



At IncludEd Learning, we follow an adapted National Curriculum, with wellbeing central to everything we do. We offer a broad and balanced curriculum, with all pupils having the opportunity to study Maths and English up to Level 2 with a range of short course/vocational options in other subjects. The study of these subjects, allows pupils to apply theoretical knowledge to the practical elements of the curriculum. We believe in all our pupils and have high expectations for their futures. A comprehensive package of both pastoral and learning support, delivered by highly trained staff, allows them to navigate their learning journeys and improve their life outcomes, becoming the best versions of themselves.

Engaged	A degree of attention, curiosity, interest, optimism, and passion extends to the level of motivation to learn and progress.
Empowered	Fostering a sense of ownership, creating active participants who take responsibility for their own growth and development.
IncludEd	A nurturing environment allowing equal access to educational opportunities where all students are safe, valued, and respected.

PSHE CURRICULUM VISION

The Personal, Social and Health Education PSHE curriculum is planned to ensure that students make progress in their learning by developing students' knowledge and encouraging enjoyment in learning. Resources are adapted to meet need, and engaging to ensure that our PSHE curriculum supports and enhances the development of pupils, reflecting our agreed purpose of preparing our pupils for life in the twenty-first century: "We aim for our pupils to become confident, adaptable young people who can work cooperatively but who are also capable of thinking for themselves, making rational decisions and taking control of their own lives". At KS3 we teach half-termly modules that cover the range of topics required in the National Curriculum.

PSHE is intrinsically linked with Spiritual, Moral, Social and Cultural development (SMSC) and promotes the British Values of Democracy, the Rule of Law, Individual Liberty and Mutual Respect. Supporting pupils in becoming responsible and informed citizens is a key aspect of our PSHE programme, which is organised around the key themes of Relationships; Health and Well-being and; Living in the Wider World. We also recognise that many of our pupils come with gaps in their literacy abilities and we address these by implementing appropriate evidence based interventions. This is so pupils can access the curriculum. We provide our young people with the skills to cope and succeed in the wider world by embedding cultural capital and celebrating diversity through a wide range of texts and resources. Literacy and communication skills are developed throughout the curriculum.

PSHE FRAMEWORKING FOR LEARNING

The Key Goals of PSHE

- To be equipped with the knowledge, skills and understanding needed to live confident, healthy, independent lives, as socially and morally responsible citizens
- To be critical thinkers
- To be willing to show courage and confidence in asserting values and beliefs; and not afraid to challenge prejudice and discrimination
- To be able to maintain successful interpersonal relationships, sensitive to the beliefs, values and ways of the life of others

Characteristic of a Compelling Learning Experience

- Open ended problems to explore
- Discussion- without fear of being wrong
- Collaboration group/paired work encouraged to explore problems
- Using a broad range of strategies and resources (low/hi tech)

Key Concepts

Health and Wellbeing - Have a sound sense of self-awareness and are knowledgeable about themselves, in relation to physical, emotional, intellectual sexual development; they demonstrate self-discipline and, self-esteem and self-reliance

Relationships - To enjoy reading confidently and fluently from a wide range of genres, demonstrating understanding and enabling pupils both to acquire knowledge and to build on what they already know.

Living in the Wider World - Are able to collaborate and communicate with their peers, teachers and others in a climate of support and shared ambition; they can assess their personal strengths and build upon them, proactive and motivated to take the next steps in their learning. They readily reflect on their experiences and aspirations for the future

Key Skills

- ➔ Listen, understand and make relevant contributions to discussions with others in a range of contexts
- ➔ Apply understanding of language to adapt delivery and content to suit audience and purpose
- ➔ Read a range of different text types confidently and fluently, applying knowledge and understanding of texts to writing
- ➔ Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar
- ➔ Develop literal and inferential comprehension and critical thinking skills

Key Knowledge

Students are expected through the curriculum to gain a mastery of the subject
Pupils can readily use their knowledge of reading, writing, spelling, punctuation and grammar all themes

