

Levenshulme High School – Curriculum Map – Personal Development

		Focus Time Term 1 – Relationships – split across two half-days						Focus Time Term 2 – Self-Care – split across two half-days	
	Title of Session	The Manosphere - 8	Grooming and Exploitation - 8	Viewing Harmful Materials (updated) - 11	Relationship Issues – 9	Harmful Sexual Behaviour - 11	Stalking and Harassment - 11	Gynaecological and Menstrual Health - 8	Mental Illness - 9
	<i>What are they learning in the session?</i>	In this session, students explore how certain online sub-cultures can shape people's understanding of sexual ethics, including the kinds of messages sometimes promoted by groups like "incels" or some online influencers. They learn that the internet can contain inappropriate, upsetting or even illegal content, including material that encourages misogyny, violence or harmful behaviour, and that online spaces can sometimes present a distorted or glamorised picture of the world. The lesson focuses on helping them recognise when something isn't right and know where to go for advice and support if they see anything online that worries them.	In this session, students learn about the risks and signs of grooming and exploitation—including criminal exploitation, sexual exploitation, financial exploitation and online scams such as sextortion—and how to seek help if they ever feel concerned. They explore how criminals can use fake websites, emails or manipulation to obtain money or personal information, as well as how extremism, radicalisation, gang involvement and county lines can put young people at risk. The lesson also covers the age of criminal responsibility and aims to help students recognise unsafe situations and know where to turn for support..	In this session, students learn how certain types of online content can give a distorted view of people and intimate relationships, influencing expectations and behaviours in ways that are unhealthy or unhelpful. They explore how to recognise and manage pressure within relationships, including peer influence, and how to maintain their own boundaries while respecting those of others. The lesson also reinforces that young people have the right to make thoughtful choices about the pace of any intimate relationship and to understand that close connections can be built on trust, communication and mutual respect.	In this session, students learn how to end friendships or relationships kindly and how to manage the difficult feelings that can come with changes, such as disappointment or frustration. They explore how conflicts can escalate on social media and how to avoid these situations, as well as where to seek support if things feel overwhelming. The lesson also helps them think critically about new technologies, including AI chatbots, which can sometimes create false intimacy or give unhelpful advice. Finally, students consider how inequalities of power can affect behaviour within relationships and why everyone deserves to be treated with respect and fairness in all their interactions.	In this session, students learn about the qualities that make one-to-one intimate relationships healthy, such as mutual respect, trust, shared interests and clear communication. They explore how to recognise behaviours that are unsafe, harmful or against the law, including any actions that involve applying physical force or pressure that could cause injury. The lesson also helps them understand that some online content presents unrealistic or unhealthy ideas about intimacy and relationships, and why it is important to think critically about this. Students are taught strategies for recognising and managing pressure within relationships, and are reminded that they always have the right to make thoughtful choices about the pace of any intimate relationship, including choosing to delay or set clear boundaries. They also learn where they can go for support if they ever have concerns.	In this session, students learn how to recognise behaviours that are abusive, exploitative or against the law, including unwanted or intrusive attention in public or online, and other forms of harmful or fixated behaviour. They explore how sharing images or information online can lead to risks, especially when content is altered or misused through technology, and why understanding the law around online behaviour is so important. The lesson also helps students understand that no one is ever to blame for experiencing harmful behaviour, and that everyone has the right to feel safe in all their relationships and interactions. Finally, they learn where to seek help for any behaviour that worries them — whether it is something they have experienced themselves or something they are concerned they may be doing — and how to access support or report abuse when needed.	In this session, students learn key facts about menstrual and gynaecological health, including what a typical cycle looks like and how to recognise common concerns such as premenstrual symptoms, heavy bleeding or conditions like endometriosis and polycystic ovary syndrome. They also explore when it is important to seek advice from a healthcare professional. In addition, the lesson covers essential information about reproductive health, including fertility and menopause, and helps students understand how lifestyle choices can influence overall wellbeing for everyone.	In this session, students learn how to make thoughtful choices about activities that support their overall wellbeing, and how to overcome worries or barriers that might stop them from taking part in things they enjoy. They explore simple strategies for managing anxiety and building confidence over time. The lesson also introduces factual, balanced information about common mental health difficulties, helping students recognise the difference between everyday feelings and signs that someone may need support. They are taught about the risks of harmful online content that encourages self-injury or violence, how to report it safely, and where to go for help if they ever come across something distressing. This session is designed to build resilience, promote healthy habits and ensure students know how to access support when needed.
	<i>Why are they learning this?</i>	<p>To help you make good decisions in your relationships</p> <p>To help you stay safe, including online</p> <p>To help you maintain healthy relationships throughout your life</p> <p>To know where to access support</p> <p>To know the relevant laws and how they protect you</p>	<p>To help you make good decisions in your relationships</p> <p>To help you stay safe, including online</p> <p>To help you maintain healthy relationships throughout your life</p> <p>To know where to access support</p>	<p>To help you make good decisions in your relationships</p> <p>To help you stay safe, including online</p> <p>To help you maintain healthy relationships throughout your life</p> <p>To know where to access support</p> <p>To know the relevant laws and how they protect you</p>	<p>To help you make good decisions in your relationships</p> <p>To help you stay safe, including online</p> <p>To help you maintain healthy relationships throughout your life</p> <p>To know where to access support</p> <p>To know the relevant laws and how they protect you</p>	<p>To help you make good decisions in your relationships</p> <p>To help you stay safe, including online</p> <p>To help you maintain healthy relationships throughout your life</p> <p>To know where to access support</p> <p>To know the relevant laws and how they protect you</p>	<p>To help you make good decisions in your relationships</p> <p>To help you stay safe, including online</p> <p>To help you maintain healthy relationships throughout your life</p> <p>To know where to access support</p> <p>To know the relevant laws and how they protect you</p>	<p>To help you understand your body</p> <p>To know where to access support</p> <p>To help you support yourself and others</p>	<p>To help you assess when something affects your mental health</p> <p>To know where to access support</p> <p>To help you assess the difference between mental health issues and mental illness</p>
	<i>Why are we learning this</i>	National research shows that many young people by the beginning of	Around this age, many pupils begin using social media more independently and	Many young people are spending more time online and may encounter unrealistic or harmful	Social interactions may start to include new kinds of relationships beyond	As pupils approach adulthood, national guidance shows they may begin to encounter stronger pressures—both online and	Older teenagers can begin facing or witnessing more persistent, unwanted behaviours—both online and offline—especially as they gain	Around this age, many pupils begin puberty or have questions about periods, pain, and	At this age, many young people begin experiencing stronger emotions and stress, and

