

PSHE Curriculum Map

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
<b>Year 7 Core Theme</b>	Health and Wellbeing	Health and Wellbeing	Sex and Relationship Education (SRE)	Citizenship	Beliefs and Values	Living in the wider world
<b>Topic(s)</b>	<b>Physical Health</b> 1. Healthy Eating  2. Dental Hygiene  3. Risk taking behaviours  4. Online Safety	<b>Mental Wellbeing</b> 1. What is mental health? An introduction to mental health  2. Emotions/ Emotional Literacy Development. Self Esteem & dealing with strong emotions.  3. Sleep Hygiene	<b>Growing up</b> 1. The physical changes of puberty  2. The emotional/ hormonal changes in puberty. Personal Hygiene  3. Relationships (including online)  *different types of relationships *What are healthy relationships?	<b>What is citizenship? Rights and Responsibilities</b> An introduction to citizenship  Key areas and what they mean  What are British Values?	<b>An introduction to beliefs and Values</b>	<b>Learning skills Aiming High</b>

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<b>Key Content</b>	<p>1. Awareness of healthy foods recap '5 a day', food groups, vitamins and minerals. Why is a balanced diet important?</p> <p>2. How to take care of your teeth</p> <p>3. Risk taking behaviours</p> <p>4. Online Safety</p>	<p>1. An introduction to mental health.</p> <p>2. Dealing with strong emotions.</p> <p>3. The importance of sleep and a good routine.</p>	<p>1. The physical changes of puberty (recap and expand).</p> <p>2. The emotional/hormonal changes in puberty. How hormonal changes can affect behaviour, mood, feelings and relationships. Personal Hygiene.</p> <p>3. What constitutes a healthy relationship? What is an online relationship? Positive and negative aspects</p>	<p>Citizenship - What is it all about?</p> <p>What rights do children have?</p> <p>How does local democracy work?</p> <p>What is crime?</p> <p>How can we make a difference in our communities?</p>	<p>1. Consider your own values and beliefs.</p> <p>2. Diversity (similarities and differences)</p> <p>3. Religion: An overview of key religions.</p>	<p>•Discuss own personal achievements and skills</p> <p>•Discuss different learning styles</p> <p>•Identify what a helpful learning attitude is</p> <p>•Talk about the range of jobs that people do</p> <p>•Understand what a stereotype is</p> <p>•Talk about skills employers look for in employees</p> <p>• Work with others in a team</p> <p>•Discuss the skills everyone needs to succeed</p>
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			of online relationships.			
<b>Knowledge &amp; Skills</b>	<p>1. Students will learn about diet and nutrition- recognising the importance of a good diet and the negative aspects of a poor diet. They will learn about the 'Eatwell Plate' and be able to categorise foods accordingly.</p> <p>2. This learning will link straight into 'Dental Hygiene' where students will recap/learn how to take care of their teeth, how often they should</p>	<p>1. What is mental health? The causes of mental health issues, the equal importance to physical health (and how they are interlinked), statistics on mental health, how to promote good mental health and how to access support.</p> <p>2. Emotional Literacy. Dealing with strong emotions. They will then develop/broaden their emotional vocabulary.</p>	<p>Students will recap the physical changes in puberty and expand on emotional/hormonal changes during puberty- How these changes could affect behaviour &amp; relationships. They will approach this in more depth than KS2 learning.</p> <p>They will cover/recap personal hygiene.</p> <p>Students should be able to describe how they feel/might</p>	<p>Students will learn about the key areas of Citizenship and explore what it means to be a good citizen.</p> <p>They will cover: how to behave responsibly, rights and responsibilities, how irresponsible behaviour affects others'.</p> <p>They will begin to develop silent and vocal 'debate' skills.</p>	<p>Students will be introduced to diversity - learning about similarities and differences between themselves and others. They will learn about equality, respect and tolerance.</p> <p>Students will recap and build on learning around communities from <i>Citizenship</i>. This topic will focus on 'community' in terms of belonging and values.</p>	<p>Students will focus on achievements, aspirations and opportunities. They will start by discussing achievements they have accomplished so far and the type of attitude that helps people succeed. They will also learn about their own personal preferred learning styles, to understand how they learn best.</p> <p>Students will look at challenges people face and barriers to success, then think about strategies we can use to overcome such obstacles. They will identify</p>

