avoiding debt, homelessness, and the practicalities of independent adult life. They also discuss political participation, the responsibilities associated with voting, and issues of digital ethics and explicit content in modern media.

Throughout PSHE and Citizenship from Year 7 to KS4, students develop their personal identity while gaining the knowledge and understanding needed to keep themselves and others safe—both online and in the wider world. Mental health and wellbeing are embedded through all modules, giving students opportunities to reflect, practice mindfulness, and build emotional resilience. Careers education is threaded throughout, ensuring all students understand pathways available to them both locally and nationally. The curriculum draws on external expertise and reflects current local and national priorities so that teaching remains relevant and accurate.

Across key stages, the PSHE and Citizenship programme at Fleetwood High School is underpinned by the core values of **Ambition, Resilience and Respect**. It aims to produce confident, considerate, and curious young people who are ready to make a positive contribution to their communities and lead successful, independent lives.