

**CURRICULUM MAP**

<b>Subject</b>	<b>PSHE &amp; RSE</b>
<b>Head of Department</b>	<b>Hasna Targuisti</b>

**SCHOOL INTENT**

**Rutlish School Vision:** Rutlish School is committed in providing **the highest quality education and opportunities** for students.

*Through all we do, we prepare students for opportunities, responsibilities and experiences later in life. We aim to inspire, enable and facilitate lifelong learners able to build on their individual strengths and capabilities, who achieve their ambitions. We seek to support our students becoming **healthy, happy, successful** modern people young adults; knowledgeable, kind, aware, confident, capable and skilful members of society. (Curriculum Intent)*

**Rutlish School Mission Statement: “Modeste, Strenue, Sancte: be modest, be thorough, pursue righteousness”**

*We want students to:*

***succeed** (we strive to provide pathways to support their success)*

***embrace challenge**, build resilience, overcome setbacks and become increasingly independent in pursuit of their goals*

***be aware of their responsibilities** and feel confident to participate and contribute to society. (Curriculum Intent)*

**Rutlish School: Curriculum Intent**

Rutlish School provides a meaningful, broad and balanced curriculum, which is accessible to all, as well as supports and challenges all students.

**The School aims to:**

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point;
- ensure all students can successfully access the curriculum offer, making any reasonable adjustments required where particular needs are identified;
- ensure that the curriculum is accessible to all abilities and that planning and teaching aim to support, stretch and challenge all learners across a full range of abilities;
- provide a curriculum that is sequenced to build skills and knowledge throughout students’ time at Rutlish School, to equip them for their next steps in education, and careers and in life;
- provide a curriculum that promotes a deeper and wider understanding of the world outside of the classroom;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allow students to form informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- provide opportunities for students to personalise and apply learning in other contexts, including personal and cross-curricular;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers;
- provide opportunity to encourage students’ curiosity, creativity, self-expression, resilience, and confidence;
- develop staff to deliver skills beyond their own subject specialism and incorporate cross curricular initiatives, in particular Literacy, Reading, Numeracy, ICT and Enterprise;
- ensure that our curriculum offer support for different educational and career pathways, including EBACC and vocational;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

**DEPARTMENT INTENT**

Personal, Social, Health and Economic (PSHE) education focuses on the holistic development of the future citizens of modern Britain. Within this curriculum time we deliver comprehensive Relationships and Sex Education in accordance with the statutory guidance from the DfE (September 2019). Our classrooms provide rich learning opportunities for students to discover who they are, who they want to be and strategies to help them achieve their goals. PSHE & RSE education develops lifelong skills that will support students to become resilient, confident and ambitious members of a flourishing and diverse society. Our broad and inclusive PSHE & RSE curriculum ensures students are able to look after their own wellbeing; whether that be navigating life online, making responsible decisions about relationships or understanding how to manage stress. As a result of our PSHE & RSE education pupils can independently manage many of the challenges and responsibilities they face as they develop. Our outstanding PSHE & RSE provision helps pupils to fulfil their academic potential, and leave school as tenacious, empowering young people who have the skillset and determination to achieve success.

**KEY STAGE 3 RATIONALE/ INTENT**



At Rutlish School, PSHE & RSE is at the core of what we do and enables our students to become independent, confident, healthy and responsible members of society, as well as developing the “whole child” intellectually, morally, socially and spiritually. Through our whole-school approach to PSHE & RSE, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life. In KS3, PSHE & RSE intends to build empathy and compassion (including impact on decision-making and behaviour) as well as respect for others’ right to their own beliefs, values and opinions.