Promoting SMSC and Fundamental British Values through PSHE

SMSC and British Values	In PSHE Lessons Students will:
<p>Spirituality Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.</p>	<ul style="list-style-type: none"> - explore beliefs and experience and respect faiths - explore feelings and values - enjoy learning about oneself - understand other and the surrounding world - use imagination and creativity, reflect
<p>Moral Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.</p>	<ul style="list-style-type: none"> - recognise right and wrong - respect the law - understand consequences - investigate moral and ethical issues - offer reasoned views
<p>Social Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.</p>	<ul style="list-style-type: none"> - use a range of social skills and learn to resolve conflict - participate in the local community - appreciate diverse viewpoints - participate , volunteer and cooperate - engage with the 'British values' of democracy , the rule of law, liberty, respect and tolerance
<p>Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.</p>	<ul style="list-style-type: none"> - appreciate cultural influences - appreciate the role of Britain's parliamentary system - participate in cultural opportunities - Understand, accept, respect and celebrate diversity
<p>Democracy A system where everyone plays an equal part.</p>	<ul style="list-style-type: none"> - understand and respect the democratic process - understand how we can influence decision making through a democratic process - understand how to argue and defend a point of view - understand the importance of teamwork
<p>Rule of law The principle that all people and institutions are subject to and accountable for their actions and behaviour.</p>	<ul style="list-style-type: none"> - the ability to recognise the difference between right & wrong and- have the ability to accept responsibility for our behaviour - understand the consequences of our behaviour and actions - have the ability to resolve conflicts effectively - understand how we can contribute positively to the lives of those living and working in the locality more widely - understand that living under the rule of law protects us and is essential for our well-being and safety
<p>Individual liberty Being free to express views or ideas.</p>	<ul style="list-style-type: none"> - understand rights and responsibilities - respect an individual's right to choice
<p>Tolerance and respect The ability or willingness to respect and tolerate the opinions or behaviour of others.</p>	<ul style="list-style-type: none"> - be reflective about our own beliefs, religious or otherwise, that inform our interest in and respect for different people's faiths, feelings and values - be reflective about our own experiences - have an interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others - use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socioeconomic backgrounds

PSHE CURRICULUM MAP

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 KS3 Y1	 Transition & Safety	 Health & Puberty	 Skills & Aspirations	 Building Relationships	 Identity & Diversity	 Finances, Saving, Borrowing
	 Identity & Relationships	 Discrimination	 Community & Careers	 Emotional Wellbeing	 Drugs & Alcohol	 Digital Literacy
 KS3 Y3	 Health Lifestyle	 Respectful Relationships	 Setting Goals	 Intimate Relationships	 Peer Influence	 Employability Skills
	 Exploring Influences	 Financial Decision Making	 Healthy Relationships	 Mental Health	 Extremism/Radicalisation	 Work Experience
 KS4 Y2	 Families	 Young People & Crime	 Democracy	 Building for the Future	 Next Steps	

KS3: Y1 - 2023-2024 - PSHE FRAMEWORK FOR LEARNING



Preparing for Life in Modern Britain



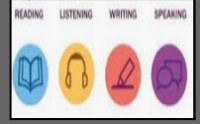
Careers (CEIAG)



Culture Capital



Enrichment Opportunities



Literacy and Communication

AUTUMN 1 - TRANSITION & SAFETY

Theme: Health & Wellbeing

Intent: Transition to secondary school and personal safety in and outside school, including first aid



KNOWLEDGE

- How to identify, express and manage emotions in a constructive way
- How to manage the challenges of moving to a new school
- How to establish and manage friendships
- How to improve study skills
- How to identify personal strengths and areas for development
- Personal safety strategies and travel safety, e.g road, rail and water
- How to respond to an emergency situation
- Basic first aid

SKILLS

- Developing agency, strategies to manage influence and decision making:**
- What is PSHE?
 - How will we work together?
 - How is Year 7 Different?
 - First Aid at home
 - Kindness and coping
 - Safe and Active at home

ASSESSMENT

- Class Discussions
- Q&A
- Practical Observations
- Peer to Peer Learning Information
- Posters Summative Assessment
- Formative Assessment
- EOT Assessment/Test

