

PSHE Curriculum Map

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 7 Core Theme	Health and Wellbeing	Health and Wellbeing	Sex and Relationship Education (SRE)	Citizenship	Beliefs and Values	Living in the wider world
Topic(s)	Physical Health 1. Healthy Eating 2. Dental Hygiene 3. Risk taking behaviours Inc Online Safety	Mental Wellbeing 1. What is mental health? An introduction to mental health. 2. Emotions/ Emotional Literacy Development. Self Esteem & dealing with strong emotions. 3. Sleep Hygiene	Growing up 1. The physical changes of puberty 2. The emotional/ hormonal changes in puberty. Personal Hygiene. 3. Relationships *different types of relationships *What are healthy relationships?	What is citizenship? Rights and Responsibilities An introduction to citizenship. Key areas and what they mean. What are British Values?	An introduction to beliefs and Values	Learning skills Aiming High
Key Content	1. Awareness of healthy foods recap '5 a day', food groups, vitamins and minerals. Why is a	1. An introduction to mental health 2. Dealing with strong emotions. 3. The importance of sleep and a good routine.	1. The physical changes of puberty (recap and expand) 2. The emotional/ hormonal changes in puberty. How hormonal changes	Citizenship - What is it all about? What rights do children have? How does local democracy work?	1. Consider your own values and beliefs. 2. Diversity (similarities and differences)	<ul style="list-style-type: none"> • Discuss their personal achievements and skills • Discuss different learning styles • Identify what a helpful learning attitude is

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	<p>balanced diet important?</p> <p>2. How to take care of your teeth.</p> <p>3. Risk taking behaviours.</p>		<p>can affect behaviour, mood, feelings and relationships.</p> <p>Personal Hygiene.</p>	<p>What is crime?</p> <p>How can we make a difference in our communities?</p>	<p>3. Religion: An overview of key religions.</p>	<ul style="list-style-type: none"> •Talk about the range of jobs that people do •Understand what a stereotype is •Talk about skills employers look for in employees • Work with others in a team •Discuss the skills everyone needs to succeed
<p>Knowledge & Skills</p>	<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</p>	<p>1.What is mental health?</p> <p>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>Students will recap the physical changes in puberty and expand on emotional/hormonal changes during puberty- How these changes could affect behaviour & relationships. They will approach this in more depth than KS2 learning.</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>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</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>

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	<p>‘Dental Hygiene’ where students will recap/learn how to take care of their teeth, how often they should 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. <i>*include online risks if students do not</i></p>	<p>2. Emotional Literacy Dealing with strong emotions. They will then develop/broaden their emotional vocabulary.</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. <i>*links to the next topic of puberty.</i></p>	<p>They will cover/recap personal hygiene.</p> <p>Students should be able to describe how they feel/might feel during puberty using their enhanced vocabulary from the previous topic.</p>	<p>They will begin to develop silent and vocal ‘debate’ skills.</p>	<p>communities from <i>Citizenship</i>. This topic will focus on ‘community’ in terms of belonging and values.</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 opportunities that are available to them now and those which may be available to them in the future. 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><i>identify this as a risk taking behaviour-such as not having an account settings private etc</i></p> <p>They will look at why people engage in these activities, what makes them attractive and how risks can be reduced.</p>					
Assessment	<p>Recap- 5 a day and dental hygiene (year 6) Initial assessment-quiz, Kahoot, discussion,brainstorming. KWL chart for 'Healthy Eating'. 5 a day questionnaire (results).</p> <p>Asdan Task (1A.1)</p>	<p>Recap emotions and mental wellbeing from year 6.</p> <p>Assess emotional vocab.</p> <p>Sleep hygiene end of topic assessment.</p>	<p>Re-cap sleep patterns in adolescence & link into hormonal changes.</p> <p>Recap puberty from KS2 learning. Assess prior learning and expand. Introduce female menstrual cycle , male erections, wet</p>	<p>Initial assessment-What do they already know about Citizenship? Questions relating to the topic: Knowledge, understanding, attitudes, beliefs, identifying misconceptions.</p> <p>Asdan Task (1A.1, 1A.3, 1A.5)</p>	<p>Retrieval Practice Citizenship</p> <p>'Talk to an alien' Assess prior and end of topic knowledge on the main religions. Recap beliefs and values definitions.</p>	<p>Retrieval Practice Media Literacy and Digital resilience (KS2 learning)</p> <p>5 minute recap linking what they have already learned about skills and qualities. Can students link skills and qualities specific to future goals and begin to reflect on areas for development</p>