#### **KEY STAGE 4 RATIONALE/ INTENT**

PSHE & RSE is an incredibly enriching subject for students. A key intention in our delivery of PSHE & RSE is to provide a safe environment where students feel able to participate in the lessons on a range of issues that affect, or may affect, them throughout their lives. In PSHE & RSE lessons the setting up of ground rules, reminding students of confidentiality issues and the encouragement of students to explore a range of attitudes through case studies help to provide an appropriate environment as well as develop empathy. Teachers are aware of sensitive issues that may arise out of teaching and learning about RSE. The following are protocols for discussion based lessons with students:

- No one (teacher or student) will have to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent or any other trusted adult

As well as developing secure factual knowledge of moral and topical issues, we encourage students to ask deep and meaningful questions about their own worlds and the lives we share. We aim to develop attitudes of thoughtfulness and confidence about themselves - skills which are invaluable as they face the issues that are present in 21st century living.

Teachers in the PSHE & RSE department are passionate and dedicated in their commitment to provide an inclusive and nurturing environment for all students regardless of personal beliefs or views, while meeting the statutory Relationships, Sex and Health Education requirements. All students are valued for their own personal beliefs and opinions and are encouraged to continue to develop their analytical and critical thinking to encourage academic progress.

#### **KEY STAGE 5 RATIONALE/ INTENT**

The intent of our PSHE & RSE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every student so that they know more, remember more and understand more. As a result of this they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our students with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our students are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.



YEAR 7			
	Autumn	Spring	Summer
KNOWLEDGE	<b>UNIT OF WORK: Relationships</b>	<b>UNIT OF WORK: Health and Wellbeing</b>	<b>UNIT OF WORK: Living in the wider world</b>
	Introduction to PSHE Learning about myself & others Transition Emotions and Feelings Friendship Bullying Peer Pressure Marriage and family	Online safety Bereavement Coping strategies and childhood mental health Puberty Healthy Diet Exercise and Sleep	Money Tax Identity & Belonging Local Community Multicultural Britain Human Rights
KEY SKILLS	Self-reflection Problem solving Resilience Acceptance and tolerance Critical thinking Teamwork Negotiation and compromise Debate skills	Risk management Critical thinking Coping strategies Decision-making Media literacy Communication Debate skills	Debate skills Research Critical thinking Independent thinking Numeracy Political literacy Evaluation Budgeting
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	Similar skills are used throughout all three units taught in Y7. This curriculum provision is mapped to the PSHE Association Programme of Study which scaffolds learning at KS3 from prior knowledge acquired at KS2.		
LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<p>Represent diverse relationships that reflect our society</p> <ul style="list-style-type: none"> <li>Lessons on friendships, bullying and peer pressure teach skills to navigate relationships in all contexts (school, workplace, outside school, clubs etc)</li> <li>Lessons on emotions and feelings provide strategies and support for good mental health in line with national initiatives including signposting to wider support.</li> </ul>	<ul style="list-style-type: none"> <li>Lessons on mental health provide strategies and support for good mental health in line with national initiatives including signposting to wider support.</li> </ul>	<ul style="list-style-type: none"> <li>Money and tax lessons use job examples which learning is applied too</li> <li>Diverse examples that are representative of our student population used in case studies</li> <li></li> </ul>






<b>ASSESSMENTS</b> Summative and Formative	<p>Self-assessment sheet used that students RAG their learning using lesson objectives and outcomes</p> <p>During lessons, formative assessment is used by PSHE teachers to inform lesson planning.</p> <p>Self-assessment used throughout lessons using model answers and Q&amp;A sheets for support.</p> <p><b>FEEDBACK SUPPORTS LEARNING</b>  Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <input checked="" type="checkbox"/>	<p>Self-assessment sheet used that students RAG their learning using lesson objectives and outcomes</p> <p>During lessons, formative assessment is used by PSHE teachers to inform lesson planning.</p> <p>Self-assessment used throughout lessons using model answers and Q&amp;A sheets for support.</p> <p><b>FEEDBACK SUPPORTS LEARNING</b>  Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <input checked="" type="checkbox"/>	<p>Self-assessment sheet used that students RAG their learning using lesson objectives and outcomes</p> <p>During lessons, formative assessment is used by PSHE teachers to inform lesson planning.</p> <p>Self-assessment used throughout lessons using model answers and Q&amp;A sheets for support.</p> <p><b>FEEDBACK SUPPORTS LEARNING</b>  Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <input checked="" type="checkbox"/>
<b>SPECIALIST VOCABULARY</b>	Cyber-bullying, emotions, nuclear family, blended family, extended family, single-parent family, reproduction, resilience, assertive, divorce, adoption	Testosterone, hormones, anatomy, grief, counselling, mental health, anxiety, depression, serotonin, endorphins	Bank, tax, account, national insurance, interest, debt, multiculturalism, diversity, rights, responsibilities, Human Rights Act, citizenship, British Values
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>		