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	<p>brush,floss and visit the dentist. They will know which foods are good and bad for their teeth. They will learn about health problems which can result from poor oral hygiene.</p> <p>3. Students will learn about various risk taking behaviours such as: smoking,alcohol , drugs, dangerous driving, adrenaline sports and gambling.</p> <p>They will look at why people engage in these</p>	<p>3. Sleep hygiene Students will recognise what good quality sleep is and why it is important, identify habits and routines that promote good quality sleep and understand how sleep patterns change during adolescence. * links to the next topic of puberty.</p>	<p>feel during puberty using their enhanced vocabulary from the previous topic.</p>			<p>opportunities that are available to them now and those which may be available to them in the future.</p> <p>Stereotypes in the world of work will be addressed, as children are encouraged to consider jobs they would like to do and the skills needed to do those jobs. They will also have the opportunity to reflect on their personal goals and the steps they can take to achieve these in the future.</p>
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	<p>activities, what makes them attractive and how risks can be reduced.</p> <p>They will look at online safety - included in 'risk taking behaviour' with follow on lessons.</p>					
<b>Assessment</b>	Pupils knowledge and understanding is supported and assessed through the use of formative and summative assessments, ensuring our pupils know more and remember more.					

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
<b>Year 8</b>						
<b>Core Theme</b>	Health and Wellbeing	Health and Wellbeing	Sex and Relationship Education SRE	Citizenship	Beliefs and Values	Living in the wider world

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Topic	Physical Wellbeing	Mental Health	Respect Nobody Theme.	How does the political system work in the UK?	Religion and Ethical Issues.	Preparing for the future
	1. Legal Drugs  2. Why do people use drugs?  3. Peer pressure and strategies	Coping Strategies and resilience.  Online Safety Digital Resilience. <ul style="list-style-type: none"> <li>social media and wellbeing</li> </ul>	Healthy relationships & relationship abuse.  <b>Online safety</b> Online bullying-when it's not 'banter'	How does the media affect us?  What is the law and how has it changed?  How can Citizens bring about change?  Why was the struggle for the vote important today?  What can we do about global problems?	My beliefs and Values  A focus on Islam  Ethical Issues Animal Testing/ Euthanasia	<b>Choices and Pathways</b>  <b>Financial Choices</b>
Key content	Students will learn about: - government guidelines on 'safe' alcohol intake (units per week)	Students will learn a range of healthy coping strategies and ways to promote wellbeing and	The <a href="#">Disrespect NoBody campaign</a> helps young people to understand what a healthy	<b>How does the political system work in the UK?</b>  How does the media affect us?	Recap your own beliefs and values.  Students will learn about the religion of Islam	1.To recognise and challenge stereotypes and family/ cultural expectations that may limit aspirations.