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	<p>Students will be required to make wall charts highlighting the importance of good dental hygiene.</p> <p>Risk taking behaviours. Asdan Task (1A.6)</p>		<p>dreams & masturbation. Initial assessment What do they already know? Quiz/Kahoot Dispel common myths.</p> <p>KWL sheet (start and end of topic) Asdan Task (5A.7)</p>		<p>Asdan Task (3 relevant tasks from Module 1A & 5B4)</p>	<p>Assessment task: Planning SMART goals.</p>
<p>Personal Development</p>	<p>Students will learn how to take care of their bodies, look after their dental hygiene and minimise risk in various situations.</p> <p>They will develop independent primary research skills and report and evaluate findings.</p>	<p>Developing students' emotional literacy will help them to gain self-awareness and articulate language which allows them to name and express exactly how they are feeling.</p> <p>They will learn about the triggers of strong emotions</p>	<p>Students will learn about the changes that happen during puberty and learn not to feel embarrassed about them. Their learning will help them understand the hormonal changes during puberty so they are able to process and normalise any anxieties and unusual feelings</p>	<p>Students will learn about what it means to be a British Citizen and the rights and responsibilities that come with this. This stage builds the foundations for future learning and GCSE and ASDAN awards in this area.</p> <p>Opportunities to work towards ACT Active Citizenship award by participation in various</p>	<p>Guest speakers/educators from different faiths this half term. Students can learn about other faiths and will have an opportunity to ask questions to enhance their learning.</p>	<p>Students will start to recognise what they are good at (the skills and qualities they possess) and begin to think about future goals and what they will need to do to achieve them. This will give them an increased awareness of 'self' and goals to work towards. They will learn about SMART goals which will be useful for them for all future</p>

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		<p>and explore coping strategies.</p> <p>They will become aware of how hormonal changes can affect emotions in the next half term SRE.</p> <p>Students will learn about the importance of sleep and how it contributes to wellbeing and how poor sleep quality and quantity can negatively impact on mental health.</p>	<p>they may be experiencing. There will be discussion/question and answer opportunities. They will learn about personal hygiene, sweating, washing , wearing deodorant.</p> <p>* <i>Guest Speaker Birds and Bees.</i></p>	<p>school and community projects.</p>		<p>education and employment.</p>
<p>Reading</p>	<p>Key words: 1.Nutrition , balanced, nutrients, metabolism, calories, intake. Eatwell plate https://www.nhs.uk/live-well/eat-</p>	<p>Key words: Emotions, emotional, self-esteem Sleep Scenarios. Emotions vocabulary sheets.</p>	<p>Key Words: Hormones, hormonal, testosterone, estrogen, puberty. Recommended Literature</p>	<p>Key words: Diversity, tolerance, respect, faith ,equality, democracy. Comprehension/class reading activity https://kids.britannica.com/kids/article/citizenship/399912</p>	<p>Key words: Ethical, ethics, morals, beliefs, values, religion. Giraffe diversity Story (lesson 1)</p>	<p>Key words: Aspirations, skills, qualities, specific, measurable, achievable, realistic, timely.</p>

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	well/the-eatwell-guide/ 2.adrenaline, peer pressure, risk,harm. 3.Dental hygiene vocabulary worksheet.	Choosing alternative words to describe feelings.	Boys- 'Growing up for boys' by Alex Frith. Girls- ' My little book of growing up' Victoria Parker.			
Cross curricular links	Food Technology Health and Social Science- Biology ICT SRE SMSC	Food Technology Health and Social Care Science- Biology SMSC	Science- Biology (organisms unit Autumn 1 and ecosystems unit Summer 2) SRE	Values SMSC	Citizenship SMSC	Lifeskills Social Skills