## YEAR 8

	Autumn	Spring	Summer
KNOWLEDGE	<b>UNIT OF WORK: Relationships</b>	<b>UNIT OF WORK: Health and Wellbeing</b>	<b>UNIT OF WORK: Living in the wider world</b>
	Students will analyse the nature of a healthy relationship and look at key aspects of unhealthy relationships. Students will learn to manage growth and change as normal parts of growing up. Topics include: Self-esteem Love and sexual relationships Contraception and unprotected sex Young parenthood and teenage pregnancy Cyber-bullying Body image and the media	Students will learn how to make healthy choices regarding their health. This will include; getting help from the NHS and why vaccines are important. Prompting a healthy body image, healthy eating. Eating disorders/healthy living lessons. Being safe included. Not taking risks. The students will learn the basics of first aid. Topics include: Smoking Vaccines Eating disorders Personal Hygiene Mindfulness First Aid Online Safety	Students will acquire a sound knowledge and understanding of how the UK is governed, its political system and how citizens actively participate. To know what a stereotype is and to investigate how we make judgements about others. Students will learn about the significance of developing work placed skills and qualities for the future. Students will learn the importance of good money management. Topics include: Rights and responsibilities Careers and aspirations Stereotyping Democracy and elections Money Management
KEY SKILLS	Self-reflection Resilience Acceptance and tolerance Critical thinking Negotiation and compromise Debate skills Coping strategies Communication	Accessing support Risk management First Aid Critical Thinking Communication Evaluation	Debate skills Research Critical thinking Independent thinking Numeracy Political literacy Evaluation Budgeting Economic literacy
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	Similar skills are used throughout all three units taught in Y8 and build on the skills developed in Y7. This curriculum provision is mapped to the PSHE Association Programme of Study which scaffolds learning at KS3 from prior knowledge acquired at KS2.		
LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<ul style="list-style-type: none"> <li>Relationships education is inclusive of all orientations and genders – students are explicitly taught about the nature of relationships and the basic principles of healthy relationships which are universal and supersede heteronormative cultures.</li> <li>Lessons on sexual relationships including contraception challenge stereotypical views around responsibility for sexual health and</li> </ul>	<ul style="list-style-type: none"> <li>Basic first aid skills taught including recovery position, CPR and calling 999</li> <li>Lessons on vaccinations include current COVID vaccination programme and will support students in making informed decisions about their health</li> <li>Health lessons on smoking and eating disorders signpost students to the wider support in the local area that is available to young people.</li> </ul>	<ul style="list-style-type: none"> <li>Human Rights Declaration is examined closely and compared with American constitution, British Values and the impact of living in societies with these basic rules.</li> <li>Students study local members of parliament and their policies/priorities whilst examining the impact of these on our local area (Merton/Wimbledon/Mitcham and Morden)</li> </ul>