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	<p>- caffeine intake and daily amount recommended for teenagers. They will work out the sugar and caffeine content in various drinks (including energy).</p> <p>- the harms of smoking including e-cigarettes.</p> <p>- prescribed drugs &amp; the misuse of these</p> <p>- why people may use drugs and effective ways to manage peer pressure.</p>	<p>boost mood, including physical activity, participation and the value of positive relationships in providing support.</p> <p>They will learn about depression, stress and how looking after your body can promote mental wellbeing.</p> <p>How social media can affect wellbeing- time spent, seeking attention, approval, self image.</p>	<p>relationship is, re-think their views of controlling behaviour, violence, abuse, sexual abuse and what consent means within relationships.</p>	<p>What is the law and how has it changed?</p> <p>How can Citizens bring about change?</p> <p>Why was the struggle for the vote important today?</p> <p>What can we do about global problems?</p>	<p>(others beliefs and values)</p> <p>Students will examine their own beliefs and values in relation to a specific ethical issue and provide their own opinions/arguments either 'for or 'against'.</p>	<p>To recognise all the different pathways available at 16+ and how to take these into consideration when choosing year 9 options.</p> <p>2. Students will learn how to open a bank account, save money, borrow money, manage finances and protect themselves from fraud and data theft.</p> <p>They will cover financial exploitation in different contexts e.g. drug and money mules and online scams.</p>
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		<p>They will look at expected and unexpected life events and ways to build resilience in various situations (including digital resilience).</p> <p>They will look at life stories of people who have shown great resilience.</p>				
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<b>Knowledge and Skills</b>	<p>Students will be required to take part in a range of practical activities during this topic. They will use a sugar chart converter and measure out the amount of sugar in various drinks. They will work out the caffeine content. They will learn government guidelines around safe/moderate alcohol consumption and work out if people are drinking within guidelines using various scenarios.</p>	<p>Sharing ideas and strategies as a group, group discussion, group work activities.</p> <p>Students will keep a diary on an area of their choice such as: daily water intake, physical activity, amount of sleep. They will analyse whether their new 'healthy habit' has made a difference.</p> <p>They will learn about: expected and unexpected life events, discuss people who have shown great</p>	<p>This topic aims to prevent the onset of domestic violence in adults by challenging attitudes and behaviours amongst young people that abuse in relationships is acceptable. It is split into three categories:</p> <p>1. What is relationship abuse? 2: Consent Session 3: Sharing sexual images. The campaign is targeted at 12+ boys and girls and aims to prevent them from becoming</p>	<p>Students will learn about ways citizens work together to improve their communities, including opportunities to participate in school based activities.</p> <p>Skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.</p>	<p>Students will examine their own beliefs and values, look at others' beliefs and values by focusing on the religion of Islam and then examine their own beliefs and values in relation to a specific ethical issue.</p> <p>They will begin to learn/develop debate skills (which links into Citizenship) and which will be monitored and built upon through the Curriculum.</p>	<p>1. Students will learn about different types and patterns of work, including employment, self-employment, apprenticeships and voluntary work; that everyone has a different pathway through life, education and work.</p> <p>They will learn the benefits of voluntary work. How voluntary work can be beneficial to building your skills, self-esteem and 'giving to society'.</p> <p>2. Students will begin to look at economic</p>
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	<p>They will know the physical and social risks/harms associated with smoking and excessive alcohol and caffeine intake.</p> <p>Recreational use v's dependency (addiction).</p>	<p>resilience e.g Simon Webster, Oprah Winfrey.</p>	<p>perpetrators and victims of abusive relationships.</p>			<p>responsibility, how to manage and assess and manage risk in relation to financial decisions that young people might make.</p>
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<b>Assessment</b>	Pupils knowledge and understanding is supported and assessed through the use of formative and summative assessments, ensuring our pupils know more and remember more.
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Year 9	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
<b>Core Theme</b>	Health and Wellbeing	Health and Wellbeing	Sex and Relationship Education	Citizenship	Values	Living in the wider world
<b>Topic</b>	1.Food related health risks 2.Illegal Drugs 3. Online safety	Mental/emotional wellbeing  1.What is mental health? A focus on ADHD and anxiety	1.Grooming  2. Childnet Theme Pornography  3 Sexual health	Government and Democracy	1.Ethical Issues- Capital Punishment  2. Muslim and Christian views on Capital Punishment	<b>Choices and Pathways</b>  <b>Work and career</b>  <b>Media Literacy and Digital</b>

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		2.Unhealthy coping strategies				<b>Resilience (Online Reputation)</b>  <b>Financial Choices</b>
<b>Key content</b>	<p>1.Students will look at health risks and conditions related to poor diet. They will look at obesity,malnutrition, heart conditions, cancers, how to work out BMI and food poverty.</p> <p>2. The physical, psychological and social risks and harms of various illicit/illegal drugs including</p>	<p>1.An introduction to mental health including a focus on key areas relevant to our students (ADHD and anxiety).</p> <p>2.The causes and triggers for unhealthy coping strategies. The link between eating patterns and self-image, the media and celebrities.</p>	<p>Students will learn about the the importance of practicing 'safe' sex'.</p> <p>The four stages of grooming.</p> <p>Childnet theme 'pornography'</p>	<p>How is the UK Governed?</p> <p>Are people treated equally in UK society?</p> <p>Why do people move around the world?</p> <p>How to manage our money well</p> <p>Can digital democracy increase political participation?</p> <p>How can young people play a role in active democracy?</p>	<p>Ethical issues-consider your own beliefs and values in relation to various ethical issues.</p> <p>Students will look at the key traditions, beliefs and values in Christianity and look at similarities and differences of Islam (year 8 Islam)</p>	<p><b>Choices and Pathways</b> As students will be choosing their year 10 &amp; 11 pathways at this time the initial lesson(s) will be aimed to support them with this.</p> <p><b>Work and Career</b> Work experience placements options and what might be of interest to them.</p> <p><b>Financial Choices</b></p>