AUTUMN 2 - HEALTH & PUBERTY

Theme: Health & Wellbeing

Intent: Healthy routines, influences on health, puberty, unwanted contact and FGM



KNOWLEDGE

- Healthy lifestyle choices including diet, dental health, physical activity and sleep
- How to manage influences relating to caffeine, smoking and alcohol
- How to manage physical and emotional changes during puberty
- Personal hygiene
- FGM and how to access help and support

SKILLS

- Developing self-confidence and self-worth:**
- What happens at puberty?
 - Menstrual Wellbeing and
 - Personal Hygiene
 - Why am I feeling like this?
 - What do we need to keep healthy?
 - Alcohol, tobacco and other drugs - Drugs: an Introduction

ASSESSMENT

- Class Discussions
- Q&A
- Practical Observation
- Peer to Peer Learning Information
- Posters Summative Assessment
- Formative Assessment
- EOT Assessment/Test

SPRING 1 - DEVELOPING SKILLS & ASPIRATIONS

Theme: Living in the Wider World

Intent: Careers, teamwork and enterprise skills, and raising aspirations



KNOWLEDGE

- Problem solving, communication, teamwork, leadership, management, and creativity
- Broaden horizons and identify future career aspirations
- Equality of opportunity
- Link between values and career choices

SKILLS

Developing goal setting, organisation skills and self awareness:

- What are my aspirations and values?
- Developing Skills and Abilities
- Broad Range of Careers
- Stereotypes and Equality
- Enterprise and Future Careers
- Goal Setting

ASSESSMENT

Class Discussions
Q&A
Practical Observations
Peer to Peer Learning Information
Posters Summative Assessment
Formative Assessment
EOT Assessment/Test

SPRING 2 - BUILDING RELATIONSHIPS

Theme: Relationships

Intent: Self-worth, romance and friendships (including online) and relationship boundaries



KNOWLEDGE

- Developing self-worth and self-efficacy
- Qualities and behaviours relating to different types of positive relationships
- How to recognise unhealthy relationships
- How to recognise and challenge media and stereotypes
- How to evaluate expectations for romantic relationships
- About consent, and how to seek and assertively communicate consent

SKILLS

Developing assertive communication, risk management and support-seeking skills:

- What are the different types of relationships?
- What is a healthy relationship?
- Communication Skills
- Is commitment important in relationships?
- Abuse in relationships and identify strategies for dealing with potentially dangerous situations

ASSESSMENT

Class Discussions
Q&A
Practical Observations
Peer to Peer Learning Information
Posters Summative Assessment
Formative Assessment
EOT Assessment/Test

SUMMER 1 - IDENTITY & DIVERSITY

Theme: Relationships

Intent: Diversity, prejudice, and bullying



KNOWLEDGE

SKILLS

ASSESSMENT

- World religions
- Identity, rights and responsibilities
- Living in a diverse society
- How to challenge prejudice, stereotypes and discrimination
- The signs and effects of all types of bullying, including online
- How to respond to bullying of any kind, including online
- How to support others

Developing empathy, compassion and communication:

- Explore the religions of the world
- Understanding our communities
- How do I feel about 'difference'?
- How can we value each other?
- What makes a successful community?
- Bullying and Cyberbullying

- Class Discussions
- Q&A
- Practical Observations
- Peer to Peer Learning Information
- Posters Summative Assessment
- Formative Assessment
- EOT Assessment/Tes

SUMMER 2 - FINANCES, SAVING & BORROWING

Theme: Living in the Wider World

Intent: Financial decision-making - Saving, borrowing, budgeting and making financial choices



KNOWLEDGE

- Make safe financial choices
- Ethical and unethical business practices and consumerism
- Saving, spending and budgeting
- Risk-taking behaviour

SKILLS

Developing goal setting, organisation skills and self awareness:

- How do I save and how do I budget?
- What influences our spending?
- Money Skills: Recognising your money personality
- Money Skills: Value For Money
- Money Skills: Next Steps in your Financial Journey

ASSESSMENT

- Class Discussions
- Q&A
- Practical Observations
- Peer to Peer Learning Information
- Posters Summative Assessment
- Formative Assessment
- EOT Assessment/Test