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

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<p>Topic</p>	<p>Physical Wellbeing</p> <p>1. Legal Drugs</p> <p>2. Why do people use drugs?</p> <p>3. Peer pressure and strategies.</p>	<p>Mental Health</p> <p>Coping Strategies and resilience.</p> <p>Digital Resilience.</p> <ul style="list-style-type: none"> social media and wellbeing 	<p>Respect Nobody Theme.</p> <p>Healthy relationships & relationship abuse.</p>	<p>How does the political system work in the UK?</p> <p>How does the media affect us?</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>Religion and Ethical Issues.</p> <p>My beliefs and Values</p> <p>A focus on Islam</p> <p>Ethical Issues AnimalTesting/ Euthanasia</p>	<p>Preparing for the future</p> <p>Choices and Pathways</p> <p>Financial Choices</p>
<p>Key content</p>	<p>Students will learn about: - government guidelines on 'safe' alcohol intake (units per week)</p>	<p>Students will learn a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical</p>	<p>The Disrespect NoBody campaign helps young people to understand what a healthy relationship is, re-</p>	<p>How does the political system work in the UK?</p> <p>How does the media affect us?</p>	<p>Recap your own beliefs and values.</p> <p>Students will learn about the religion of Islam (others beliefs and values)</p>	<p>1.To recognise and challenge stereotypes and family/ cultural expectations that may limit aspirations. To recognise all the different pathways</p>