	require students to consider the consequences for all people		<ul style="list-style-type: none"> <li>Careers lesson focuses on the strengths of the students and how this can inform future careers interests and aspirations.</li> </ul>
<b>ASSESSMENTS</b> Summative and Formative	<p>Self-assessment sheet used that students RAG their learning using lesson objectives and outcomes</p> <p>During lessons, formative assessment is used by PSHE teachers to inform lesson planning.</p> <p>Self-assessment used throughout lessons using model answers and Q&amp;A sheets for support.</p> <p><b>FEEDBACK SUPPORTS LEARNING</b> Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 	<p>Self-assessment sheet used that students RAG their learning using lesson objectives and outcomes</p> <p>During lessons, formative assessment is used by PSHE teachers to inform lesson planning.</p> <p>Self-assessment used throughout lessons using model answers and Q&amp;A sheets for support.</p> <p><b>FEEDBACK SUPPORTS LEARNING</b> Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 	<p>Self-assessment sheet used that students RAG their learning using lesson objectives and outcomes</p> <p>During lessons, formative assessment is used by PSHE teachers to inform lesson planning.</p> <p>Self-assessment used throughout lessons using model answers and Q&amp;A sheets for support.</p> <p><b>FEEDBACK SUPPORTS LEARNING</b> Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 
<b>SPECIALIST VOCABULARY</b>	Contraception, consent, sexual intercourse, penetration, STI/STD, pregnancy, abortion, termination, conception, toxic masculinity, fat-shaming, gas lighting	Cigarettes, cancer, vaccinations, MRnA, anorexia, bulimia, binge-eating, hygiene, mindfulness, meditation, metacognition, CPR, grooming, identity, fraud	Responsibility, Human Rights, British Values, Democracy, election, conservative, labour, stereotype, prejudice, discrimination, finance, economy
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>		

**YEAR 9**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>KNOWLEDGE</b>	<b>UNIT OF WORK: Relationships</b>	<b>UNIT OF WORK: Health and Wellbeing</b>	<b>UNIT OF WORK: Living in the wider world</b>
	Sexual Health Consent Sex and the media Unhealthy Relationships Gender Identity Sexual Orientation FGM	Addiction Gambling Alcoholism Drugs Emotional Well-being Gangs and Knife Crime Online Safety	Homelessness Protest Extremism and Intolerance Human Rights Careers
<b>KEY SKILLS</b>	Self-reflection Resilience Acceptance and tolerance Critical thinking Negotiation and compromise Debate skills Communication Assertiveness Media literacy	Risk management Critical thinking Coping strategies Decision-making Media literacy Communication Debate skills	Debate skills Research Critical thinking Independent thinking Numeracy Political literacy Evaluation
<b>HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?</b>	Similar skills are used throughout all three units taught in Y9 and build on the skills developed throughout Y7 and Y8. This curriculum provision is mapped to the PSHE Association Programme of Study which scaffolds learning at KS3 from prior knowledge acquired at KS2.		
<b>LINKS TO THE WORLD</b> i.e. links to careers; equality: gender, class, ethnicity, etc.; different subjects	<ul style="list-style-type: none"> <li>Lessons on FGM provide a contextual understanding of the different lived experience for women in other cultures, as well as the impact this has on human rights/equality.</li> <li>Students examine the diversity within sexual orientation and gender, exploring the experiences of those communities and the importance of challenging prejudice and discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>Students learn about the consequences of risk taking and the morality of behaviour. Students learn the value of belonging to a community and seeking help and support where it is needed.</li> </ul>	<ul style="list-style-type: none"> <li>Careers lessons give students an opportunity to research and reflect on their next steps, understanding the value of education.</li> <li>Lessons on protest, extremism and human rights provide development of SMSC understanding and equip students with the ability to critically evaluate the complexities within social communities living together.</li> </ul>