KS3: Y2 - 2024-2025 - PSHE FRAMEWORK FOR LEARNING

AUTUMN 1 - IDENTITY & RELATIONSHIPS

Theme: Relationships

Intent: Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception



KNOWLEDGE

- The qualities of positive, healthy relationships
- How to demonstrate positive behaviours in healthy relationships
- About gender identity and sexual orientation
- About forming new partnerships and developing relationships
- About the law in relation to consent

SKILLS

Developing communication and negotiation skills, clarifying values and strategies to manage influence:


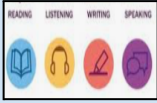
- Who am I?
- Gender Identity
- Choices around sex and sexual orientation

ASSESSMENT

- Class Discussions
- Q&A
- Practical Observations
- Peer to Peer Learning Information Posters Summative


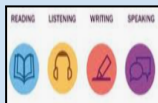



<ul style="list-style-type: none"> • That the legal and moral duty is with the seeker of consent • How to effectively communicate about consent in relationships • About the risks of 'sexting' and how to manage requests or pressure to send an image • About basic forms of contraception, eg. condom and pill 	<ul style="list-style-type: none"> • Sexting - focus on sexting (pornography focus in year 9) • Sex and the law - Consent 	Assessment Formative Assessment EOT Assessment/Test
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AUTUMN 2 - DISCRIMINATION

Theme: Relationships	Intent: Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	 
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KNOWLEDGE	SKILLS	ASSESSMENT
<ul style="list-style-type: none"> • How to manage influences on beliefs and decisions • About group-think and persuasion • How to develop self-worth and confidence • About gender identity, transphobia and gender-based discrimination • How to recognise and challenge homophobia and biphobia • How to recognise and challenge racism and religious discrimination 	Developing respect for beliefs, values and opinions and advocacy skills: <ul style="list-style-type: none"> • What can cause problems in communities? • Hate crime and radicalisation • How can I contribute to my community? • What do voluntary agencies do? • How can we challenge prejudice and discrimination? 	Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test

SPRING 1 - COMMUNITY & CAREERS

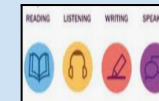
Theme: Living in the Wider World	Intent: Equality of opportunity in careers and life choices, and different types and patterns of work	    
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KNOWLEDGE	SKILLS	ASSESSMENT
<ul style="list-style-type: none"> • About equality of opportunity in life and work • How to challenge stereotypes and discrimination in relation to work and pay • About employment, self-employment and voluntary work • How to set aspirational goals for future careers and challenge expectations that limit choices 	Developing risk management skills, analytical skills and strategies to identify bias: <ul style="list-style-type: none"> • How do I plan for my future? • Self confidence lesson • What do I need to plan for? • What opportunities are out there for me? • Extra sessions on Careers depending on interest of class: Career Journey or Staying Positive (resilience) 	Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test

SPRING 2 - EMOTIONAL WELLBEING

Theme: Health and Wellbeing

Intent: Mental health and emotional wellbeing, including body image and coping strategies



KNOWLEDGE

- Attitudes towards mental health
- How to challenge myths and stigma
- About daily wellbeing
- How to manage emotions
- How to develop digital resilience
- About unhealthy coping strategies (eg. self harm and eating disorders)
- About healthy coping strategies

SKILLS

Developing agency and strategies to manage influence and access support:

- What are 'emotional wellbeing' and 'mental health'?
- What is 'resilience'? What is digital resilience?
- Feelings and how to manage them
- What impacts on emotional wellbeing?
- Recognising the signs of poor mental health
- Ways to look after emotional wellbeing + Who can help?
- Support Services

ASSESSMENT

Class Discussions
Q&A
Practical Observations
Peer to Peer Learning
Information Posters Summative
Assessment Formative
Assessment
EOT Assessment/Test

SUMMER 1 - DRUGS & ALCOHOL

Theme: Health and Wellbeing

Intent: Alcohol and drug misuse and pressures relating to drug use



KNOWLEDGE

- Medicinal and recreational drugs
- Over-consumption of energy drinks
- Relationship between habit and dependence
- How to use over the counter and prescription medications safely
- How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes/vapes
- How to manage influences in relation to substance use
- How to recognise and promote positive social norms and attitudes

SKILLS

Developing agency and strategies to manage influence and access support:

- Drugs and the Law
- Alcohol
- Smoking
- The impact of drug taking
- How do I manage situations involving drugs?