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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 & the misuse of these</p> <p>- why people may use drugs and effective ways to manage peer pressure.</p>	<p>activity, participation and the value of positive relationships in providing support. They will learn about depression, stress and how looking after your body can promote mental wellbeing. 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>	<p>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>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>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>Knowledge and Skills</p>	<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. They will know the physical and social risks/harms associated with smoking and excessive alcohol</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>The impact of social media on wellbeing. Online Safety.</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> <ol style="list-style-type: none"> 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>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>	<ol style="list-style-type: none"> 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. They will learn the benefits of voluntary work. How voluntary work can be beneficial to building your skills, self-esteem and 'giving to society'. 2. Students will begin to look at economic responsibility, how to manage and assess and manage risk in relation to financial decisions that young people might make.
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	<p>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>			
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<p>Assessment</p>	<p>Recap around risk taking behaviours from year 7. <i>Retrieval Practice.</i> Students should be assessed through class tasks and end of topic quiz/questions/Kahoot. Students to demonstrate knowledge on: guidelines around safe alcohol consumption, caffeine intake and smoking. Students share a strategy (written or spoken) for dealing effectively with peer pressure. Asdan Task (1A.3)</p>	<p>Recap on sleep hygiene, diet and causes of mental health issues. <i>Retrieval practice</i> Are students able to apply previous and new learning into their own lives to make a positive difference? Assessed through class tasks and questioning. Students devise strategies to cope with various expected and unexpected life events (including bullying) and demonstrate knowledge of how to build resilience. *choose 3 assessment tasks from below best</p>	<p>Recap on prior SRE learning. Misconceptions. <i>Retrieval Practice</i> End of topic: Quiz/questions/Kahoot. Can students differentiate between the different types of relationship abuse? Do they understand the laws on sexting and the concept of consent and capacity to consent? Can they describe the key characteristics of a healthy relationship? Asdan Task (5B.5 & 5A.4)</p>	<p>Recap on rights and responsibilities of a citizen. <i>Retrieval Practice</i> Class contributions/discussion/written/tasks Asdan Tasks (2A1,2A2,2A3)</p>	<p>Recap on morals, respect for mutual faiths and tolerance. <i>Retrieval Practice</i> Suggested assessment: KWL chart so assess prior knowledge and end of topic knowledge. Kahoot quiz. Ethical issues Debate Rubric to monitor progression. Peer feedback/assessment on debate skills. Asdan task (1B3,1B5 & 5B4)</p>	<p>1. Recap on skills and aspirations. Dispel any misconceptions regarding future aspirations. Assess that students recognise available pathways. Talk to an Alien baseline and end of topic</p>
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		suited to your group. Asdan (4A1,4A4, 4A5, 4A6, 4A7, 1B5)				
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<p>Personal Development</p>	<p>The learning from this topic will allow students to make informed choices surrounding their health. They will gain awareness of how to take care of themselves by making sensible choices and gain strategies to effectively deal with outside influencers (peer pressure).</p>	<p>Students will be encouraged to keep a diary of sleep pattern, diet and physical activity and report how they feel on different days. It will help them to establish a link between good habits and their mood, energy levels etc.</p> <p>They will learn about people who have shown great resilience which aims to inspire them and develop SMSC.</p>	<p>Students will learn what constitutes a healthy relationship and how they should be treated and how to treat others. Preventative education crucial for relationship abuse/domestic violence.</p> <p>Guest Speaker Birds and Bees</p>	<p>Students will learn about what it means to be part of a community and will explore opportunities to become an 'active citizen' and make a difference. They will take part in a small project to make a difference. <i>This could be something as simple as picking up litter.</i></p> <p>*ACT Active Citizenship Award Scheme Opportunity for those who participate in a community/school activity.</p>	<p>Students will have covered tolerance and respect for mutual faiths during Citizenship. They have previously covered an overview of key religions (year 7) but will cover Islam in some depth so they can learn more about the different groups of people that make up British society. Guest speakers/educators from different faiths this half term. Students can learn about other faiths and will have an opportunity to ask questions to enhance their learning.</p>	<p>Any misconceptions, beliefs or barriers to future goals will be addressed. Students will begin to look at different 16+ pathways in life and gain awareness of future prospects/opportunities.</p> <p>This topic aims to build aspirations and provide clarity and support to students about options available.</p> <p>Students will be aware of how to manage their money and to protect themselves financially.</p>
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					<p>Guided reading and assembly are on Ramadan (week 1 2021)</p> <p><i>Links to PSD</i> Eid al-Fitr school event Quran and Muslim dress</p> <p>Students will begin to develop debate and discussion skills.</p>	
Reading	Key Words:	Key Words: Resilience,	Key words: Sexting,	Key Words: Community,	Key Words: Faith, Islam, Muslim,	Key Words: Apprenticeship, pathways, employee,

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	<p>legal, illegal prescribed, drugs, intake, restricted, recommendations, excessive, peer pressure, physical.</p> <p>Peer Pressure Scenarios.</p>	<p>strategies,promote, depression,anxiety.</p> <p>Recommended literature: <i>You are awe some Matthew Syed</i></p>	<p>consent,domestic violence, physical abuse, emotional abuse, financial abuse, sexual abuse.</p> <p>Disrespect NoBody campaign</p>	<p>volunteering, empowering, recycling, environment.</p>	<p>Worship, Pillar, Religion, Values, Beliefs, Ethical, Morals</p> <p>Guided reading Ramadan</p>	<p>employer, voluntary, volunteering, employed,self-employed, economic, debt, financial.</p>
Cross Curricular Links	<p>Maths Food Technology</p>	<p>Sports Leaders Health and Social Care Social Skills Food Technology</p> <p>SMSC</p>	<p>Science (genes unit) Spring 2 ICT</p>	<p>SMSC</p>	<p>Citizenship</p> <p>History (Christianity and Catholicism)</p> <p>SMSC</p>	<p>Maths Citizenship ICT Careers</p> <p>SMSC</p>