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	Novelty Psychoactive substances.			ACT Active Citizenship Award project		<p>Recap- Assess and manage risk in relation to financial decisions. Values and attitudes relating to finance, including debt. Buying and renting Pros and Cons</p> <p><b>Media Literacy and Digital Resilience</b></p> <p>Students will look at how to present themselves online and how the way they present themselves can have positive and negative impacts in</p>
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						relation to their personal and professional reputation and future career prospects.
<b>Knowledge and Skills</b>	Students will expand on prior knowledge around healthy eating by looking at various food related health risks. They will learn about: over and under nutrition, different cultures and countries where certain conditions are more prevalent including possible reasons	1.Students will be taught about mental health and of its equal importance to physical health. They will look at statistics to show how it affects the population. They will focus on 2 areas which are prevalent in school so they gain more understanding of these conditions and develop	Students will know the four stages of grooming and how to protect themselves from this both off and online.  Dispel any common myths regarding contraception.  An overview of contraceptive methods-where to access these and what	Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political systems and how citizens participate actively in its democratic systems of government.  Students will learn about democracy, compare a country that is	1. Students will look at the case study of Stanley 'Tookie' Williams to explore their own opinions and ideas on Capital Punishment. They will then have to debate whether they agree with Capital Punishment and whether it should be	Students will prepare for their next steps of work experience and year 10 & 11 pathways. They will understand how the subjects that they choose link to the next stages of 16+ pathways.  They will focus on finances for the rest of the topic to prepare them for living

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	<p>behind this. They will cover food poverty and how to access support (food banks).</p> <p>Students will learn about illegal drugs and the physical, psychological and social risks/harms associated with them, how to categorise drugs in accordance with their effects &amp; how to access help and support for themselves and others.</p>	<p>new ideas and strategies to manage them. They will cover the physical responses to anxiety.</p> <p>2.The causes and triggers for unhealthy coping strategies such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible if they spot signs.</p> <p>*The link between eating patterns (including eating disorders) and self image. How</p>	<p>support services and clinics are available.</p> <p>Main focus <b>condoms</b> -how to use one correctly &amp; kite mark.</p>	<p>not a democracy and talk about the differences.</p> <p>They will learn about voting, local and national elections,who can vote and methods of voting. Students will hold a class vote about something of their choice.</p> <p>They will learn how the government works. This will include: How MP's are selected, the main political parties, House of Commons &amp; House of Lords.</p>	<p>reinstated in the UK.</p> <p>Persuasive writing and debate tasks.</p>	<p>independently. They will look at bills (compulsory and optional) renting, social housing and buying property(mortgages).</p> <p>They will look at the disadvantages and advantages of renting/buying a property.</p> <p>Students will look at how to present themselves online and how the way they present themselves can have positive and negative</p>
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		the media can influence this.				impacts in relation to their personal and professional reputation and future career prospects.
<b>Assessment</b>	Pupils knowledge and understanding is supported and assessed through the use of formative and summative assessments, ensuring our pupils know more and remember more.					

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
<b>Year 10</b>						
<b>Core Theme</b>	Health and Wellbeing Physical Health	Sex and Relationship Education (SRE)	Sex and Relationship Education	Citizenship	Beliefs and Values	Living in the wider world