ASSESSMENT

Class Discussions
Q&A
Practical Observations
Peer to Peer Learning
Information Posters Summative
Assessment Formative
Assessment
EOT Assessment/Test

SUMMER 2 - DIGITAL LITERACY

Theme: Living in the Wider World




Intent: Online safety, digital literacy, media reliability, and gambling hooks



KNOWLEDGE	SKILLS	ASSESSMENT
<ul style="list-style-type: none"> • About online communication • How to use social networking sites safely • How to recognise online grooming in different forms, eg. in relation to sexual or financial exploitation, extremism and radicalisation • How to respond and seek support in cases of online grooming • How to recognise biased or misleading information online • How to critically assess different media sources • How to distinguish between content which is publicly and privately shared • About age restrictions when accessing different forms of media and how to make responsible decisions • How to protect financial security online • How to assess and manage risks in relation to gambling and chance-based transactions 	<p>Developing risk management skills, analytical skills and strategies to identify bias:</p> <ul style="list-style-type: none"> • How do we manage risky situations? • Gambling (with a focus of online hooks) • Staying financially safe online: Dealing with financial dilemmas • Building a Positive Online Reputation • Staying Safe Online - focus on media reliability and online grooming 	<p>Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test</p>


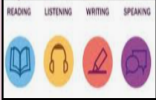
KS3: Y3 - 2025-2026 - PSHE FRAMEWORK FOR LEARNING

AUTUMN 1 - HEALTHY LIFESTYLE


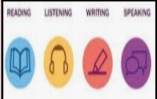

Theme: Health and Wellbeing	Intent: Diet, exercise, lifestyle balance and healthy choices, and first aid	  
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KNOWLEDGE	SKILLS	ASSESSMENT
<ul style="list-style-type: none"> • About the relationship between physical and mental health • About balancing work, leisure, exercise and sleep • How to make informed healthy eating choices • How to manage influences on body image • To make independent health choices • To take increased responsibility for physical health - breast examination • To learn CPR and refresh basic first aid 	<p>Developing empathy, compassion and strategies to access support:</p> <ul style="list-style-type: none"> • What do we need to keep healthy? • Healthy Eating + Exercise • Things that support our health When health goes wrong • First Aid and CPR 	<p>Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test</p>


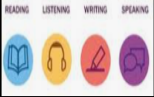
AUTUMN 2 - RESPECTFUL RELATIONSHIPS

Theme: Relationships	Intent: Families and parenting, healthy relationships, conflict resolution, and relationship changes, assertive communication, relationship challenges and abuse	 
KNOWLEDGE	SKILLS	ASSESSMENT
<ul style="list-style-type: none"> • About different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • About positive relationships in the home and ways to reduce homelessness amongst young people • About conflict and its causes in different contexts, eg. with family and friends • Conflict resolution strategies • How to manage relationship and family changes, including relationship breakdown, separation and divorce • How to access support services • About core values and emotions • About gender identity, gender expression and sexual orientation • How to communicate assertively • How to communicate wants and needs • How to handle unwanted attention including online • How to challenge harassment and stalking, including online 	Developing assertive communication, clarifying values and strategies to manage influence: <ul style="list-style-type: none"> • What does 'family' mean? • How can I contribute to family life? • Faith and Values • How am I doing? • What are my rights and responsibilities? • Relating to others • Skills for successful relationships • Diverse and conflicting values • Gender identity and transgender • Exploitation and abuse in relationships • Help and support for relationships 	Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test