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Year 9	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Core Theme	Health and Wellbeing	Health and Wellbeing	Sex and Relationship Education	Citizenship	Values	Living in the wider world
Topic	1.Food related health risks 2.Illegal Drugs	Mental/emotional wellbeing 1.What is mental health? A focus on ADHD and anxiety 2.Unhealthy coping strategies	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	Choices and Pathways Work and career Media Literacy and Digital Resilience Financial Choices
Key content	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. 2. The physical, psychological and social risks and	1.An introduction to mental health including a focus on key areas relevant to our students (ADHD and anxiety). 2.The causes and triggers for unhealthy coping strategies. The link between eating patterns and self-	Students will learn about the the importance of practicing 'safe' sex'. The four stages of grooming. Childnet theme 'pornography'	How is the UK Governed? Are people treated equally in UK society? Why do people move around the world? How to manage our money well Can digital democracy increase	Ethical issues-consider your own beliefs and values in relation to various ethical issues. Students will look at the key traditions, beliefs and values in Christianity and look at similarities and differences of	Choices and Pathways As students will be choosing their year 10 & 11 pathways at this time the initial lesson(s) will be aimed to support them with this. Work and Career Work experience placements options and what

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	<p>harms of various illicit/illegal drugs including Novelty Psychoactive substances.</p>	<p>image, the media and celebrities.</p>		<p>political participation? How can young people play a role in active democracy? <i>ACT Active Citizenship Award project</i></p>	<p>Islam (year 8 Islam)</p>	<p>might be of interest to them.</p> <p>Financial Choices 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>Media Literacy and Digital Resilience</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 relation to their personal and professional</p>
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						reputation and future career prospects.
Knowledge and Skills	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 behind this. They will cover food poverty and how to access support (food banks).	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 new ideas and strategies to manage them. They will cover the	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 support services and clinics are available. Main focus condoms -how to	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 not a democracy and talk about the differences.	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 reinstated in the UK. Persuasive writing and debate tasks.	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 independently. They will look at bills (compulsory and optional)

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	<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 & how to access help and support for themselves and others.</p>	<p>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 the media can influence this.</p>	<p>use one correctly & kite mark.</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 & House of Lords.</p>		<p>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 impacts in relation to their personal and professional reputation and future career prospects.</p>
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<p>Assessment</p>	<p>1.End of topic teacher assessment. Can students recognise how over and undernutrition can contribute to various health conditions & Identify social factors/influences? Questioning, quiz, Kahoot. 2.Recap why people use drugs and the harms and risks of ‘legal’ drugs. Initial assessment on drug knowledge(questioning, quiz, Kahoot) KWL chart to demonstrate progress throughout the topic. <i>Retrieval Practice</i> Asdan Task (1A2)</p>	<p>Recap expected and unexpected life events, resilience, coping strategies. <i>Retrieval Practice</i> KWL chart- what do students already know about anxiety and ADHD. Dispel myths surrounding these. Use to Inform learning (answer student questions during topic) monitor progress from start to end of topic. Assess that students are clear on how and where to access support if needed. Asdan 4A6</p>	<p>Recap on healthy relationships, consent and relationship abuse. <i>Retrieval Practice</i> Assess students are aware of where and how to access information and support for contraception and advice? This will be demonstrated in tasks 5A2 and through teacher questioning/quiz. Asdan (5A2,5A3)</p>	<p>Recap of Rights and Responsibilities. KWL chart. Assess prior knowledge and monitor progress. <i>Retrieval Practice</i> End of topic assessment: quiz/questions/written tasks. Summative (end of KS3) assessment to inform Year 10/11 pathway Asdan Tasks (3A1,3A2, 3A3/3A6)</p>	<p>Recap on learning around own beliefs and values, key religions and ethical issues. <i>Retrieval Practice</i> Discussion/quiz/questioning/Kahoot. Track progression of debate skills. Asdan (1B5) Asdan Tasks (3A2,3A4,3A5)</p>	<p>Recap on prior learning on options/pathways. End of topic assessment to include: knowledge of compulsory and non compulsory bills, renting and mortgage key info, ways to prevent risk of fraud and online data theft. Asdan (7B4,7B3, 3B3)</p>
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Reading	Key Words: Illicit, illegal,psychoactive ,psychological, dependence, addiction, recreational.	Key Words: Anxiety, strategies, physical, psychological.	Key Words: Contraception, Condom, sexual intercourse STI (Sexually Transmitted Infection) Brook Condoms guided reading task	Key Words: Political, politics, electoral, ballot, vote, democracy,govern ment.	Key Words: Capital Punishment, Christianity, Catholosism, reformed. Stanley 'Tookie' Williams Case Study. British Law document	Key Words: Budget,budgeting,f inances, expenditure, compulsory income, mortgage, rent, income.
Cross Curricular Links	Food Technology Science Health & Social Care ICT	Science	Science (genes unit Summer 1) ICT	SMSC	SMSC	Maths ICT