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<b>Topic</b>	<b>Drugs and alcohol Use.</b>	<b>1 Contraceptive methods and STI's.</b>  <b>2. Sexual Orientations &amp; Gender Identity</b>	<b>Marriage</b>  <b>FGM</b>	<b>Citizenship</b>	<b>Diversity, Extremism &amp; Hate Crime</b>	<b>1. Financial Choices</b>  <b>2. Choices and Pathways</b>  <b>3. Online safety (online reputation and managing online information)</b>
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<b>Key content</b>	<p>Students will look at drug use in more depth with a specific focus on cannabis. They will look at the chemicals that are considered therapeutic and the ones that produce a psychoactive effect (CBD &amp; THC). They will cover how drugs are classified in line with their effects on the body and brains and in terms of the law (legal classification system).</p> <p>Global drug laws.</p>	<p>An indepth look into common Sexually Transmitted Infections (STI's) and the prevalence in teenagers and young adults.</p> <p>Students will examine the effectiveness of various contraceptive methods in terms of preventing pregnancy and STI's.</p> <p>They will learn about LGBT &amp; other sexual orientations and how people with differing sexual orientations are</p>	<p>Marriage as a consensual choice.</p> <p>Forced marriage</p> <p>Arranged marriage</p> <p>Same sex marriage.</p> <p>Marriage in different cultures.</p> <p>FGM</p>	<p><b>Pathway 1 (GCSE)</b></p> <p>How well does the media hold those in power to account?</p> <p>How can we make a difference in society?</p> <p><b>Citizenship Investigation</b></p> <p>What are the strengths and weaknesses of the UK democratic system?</p> <p>What are the strengths and weaknesses of the legal system?</p> <p>How does the economy work?</p>	<p><b>Inclusion belonging and addressing extremism</b></p> <p><b>Serious and Organised Crime</b></p>	<p><b>Choices and Pathways</b></p> <p>Students will look at how they can align their actions with their values and how people can make a difference through their career choices.</p> <p>Learn about the range of opportunities available to them for career progression including higher education training and employment.</p> <p><b>Financial Choices</b></p>
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		treated in different countries.		<b>Pathway 2 (ASDAN)</b> <b>Finance, work and the media</b> How does the media influence people?  The media's role in democracy  <b>ACTIVE Citizenship Project</b>		Payment Methods- The pros and cons  Safer lending and borrowing Online Reputation Managing online information
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<b>Knowledge &amp; Skills</b>	<p>Debate and critical skills will be used for 'The Legalisation of Cannabis debate' Students will have to consider all the positive and negative aspects of cannabis use and provide an argument either for or against the legalisation of cannabis in the UK. They will cover drug laws in the UK and the variation of drug laws globally. *links to Citizenship.</p>	<p>Students will have already covered contraception in year 9. This will build on previous knowledge by exploring contraception in more depth by analysing the effectiveness of various methods. They will look at ST's in detail and know the relevant services to access help and support.</p> <p>Students will be required to carry out independent research on a chosen STI.</p>	<p>Students will learn about the laws and rights of individuals around marriage in the UK, marriage in other cultures/religion s, same sex marriage and civil partnerships. They will learn about forced and arranged marriages. They will examine their own beliefs and values on marriage.</p>	<p><b>Pathway 1 (GCSE)</b></p> <p>Students will learn about the <i>media's role in democracy</i>: What responsible journalism is, how the media supports democracy and media censorship.</p> <p>They will plan a Citizenship Investigation (AQA all)</p> <p>Explore the strengths and weaknesses of the UK democratic system.</p> <p>They will look at how the</p>	<p><b>Inclusion, belonging and addressing extremism</b></p> <p>The learning in the topic raises awareness of the process of radicalisation and the consequences of extremism and considers when to keep and break a confidence.</p> <p>It aims to develop students' understanding and skills so they are less vulnerable to being influenced or groomed, recruited by extremists.</p>	<p>Students will look at how they can align their actions with their values, explain how and why people select organisations to work with that align their values and how people's career choices can help make a difference to the things that matter to them.</p> <p>Students will look at 18+ pathways and will learn about university. They will investigate: the amount that graduates earn in comparison to non-graduates,</p>
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		<p>They will learn about different sexual orientations, gender identity, rights in this country and how they are treated in different countries, homophobia and sexist bullying.</p>		<p>economy works (taxes, privatisation and the role Citizens can play in the future of the Uk economy).</p> <p><b>Pathway 2</b> Students will learn about the influence of the Media, will plan, take part in, monitor and evaluate an active Citizenship project.</p> <p>This practical element of the Curriculum will allow them to build skills including teamwork and will help them to understand how they can make a</p>	<p><b>Hate Crime</b></p> <p>What is hate crime and why does it happen?</p> <p><b>Home Office - Preventing Involvement in Serious and organised Crime</b></p> <p>These lessons introduce students to the risks of serious and organised crime, supporting them to recognise recruitment techniques and managing personal safety.</p>	<p>the cost of completing a degree they are interested in, how much you can borrow to pay fees and living costs and the rules on repayment.</p> <p>Students will learn how to read a wage slip, what the deductions are used for and will learn about the pros and cons of a variety of different payment methods.</p>
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				<p>positive difference at grassroots level.</p> <p>In the last week they will take part in a topic based debate to develop their skills and to form part of their ASDAN award.</p>		
<b>Assessment</b>	Pupils knowledge and understanding is supported and assessed through the use of formative and summative assessments, ensuring our pupils know more and remember more.					