SPRING 1 - SETTING GOALS

Theme: Living in the Wider World	Intent: Learning strengths, career options and goal setting as part of the GCSE options process	  
KNOWLEDGE	SKILLS	ASSESSMENT
<ul style="list-style-type: none"> • About transferable skills, abilities and interests • How to demonstrate strengths • About different types of employment and career pathways • How to manage feelings relating to future employment • How to work towards aspirations and set meaningful, realistic goals for the future • About GCSE and post-16 options • Skills for decision making 	Developing goal-setting, analytical skills and decision making: <ul style="list-style-type: none"> • How do I improve my prospects? • What does the law say about work? • My personal brand • Exploring Personal Strengths for Employment • Aiming High 	Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test


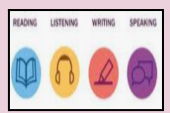
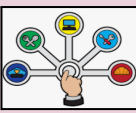

SPRING 2 - INTIMATE RELATIONSHIPS

Theme: Relationships	Intent: Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography		
KNOWLEDGE	SKILLS	ASSESSMENT	
<ul style="list-style-type: none"> • About readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • About myths and misconceptions relating to consent • About the continuous right to withdraw consent and capacity to consent • About STIs, effective use of condoms and negotiating safer sex • About the consequences of unprotected sex, including pregnancy • How the portrayal of relationships in the media and pornography might affect expectations • How to assess and manage risks of sending, sharing or passing on sexual images • How to secure personal information online 	Developing decision making, risk management and support seeking skills: <ul style="list-style-type: none"> • Starting out in Romantic Relationships/ Capacity to Consent • Preventing STIs • Contraception/ Condom Negotiation/Unplanned Pregnancy • Pornography (focus on pornography as sexting is taught in year 8) • Relationship Expectations 	Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test	

SUMMER 1 - PEER INFLUENCE, SUBSTANCE USE & GANGS


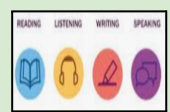

Theme: Health and Wellbeing	Intent: Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation		
KNOWLEDGE	SKILLS	ASSESSMENT	
<ul style="list-style-type: none"> • How to distinguish between healthy and unhealthy friendships • How to assess risk and manage influences, including online • About 'group think' and how it affects behaviour • To manage risk in relation to gangs • About the legal and physical risks of carrying a knife • About positive social norms in relation to drug and alcohol use • About legal and health risks in relation to drug and alcohol use, including addiction and dependence 	Developing self-confidence, risk management and strategies to manage influence: <ul style="list-style-type: none"> • Being assertive and dealing with pressure • Forming Positive Friendships • Alcohol • Gangs and Knife Crime • Who can help? 	Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test	

SUMMER 2 - EMPLOYABILITY SKILLS

Theme: Living in the Wider World	Intent: Employability and online presence	   
KNOWLEDGE	SKILLS	ASSESSMENT
<ul style="list-style-type: none"> • About young people's employment rights and responsibilities • Skills to give and act upon constructive feedback • How to manage their 'personal brand' online • Habits and strategies to support progress • How to identify and access support for concerns relating to life online 	<p>Developing goal setting, leadership and presentation skills:</p> <ul style="list-style-type: none"> • Understanding Fraud • Identity Fraud and Data Protection • Money Mules • Social Engineering • Growth Mindset Toolkit 	<p>Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test</p>

KS4: Y1 - 2023-2024 - PSHE FRAMEWORK FOR LEARNING

AUTUMN 1 - EXPLORING INFLUENCES

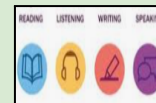
Theme: Health and Wellbeing	Intent: The influence and impact of drugs, gangs and role models in the media	  
KNOWLEDGE	SKILLS	ASSESSMENT
<ul style="list-style-type: none"> • About positive and negative role models • How to evaluate the influence of role models and become a positive role model for peers • About the media's impact on perceptions of gang culture • About the impact of drugs and alcohol on individuals, personal safety, families and wider communities • How drugs and alcohol affect decision making • How to keep self and others safe in situations that involve substance use • How to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime 	<p>Developing agency, decision making and strategies to manage influence and access support:</p> <ul style="list-style-type: none"> • Drugs • Alcohol • Addiction and Dependency • Role Models • Gangs and Knife Crime 	<p>Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test</p>

- Exit strategies for pressurised or dangerous situations
- How to seek help for substance use and addiction