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

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	Physical Health					
Topic	Drugs and alcohol Use.	1. Contraceptive methods and STI's. 2. Sexual Orientations & Gender Identity	Marriage FGM	Citizenship	Diversity, Extremism & Hate Crime	Financial Choices Choices and Pathways

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<p>Key content</p>	<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 & 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>The will examine the effectiveness of various contraceptive methods in terms of preventing pregnancy and STI's.</p> <p>Students will learn about LGBT & other sexual orientations and how people with differing sexual orientations are treated in different countries.</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>Pathway 1 (GCSE)</p> <p>How well does the media hold those in power to account?</p> <p>How can we make a difference in society? Citizenship Investigation</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>Pathway 2 (ASDAN) Finance, work and the media</p>	<p>Inclusion belonging and addressing extremism</p> <p>Serious and Organised Crime</p>	<p>Choices and Pathways</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>Financial Choices</p> <p>Payment Methods- The pros and cons</p> <p>Safer lending and borrowing</p>
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PSHE Curriculum Map

				<p>How does the media influence people?</p> <p>The media's role in democracy</p> <p>ACTive Citizenship Project</p>		
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PSHE Curriculum Map

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<p>Knowledge & Skills</p>	<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>They will learn about different sexual orientations, gender identity,</p>	<p>Students will learn about the laws and rights of individuals around marriage in the UK, marriage in other cultures/religions, 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>Pathway 1 (GCSE) 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 economy works (taxes, privatisation and the role Citizens can play in the</p>	<p>Inclusion, belonging and addressing extremism</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>Hate Crime</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, the cost of completing a degree they are interested in, how</p>
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PSHE Curriculum Map

		<p>rights in this country and how they are treated in different countries, homophobia and sexist bullying.</p>		<p>future of the UK economy).</p> <p>Pathway 2 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 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</p>	<p>What is hate crime and why does it happen?</p> <p>Home Office - Preventing Involvement in Serious and organised Crime</p> <p>These lessons introduce students to the risks of serious and organised crime, supports them to recognise recruitment techniques and managing personal safety.</p>	<p>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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PSHE Curriculum Map

				form part of their ASDAN award.		
Assessment	<p>*Recap debate skills from Ethical Issues topics. <i>Retrieval Practice</i> End of topic 'debate assessment'. Did students provide an educated argument based on factual evidence? Asdan Task (3B2)</p>	<p>Recap on contraception. KWL chart to monitor progress throughout the topic. <i>Retrieval Practice</i> Kahoot prior knowledge/end of topic assessment. Asdan Tasks (5A1 & 5B1).</p>	<p>Recap on healthy relationships, relationship abuse, consent, sexual orientations. *Sexual orientations link into marital rights. End of topic quiz assessment on laws around marriage in the UK. Asdan Task 5B2</p>	<p>Pathway 1 End of topic assessment AQA Investigation assessment</p> <p>Pathway 2 Students will work as a team to reflect on and evaluate the impact of their own project</p> <p>Student self assessment</p> <p>Teacher assessment on engagement,</p>	<p>Student self assessment on learning (pre and post) inclusion, belonging and addressing extremism.</p> <p>Home Office Crime Baseline & end of topic mind map</p> <p>End of topic assessment</p>	<p>Recap on 16+ pathways, essential and nonessential bills, renting and buying a home.</p> <p>Assess students know the difference between Gross and Net pay and are able to explain what deductions are taken and why.</p> <p>18+ Pathways</p>