	<p><i>now?</i> <i>i.e. how this fits into our 5 year PSHE journey</i></p>	<p>secondary school are coming across unkind or disrespectful messages about girls and women, especially online. Including this session will help pupils understand respectful relationships and learn how to respond confidently to unhelpful or negative attitudes.</p>	<p>spending more time online. National guidance shows that young people often start encountering risky contact and persuasive behaviour at this stage, so this session helps them recognise warning signs and stay safe as their online world expands.</p>	<p>content without meaning to. National guidance shows that these messages can influence how teenagers understand relationships, consent and body image, so this session helps pupils think critically about what they see online and develop healthy, respectful expectations.</p>	<p>friendships – it is important that you and your peers are able to develop these in a safe and respectful way, as well as recognising the influence that certain medias can have.</p>	<p>offline—that can influence how they behave in relationships. Building on the previous year's learning about online content, this session helps students recognise when behaviours cross boundaries, understand the importance of consent and respect, and make safer, more informed choices as they become more independent.</p>	<p>more independence. This session helps students understand what stalking and harassment look like, why these behaviours are unsafe, and how to seek help or support if they ever feel uncomfortable or pressured.</p>	<p>menstrual wellbeing, so this session supports them with clear, accurate information to help them manage these changes safely and comfortably.</p>	<p>national guidance highlights that early adolescence is an important point to help pupils understand the difference between normal worries and more serious mental health conditions. Introducing this topic now supports them in recognising when they or others might need additional help and in knowing that support is available</p>
--	--	---	--	---	---	---	---	--	---