<b>ASSESSMENTS</b> Summative and Formative	<p>Self-assessment sheet used that students RAG their learning using lesson objectives and outcomes</p> <p>During lessons, formative assessment is used by PSHE teachers to inform lesson planning.</p> <p>Self-assessment used throughout lessons using model answers and Q&amp;A sheets for support.</p> <p><b>FEEDBACK SUPPORTS LEARNING</b>  Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <input checked="" type="checkbox"/>	<p>Self-assessment sheet used that students RAG their learning using lesson objectives and outcomes</p> <p>During lessons, formative assessment is used by PSHE teachers to inform lesson planning.</p> <p>Self-assessment used throughout lessons using model answers and Q&amp;A sheets for support.</p> <p><b>FEEDBACK SUPPORTS LEARNING</b>  Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <input checked="" type="checkbox"/>	<p>Self-assessment sheet used that students RAG their learning using lesson objectives and outcomes</p> <p>During lessons, formative assessment is used by PSHE teachers to inform lesson planning.</p> <p>Self-assessment used throughout lessons using model answers and Q&amp;A sheets for support.</p> <p><b>FEEDBACK SUPPORTS LEARNING</b>  Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <input checked="" type="checkbox"/>
<b>SPECIALIST VOCABULARY</b>	Female genital mutilation, bisexual, transgender, heterosexual, heteronormative, gender diverse, gender fluid, gender queer, asexual, pansexual, ally	Addiction, gambling, risk, substance misuse, substance abuse, grooming, CCE, CEOP	Human rights, extremist, terrorism, humanitarian, aspiration, homeless, shelter
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>		



**YEAR 10**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>KNOWLEDGE</b>	<b>UNIT OF WORK: Relationships</b>	<b>UNIT OF WORK: Health and Wellbeing</b>	<b>UNIT OF WORK: Living in the wider world</b>
	<ul style="list-style-type: none"> <li>• Positive relationships, including relationship values and Forming and maintaining respectful relationships</li> <li>• Unhealthy relationships and CSE</li> <li>• Consent</li> <li>• Sexual health</li> <li>• Young parenthood and contraception</li> <li>• Online safety in relationships (impacts of sending images)</li> <li>• Impacts of pornography – challenge myths and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health including ill health</li> <li>• Managing Stress with Mindfulness</li> <li>• Physical health – Including Vaccines</li> <li>• First Aid – Health risk management</li> <li>• Social Drugs (alcohol/smoking vs vaping)</li> <li>• Healthy living , diet , exercise and sleep</li> </ul>	<ul style="list-style-type: none"> <li>• Legal rights</li> <li>• Your rights including voting systems</li> <li>• Diversity and radicalisation</li> <li>• Financial decision making – Gambling, debt and choices</li> <li>• Careers</li> </ul>
<b>KEY SKILLS</b>	Self-reflection Problem solving Resilience Acceptance and tolerance Critical thinking Teamwork Negotiation and compromise Debate skills	Risk management Critical thinking Coping strategies Decision-making Media literacy Communication Debate skills	Debate skills Research Critical thinking Independent thinking Numeracy Political literacy Evaluation Budgeting
<b>HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?</b>	Similar skills are used throughout all three units taught in Y10. This curriculum provision is mapped to the PSHE Association Programme of Study which scaffolds learning at KS4 from prior knowledge acquired at KS3.		



<p><b>LINKS TO THE WORLD</b> i.e. links to careers; equality: gender, class, ethnicity, etc.; different subjects</p>	<p>_Represent diverse relationships that reflect our society</p> <ul style="list-style-type: none"> <li>• Lessons on unhealthy relationships, consent and peer pressure teach skills to navigate relationships in all contexts (school, workplace, outside school, clubs etc)</li> <li>• Lessons on healthy relationships and feelings provide strategies and support for good mental health in line with national initiatives including signposting to wider support.</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons on drugs and addiction use examples reflective of our society.</li> <li>• Lessons on mental health provide strategies and support for good mental health in line with national initiatives including signposting to wider support.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson on legal rights reflect our current political climate.</li> <li>• Money and tax lessons use job examples which learning is applied too</li> <li>• Diverse examples that are representative of our student population used in case studies</li> </ul>
<p><b>ASSESSMENTS</b> Summative and Formative</p>	<p>Self-assessment sheet used that students RAG their learning using lesson objectives and outcomes</p> <p>During lessons, formative assessment is used by PSHE teachers to inform lesson planning.</p> <p>Self-assessment used throughout lessons using model answers and Q&amp;A sheets for support. <b>FEEDBACK SUPPORTS LEARNING</b> Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 	<p>Self-assessment sheet used that students RAG their learning using lesson objectives and outcomes</p> <p>During lessons, formative assessment is used by PSHE teachers to inform lesson planning.</p> <p>Self-assessment used throughout lessons using model answers and Q&amp;A sheets for support. <b>FEEDBACK SUPPORTS LEARNING</b> Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 	<p>Self-assessment sheet used that students RAG their learning using lesson objectives and outcomes</p> <p>During lessons, formative assessment is used by PSHE teachers to inform lesson planning.</p> <p>Self-assessment used throughout lessons using model answers and Q&amp;A sheets for support. <b>FEEDBACK SUPPORTS LEARNING</b> Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 
<p><b>SPECIALIST VOCABULARY</b></p>	<p>Consent , Pornography, emotions, nuclear family, blended family, extended family, single-parent family, reproduction, resilience, assertive, divorce, adoption</p>	<p>Choking , CPR , Heimlich manoeuvre , grief, counselling, mental health, anxiety, depression, serotonin, endorphins</p>	<p>Bank, tax, account, national insurance, interest, debt, multiculturalism, diversity, rights, responsibilities, Human Rights Act, citizenship, British Values, democracy</p>
<p><b>QUALITY FIRST TEACHING</b></p>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>		