PSHE Curriculum Map

				<p>teamwork, participation, planning.</p> <p><i>Retrieval practice</i></p> <p>Asdan task based</p> <p>End of topic assessment (week 6)</p> <p>Asdan Tasks (4A1, 4A3, 4A4, 4B2)</p>		
<p>Personal Development</p>	<p>Developing debate skills, confidence and expanding global knowledge on drug laws, 'the war on drugs and variations in different countries.</p>	<p>Developing knowledge on different groups of people, promoting diversity, equality and acceptance.</p> <p><i>Guest Speaker Birds and Bees</i></p>	<p>Develop knowledge on rights in the UK and deepen cultural knowledge around marriage. Opportunities for students to reflect on and examine their own ideas and values surrounding marriage.</p>	<p>This topic promotes lots of independent research and investigation to prepare students for year 11. It aims to deepen student knowledge and awareness around the British justice system and expands on rights and responsibilities from previous learning.</p>	<p>This topic aims to keep students safe by educating them on the process of radicalisation and the risks of serious and organised crime.</p> <p>SMSC development.</p> <p><i>Guest speaker Knife Crime (Birds and Bees)</i></p>	<p>Students will be aware of the opportunity to go to university, costs, loans and grants and how much graduates earn in comparison to non graduates. This aims to raise aspirations in students. They will understand how to read a wage slip and what the deductions are used for.</p>

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				ACTive Citizenship Award		Careers trip (Blackburn Cathedral) Work Experience Placements
Reading	<p>key Words: Legalisation, Decriminalisation, opposed.</p> <p>The 'Eject Challenge' various scenarios. Various documentation/reports, articles supporting/opposing the legalisation/decriminalisation of cannabis.</p>	<p>Key Words: Contraception, Disease, infection. Range of STI's, equality,diversity, gender, sexual orientation, homosexual, hetro sexual,transsexual, bisexual, homophobic, discrimination.</p> <p>STI information leaflets to use for research.</p> <p>Equality Act (2010)</p>	<p>Key Words: Consensual, forced marriage, arranged marriage, ceremony, marital, vows, declaration, civil ceremony.</p> <p>Christain Weddings https://www.bbc.co.uk/religion/religions/christianity/rituals/weddings_1.shtml</p>	<p>Key Words: Democracy, Censorship, Deliberative,Privatisation, Enforcement, Commonwealth, Humanitarian</p>	<p>Key words: Terrorism, Terrorist Extremism, Extremist, Stereotype, Diversity, Radicalisation, Hate Crime.</p> <p>Hate Crime guided reading task.</p>	<p>Key Words: Gross pay, Net Pay, PAYE, Tax, National Insurance, Loans,Grants, Income, Expenditure, Budget</p>
Cross Curricular Links	Health & Social Care Citizenship SMSC	Biology SMSC	Citizenship Beliefs and Values SMSC	Values SMSC	Citizenship History Geography SMSC	Lifeskills Maths

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Year 11	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Core Theme	Health and Wellbeing	Sex and Relationship Education	Citizenship	Citizenship	Wider Issues Revision/exam and careers support sessions	
Topic	Healthy pregnancies & becoming a parent.	Sex for pleasure. Pornography v's reality.	<p>Pathway 1 How is UK society diverse and changing?</p> <p>What is the nature of the British Constitution?</p> <p>Pathway 2 Individuals and Community</p>	<p>Pathway 1 Why do we need the right to protest in a democracy?</p> <p>How do others govern?</p> <p>Where does power reside in the UK?</p> <p>Pathway 2 Government and Democracy</p>	Revision/investigati /support	
Key content	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 intercourse and the pleasure aspect of	<p>Pathway 1 What is identity and how can it be defined? What are the debates around identity in the UK?</p>	<p>Pathway 1 What are rights and where do they come from? (magna carta to UDHR)</p>	This session will be used for revision time for those students who are taking GCSE Citizenship. Other students can use	

