

AUTUMN 1 2026

PSHCE at Corley Academy

What students are learning, why it matters, and how families can support

INCLUSION

ASPIRATION

PERSEVERANCE

INDEPENDENCE

A new chapter for RSHE

Updated statutory Relationships, Sex and Health Education (RSHE) guidance comes into effect this September. At Corley, we have reviewed our PSHCE curriculum so that it reflects the issues young people are navigating now, while remaining clear, accessible and appropriate for our students.

The updated guidance places stronger emphasis on healthy relationships and consent, online safety, AI and emerging technology, mental health and wellbeing, sexual harassment and misogyny, physical health and keeping safe.

Our aim is not simply to cover content. We want students to understand it, revisit it and use it in real situations, with support when they need it.

What this means at Corley

- Topics are introduced at an appropriate stage and revisited as students mature.
- Learning is adapted with clear language, visual support and structured tasks.
- Student's practise recognising risk, making informed choices and asking for help.
- Corley Values, British Values and UNCRC rights are woven through the curriculum.

Our approach is deliberately different

PSHCE at Corley is designed around how our students learn best.

Teach clearly

Explicit teaching, examples, modelling and supported discussion help students understand new ideas.

Replay often

Retrieval and Replay give students repeated opportunities to remember and apply key learning.

Make it real

Scenarios, decision-making, trusted adults, rights and everyday examples connect learning to life.

Questions about RSHE

Parents and carers are welcome to view our RSHE curriculum and teaching materials. A very small number of lessons include specific sex education content. The right to request withdrawal applies only to these particular lessons and does not apply to Relationships Education, Health Education or content taught through science. Please contact the academy if you would like further information.

Autumn 1: Years 7, 8 and 9

A quick view of the themes students are exploring this half term.

Year 7 | Transition, safety and having a voice

Students build confidence with school routines, recognise when help may be needed, explore risk and safer choices, and learn how to express an opinion respectfully. Rights, fairness and participation are revisited throughout the unit.

- Settling in and new routines
- Trusted adults and asking for help
- Understanding risk and safer choices
- Student voice, choice and having a say
- Rights, fairness and respectful decision-making
- Replay and reflection across the half term

Links across school

- Corley Values
- British Values
- UNCRC rights
- Little People, BIG DREAMS
- Mentor themes
- Replay and retrieval

Years 8 & 9 | Risk, influence and safer choices

Students explore how risk, pressure, social influences and information can affect decisions. They practise strategies for making safer choices and knowing when and where to get help.

- Understanding risk and levels of possible harm
- Vaping, nicotine and reliable health information
- Influence, pressure and decision-making
- Substances, risk and consequences
- Risky situations and safer decisions
- ADHD and strategies for managing impulsive choices
- Getting help and supporting others
- Big Replay: applying learning to realistic scenarios

Key strategy

STOP → THINK → CHECK → CHOOSE

Students learn that different people may need different strategies and support to create thinking time and make safer decisions.

Why this matters

Across KS3, the emphasis is on building practical understanding: knowing what risk can look like, communicating clearly, making informed choices, respecting other people's rights and knowing where to get support.

Autumn 1: Years 10 and 11

Independence, wellbeing and preparing for life beyond school.

Year 10 | Money, choices and influence

Students explore how advertising, social media, peers and personal values can shape financial choices. The focus is on practical independence, recognising risk and making safe, informed decisions.

- How advertising and social media influence spending
- Needs, wants and personal values
- Budgeting and managing money
- Borrowing, debt and financial risk
- Gambling and recognising harmful influence
- Saving, planning and financial wellbeing
- Replay and a personal money action plan

Skills developed

- Budgeting
- Critical thinking
- Recognising persuasion
- Decision-making
- Planning for independence

Year 11 | Building for the future

Students develop self-efficacy, resilience and strategies for managing stress as they prepare for life beyond Year 11. Learning helps them recognise strengths, manage influences and think positively and realistically about future opportunities.

- Self-efficacy: understanding that actions and effort can make a difference
- Recognising strengths and areas for development
- Managing judgement, pressure and stereotypes
- Balancing ambition with realistic expectations
- Stress, wellbeing and healthy coping strategies
- Resilience, perseverance and asking for support
- Healthy online balance and protecting wellbeing
- Future opportunities and preparing for next steps

Corley focus

Building confidence for adulthood while making clear links to independence, wellbeing, future pathways and asking for support when needed.

One curriculum, revisited in different ways Across all year groups, learning is revisited through Replay and linked to Corley Values, British Values and students' rights, ensuring students leave lessons with lasting knowledge, not just one-off information.

Families can support by asking what students have learned, discussing real-life examples and reinforcing where they can go for help.

FAMILIES & HOME

Supporting PSHCE beyond the classroom

Simple conversations at home can reinforce confidence, safety and decision-making.

Conversation does not need to feel like a lesson

Many PSHCE topics continue naturally outside school. Short, everyday conversations can help young people make sense of relationships, wellbeing, online life, safety and the choices they face as they grow up.

Easy ways to start a conversation

Pick the moment Car journeys, cooking, walking the dog or watching TV can feel easier than a formal sit-down chat.

Ask open questions Try: “What do you think about that?”, “Why might someone see it differently?” or “What could happen next?”

Listen first Give your child time to explain what they think, even if you have a different view.

Check what they already know This can reveal misunderstandings or things they have seen online.

Keep it ongoing A few short conversations are often more useful than one big conversation.

Remind them about support Trusted adults at home and school are there when something feels worrying or unsafe.

Trusted places to look for information

NHS

Reliable health information on sleep, exercise, physical health and mental wellbeing.

YoungMinds

Parent guides on anxiety, school worries, self-esteem, social media and mental health support.

NSPCC

Practical online safety guidance, including gaming, social media, harmful content and reporting concerns.

Brook

Information for parents and carers about RSE, relationships, growing up and sexual health.

Three quick questions you can use this half term

1

“Tell me one safer choice you have talked about in PSHCE.”

2

“Who could you go to for help at school, at home or in the community?”

3

“How could we check whether something we saw online is reliable?”

It is completely fine not to have every answer. Looking for reliable information together can be part of the learning.