## YEAR 11

	Autumn 1	Autumn 2- Spring 1	Spring 2	Summer 1	GCE EXAM PERIOD
KNOWLEDGE	<b>UNIT OF WORK: Wider World</b>	<b>UNIT OF WORK: Relationships</b>	<b>Health and Wellbeing</b>		
	Career pathways How to apply for courses Employability- Employment law and employee protection Interviews	Consent "Good" Sex Unsafe Sex Break ups Fertility and our reproductive health Impacts of Pornography	Positivity and Mental Health Body Shaming and body positivity Addiction and gambling addiction Drugs Digital Footprints Violence Against women Safety		
KEY SKILLS	Professionalism Organisation Team building Punctuality	Safety Self-reflection Problem solving Resilience Acceptance and tolerance Critical thinking Teamwork Negotiation and compromise Debate skills	Medical needs awareness Risk management Critical thinking Coping strategies Decision-making Media literacy Communication Debate skills		
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	We build on knowledge learnt from KS3 AND YEAR 10 by scaffolding the same topics to suit the needs of each age group. This curriculum provision is mapped to the PSHE Association Programme of Study which scaffolds learning at KS4 from prior knowledge acquired at KS3.				
LINKS TO THE WORLD i.e. links to careers; equality: gender, class, ethnicity, etc.; different subjects	<ul style="list-style-type: none"> <li>To learn and further develop their study and employability skills</li> <li>To link their own personal strengths and areas for development and use this to inform goal setting</li> </ul>	Represent diverse relationships that reflect our society <ul style="list-style-type: none"> <li>Lessons on friendships, unhealthy relationships and peer pressure teach skills to navigate relationships in all contexts (school, workplace, outside school, clubs etc)</li> <li>Lessons on healthy relationships provide strategies and support for good mental health in line with national initiatives including signposting to wider support.</li> </ul>	Case studies and real life current examples are used from a variety of different backgrounds and sexualities. <ul style="list-style-type: none"> <li>Lessons on mental health provide strategies and support for good mental health in line with national initiatives including signposting to wider support.</li> </ul>		




	<ul style="list-style-type: none"> <li>To understand different cultures within workplace</li> </ul>			
ASSESSMENTS Summative and Formative as applicable	<p>Self-assessment sheet used that students RAG their learning using lesson objectives and outcomes</p> <p>During lessons, formative assessment is used by PSHE teachers to inform lesson planning.</p> <p>Self-assessment used throughout lessons using model answers and Q&amp;A sheets for support</p> <p><b>FEEDBACK SUPPORTS LEARNING</b>  <b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b></p> <p>✓</p>			
SPECIALIST VOCABULARY	Employability, Time management, punctuality , professional	Consent, hyper sensibility, addiction, pleasure, sexual health , screening , exploitation . coercion	depression, addiction, Body dysmorphia , depression , mental health , addiction	
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>			