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	<p>parent. They will look at how a baby's physical, intellectual, emotional and social (PIES) needs should be met & how to access relevant support services.</p>	<p>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 uncodedified? What does the supreme court do?</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 between a democratic and</p>	<p>this 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>Pathway 2</p> <p>Identity What are multiple identities?</p> <p>Diversity What is diversity? What makes the UK diverse?</p>	<p>non democratic society?</p> <p>Case study North Korea.</p> <p>Pathway 2</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>		
Knowledge & Skills	<p>What constitutes a healthy pregnancy. How unhealthy lifestyles can affect the developing foetus.</p> <p>Fertility and the factors which can</p>	<p>Students will learn how sexual intimacy within loving relationships should be consensual and respectful.</p>	<p>Build on prior knowledge around UK democracy.</p> <p>Independent research task/investigation</p> <p>Debate</p>	<p>Builds on previous knowledge of democracy and human rights, how the UK is governed and the strengths and weaknesses of the</p>		

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	<p>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 around various health checks.</p> <p>Will examine values and morals 'what type of parent would you like to be'?</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>Uk democratic system.</p> <p>Independent research tasks</p> <p>Debate</p>		
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	Students will consider all the different needs a developing baby/child has and how these needs should be met.					
Assessment	<p>Recap on previous learning around contraception, diet, drug use, alcohol, FASD, smoking in terms of how it can affect a developing foetus.</p> <p>Debate tasks on abortion (pro choice and pro life) and fertility treatments.</p> <p>KWL chart Kahoot end of topic assessment.</p>	<p>Re-cap on prior learning in the first session.</p> <p>Questioning around contraceptive methods (year 10) and consent and common myths (year 9) assessing all previous learning is secure.</p> <p>Assess knowledge on all laws surrounding sex.</p> <p>Can students clearly differentiate between pornography and sex within a loving</p>	<p>Recap prior learning</p> <p><i>Retrieval Practice</i></p> <p>GCSE- Investigation</p> <p>Mock Exams</p> <p>ASDAN A1,A3,A4,A5</p>	<p>Recap prior learning</p> <p><i>Retrieval Practice</i></p> <p>GCSE- Investigation</p> <p>Mock exams</p> <p>ASDANA1,A2,A3,A4</p>		

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	Asdan (6B4 & 6B7, 6A1,6A4,6A5)	relationship and understand consent within all scenarios?				
Personal Development	Students will learn about healthy pregnancies, how to meet the PIES needs of a child and where and how to access support services (pregnancy and early years). Knowledge essential for the future health and wellbeing of themselves and their families. They will continue to develop critical thinking skills through debate tasks.	Students will learn vital information that will help to protect them and others in future intimate relationships. Guest Speaker Birds and Bees	GCSE investigation ACTIVE Citizenship Projects Independent research and debate SMSC Development.	GCSE investigation ACTIVE Citizenship Projects Independent research and debate SMSC Development.	Work Experience Placements Through the year	
Reading	Key words: Foetus, miscarriage, conception,ectopic,	Key words: Pornography,	Key Words: Identity, Diversity, Unity, British	Key Words: Protest,changemakers, pressure		

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	<p>termination, abortion, antenatal, postnatal, fertility, discipline, punishment, corporal punishment.</p> <p>Healthy Start Scheme. https://www.gov.uk/healthy-start 'The Prom Mom' reading task. 'Religious view on abortion' reading task.</p>	<p>pleasure, intimacy, consent, mutual.</p> <p>Brook pornography guided reading</p>	<p>Constitution, uncodified, bicameral system</p> <p>*add AQA reading links</p>	<p>groups, democratic, non-democratic.</p> <p>*add AQA reading links</p>		
Cross Curricular Links	<p>Health and Social Care Food Technology Biology ICT SMSC</p>	<p>Biology</p>	<p>ICT History SMSC</p>	<p>ICT SMSC</p>		