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Year 11	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
<b>Core Theme</b>	Health and Wellbeing	Sex and Relationships Education	Citizenship	Citizenship	Wider Issues Revision/exam and careers support sessions	
<b>Topic</b>	Healthy pregnancies & becoming a parent.	Sex for pleasure  Online Safety Pornography v's reality.	<b>Pathway 1</b> How is UK society diverse and changing?  What is the nature of the British Constitution?  <b>Pathway 2</b> Individuals and Community	<b>Pathway 1</b> Why do we need the right to protest in a democracy?  How do others govern?  Where does power reside in the UK?  <b>Pathway 2</b> Government and Democracy	Revision/investigation/support	
<b>Key content</b>	Students will learn about how to stay healthy during pregnancy and examine their own beliefs and values about becoming a	Students' will expand on previous knowledge around contraception and explore sexual	<b>Pathway 1</b> What is identity and how can it be defined? What are the debates around identity in the UK?	<b>Pathway 1</b> What are rights and where do they come from? (magna carta to UDHR)	This session will be used for revision time for those students who are taking GCSE Citizenship. Other students can use this	



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	<p>parent. They will look at how a baby's physical, intellectual, emotional and social (PIES) needs should be met &amp; how to access relevant support services.</p>	<p>intercourse and the pleasure aspect of this rather than the biological process previously covered.</p> <p>It will also look into the dangers of pornography and how it can differ from sexual intercourse within a loving relationship.</p>	<p>How is the UK population changing?</p> <p>How diverse is UK society?</p> <p>Is there mutual respect and understanding of diverse groups in the UK?</p> <p>Can a changing and diverse society lead to unity?</p> <p>Is the physical set up of the house of commons fit for purpose? (Pros and Cons)</p> <p>Should our constitution remain uncodified?</p>	<p>What is the right to protest within a democracy with the rule of law?</p> <p>What change has protest achieved? (women's right to vote)</p> <p>What are changemakers? (case studies of young people)</p> <p>Should protestors ever break the law? (overseas case Study Amnesty International)</p> <p>What are pressure groups?</p> <p>What is the difference</p>	<p>session to gain extra support with their wellbeing during the exam period or seek guidance, reassurance or to work on their next steps from leaving school. This will be tailored to the individual students' needs at this time.</p>	
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			<p>What does the supreme court do?</p> <p><b>Pathway 2</b></p> <p>Identity</p> <p>What are multiple identities?</p> <p>Diversity</p> <p>What is diversity?</p> <p>What makes the UK diverse?</p>	<p>between a democratic and non democratic society?</p> <p>Case study North Korea.</p> <p><b>Pathway 2</b></p> <p>Voting and elections</p> <p>Democratic and non democratic society</p> <p>Government</p> <p>How local councils work</p> <p>What are taxes?</p>		
<b>Knowledge &amp; Skills</b>	<p>What constitutes a healthy pregnancy? How unhealthy lifestyles can affect the</p>	<p>Students will learn how sexual intimacy within loving relationships should be</p>	<p>Build on prior knowledge around UK democracy.</p> <p>Independent research</p>	<p>Builds on previous knowledge of democracy and human rights, how the UK is governed and</p>		

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	<p>developing fetus.</p> <p>Fertility and the factors which can affect this. The fertility treatments available and the debate surrounding this.</p> <p>Recap of how to prevent an unwanted pregnancy and the 'abortion debate' (pro choice and pro life).</p> <p>The skills and qualities needed to be a good parent. Link into previous learning</p>	<p>consensual and respectful.</p> <p>Any myths/misconceptions surrounding pornography will be discussed/challenged.</p> <p>The knowledge they gain aims to protect students and others.</p>	<p>task/investigation</p> <p>Debate</p>	<p>the strengths and weaknesses of the UK democratic system.</p> <p>Independent research tasks</p> <p>Debate</p>		
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	<p>around various health checks.</p> <p>Will examine values and morals 'what type of parent would you like to be'?</p> <p>Students will consider all the different needs a developing baby/child has and how these needs should be met.</p>					
<b>Assessment</b>						
<b>Cross Curricular Links</b>	<p>Health and Social Care</p> <p>Food Technology</p> <p>Biology</p> <p>ICT</p> <p>SMSC</p>	Biology	<p>ICT History</p> <p>SMSC</p>	<p>ICT</p> <p>SMSC</p>		