## KS5 PSHE Curriculum Map

	Autumn	Spring	Summer
KNOWLEDGE	<b>UNIT OF WORK: Relationships</b>	<b>UNIT OF WORK: Health and Wellbeing</b>	<b>UNIT OF WORK: Living in the Wider World</b>
	<ul style="list-style-type: none"> <li>Contraception</li> <li>Unhealthy relationships and CSE</li> <li>Consent</li> <li>Sexual health – Condom demonstration lesson</li> <li>Young parenthood – Budgeting as a young parent</li> <li>Online safety in relationships (impacts of sending sexual images)</li> <li>Impacts of pornography – challenge myths and expectations</li> </ul>	<ul style="list-style-type: none"> <li>Mental Health including ill health</li> <li>Health Checks – Cancer checks</li> <li>Healthy lifestyle</li> <li>Eating disorders and body image</li> <li>First Aid</li> <li>Drugs and Addiction</li> <li>Violence against women</li> </ul>	<ul style="list-style-type: none"> <li>Legal rights</li> <li>Your rights including voting systems</li> <li>Diversity and radicalisation</li> <li>Financial decision making – Gambling, debt and choices</li> <li>Careers</li> <li>UCAS</li> <li>Personal statements</li> <li>Radicalisation</li> </ul>
KEY SKILLS	Safety awareness Self-reflection Problem solving Resilience Acceptance and tolerance Critical thinking Teamwork Negotiation and compromise Debate skills	Recognising privilege Risk management Critical thinking Coping strategies Decision-making Media literacy Communication Debate skills	Presentation skills Debate skills Research Critical thinking Independent thinking Numeracy Political literacy Evaluation Budgeting
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>The same three units are studied throughout all the key stages. These units are; Relationships and Sex, Health and Wellbeing and the wider world. Each year these units are scaffolded up to suit the age and experiences of the students.</p> <p>We build on knowledge learnt from KS4 by scaffolding the same topics to suit the needs of each age group. This curriculum provision is mapped to the PSHE Association Programme of Study which scaffolds learning at KS5 from prior knowledge acquired at KS4 and KS3.</p>		
LINKS TO THE WORLD i.e. links to careers; equality: gender, class, ethnicity, etc.; different subjects	Represent diverse relationships that reflect our society <ul style="list-style-type: none"> <li>Lessons on unhealthy relationships, consent and peer pressure teach skills to navigate relationships in all contexts (school, workplace, outside school, clubs etc)</li> <li>Lessons on healthy relationships and feelings provide strategies and support for good mental health in line with national initiatives including signposting to wider support.</li> </ul>	<ul style="list-style-type: none"> <li>Lessons on eating disorders use examples and case studies reflective of our school community.</li> <li>Lessons on drugs and addiction use examples reflective of our society.</li> <li>Lessons on mental health provide strategies and support for good mental health in line with national initiatives including signposting to wider support.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson on legal rights reflect our current political climate.</li> <li>Money and tax lessons use job examples which learning is applied too</li> <li>Diverse examples that are representative of our student population used in case studies</li> </ul>



<b>ASSESSMENTS</b> Summative and Formative as applicable	<p>Self-assessment sheet used that students RAG their learning using lesson objectives and outcomes</p> <p>During lessons, formative assessment is used by PSHE teachers to inform lesson planning.</p> <p>Self-assessment used throughout lessons using model answers and Q&amp;A sheets for support</p> <p><b>FEEDBACK SUPPORTS LEARNING</b>  Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> 		
<b>SPECIALIST VOCABULARY</b>	Consent , pornography , sexual healthy , sexual screening , child sexual exploitation , sexting , coercion	Mental Health , depression , anxiety , gender , LGBTQ, cannabis , amphetamines, depressants , hallucinogenic, anorexia , bulimia , calories , plastic surgery , domestic violence	Extremism, intolerance, radicalisation Bank, tax, account, national insurance, interest, debt, multiculturalism, diversity, rights, responsibilities, Human Rights Act, citizenship, British Values, democracy
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>		