AUTUMN 2 - FINANCIAL DECISION MAKING

Theme: Living in the Wider World

Intent: The impact of financial decisions, debt, gambling and the impact of advertising on financial choice



KNOWLEDGE

- How to effectively budget and evaluate savings options
- How to prevent and manage debt, including understanding credit rating and payday lending
- How data is generated, collected and shared, and the influence of targeted advertising
- How thinking errors, eg. gambler's fallacy, can increase susceptibility to gambling
- Strategies for managing influences related to gambling, including online
- About the relationships between gambling and debt
- About the law and illegal financial activities, including fraud and cybercrime
- How to manage risk in relation to financial activities

SKILLS

- Developing self-awareness, goal setting, adaptability and organisation skills:**
- Budgeting
 - Credit and Debt
 - Money Stresses and Pressures
 - The Teenage Brain and Gambling
 - Promoting Resilience to Gambling

ASSESSMENT

Class Discussions
Q&A
Practical Observations
Peer to Peer Learning
Information Posters Summative Assessment Formative Assessment
EOT Assessment/Test

SPRING 1 - HEALTHY RELATIONSHIPS

Theme: Relationships

Intent: Relationships and sex expectations and pleasure and challenges, including the impact of media and pornography



KNOWLEDGE

- About relationship values and the role of pleasure in relationships
- About myths, assumptions, misconceptions and social norms about sex, gender and relationships
- About the opportunities and risks of forming and conducting relationships online
- How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours
- About the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent

SKILLS

- Developing empathy and compassion, strategies to manage influence and assertive communication:**
- Consent
 - Sexual Relationships
 - Sexual Health
 - Pregnancy Choices
 - Pornography

ASSESSMENT

Class Discussions
Q&A
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- How to recognise and respond to pressure, coercion and exploitation, including and accessing appropriate support
- How to recognise and challenge victim blaming

SPRING 2 - MENTAL HEALTH

Theme: Health and Wellbeing

Intent: Mental health and ill health, stigma, safeguarding health, including during periods of transition or change



KNOWLEDGE

SKILLS

ASSESSMENT

- How to manage challenges during adolescence
- How to reframe negative thinking
- Strategies to promote mental health and emotional wellbeing
- About the signs of emotional or mental ill-health
- How to access support and treatment
- About the portrayal of mental health in the media
- How to challenge stigma, stereotypes and misinformation

Developing empathy, compassion and strategies to access support:

- Emotional Wellbeing
- Pressures and Influences
- Facing Challenges
- Work-life balance
- Overview and Extra Activities on Emotional Wellbeing and Mental Health
- Dealing with Stress

Class Discussions
Q&A
Practical Observations
Peer to Peer Learning
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SUMMER 1 - ADDRESSING EXTREMISM & RADICALISATION

Theme: Relationships

Intent: Community cohesion and challenging extremism



KNOWLEDGE

SKILLS

ASSESSMENT






- About communities, inclusion, respect and belonging
- About the Equality Act, diversity and values
- About how social media may distort, mis-represent or target information in order to influence beliefs and opinions
- How to manage conflicting views and misleading information
- How to safely challenge discrimination, including online
- How to recognise and respond to extremism and radicalisation

Developing respect for diversity, risk management and support seeking skills:

- Living in Britain
- The Equality Act and hate crimes
- Discrimination through invisibility
- Challenging discrimination
- Democracy and Voting



Class Discussions
Q&A
Practical Observations
Peer to Peer Learning
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SUMMER 2 - WORK EXPERIENCE


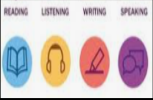
Theme: Living in the Wider World	Intent: Preparation for and evaluation of work experience and readiness for work	    
KNOWLEDGE	SKILLS	ASSESSMENT
<ul style="list-style-type: none"> • How to evaluate strengths and interests in relation to career development • About opportunities in learning and work • Strategies for overcoming challenges or adversity • About responsibilities in the workplace • How to manage practical problems and health and safety • How to maintain a positive personal presence online • How to evaluate and build on the learning from work experience 	Developing motivation, organisation, leadership and presentation skills: <ul style="list-style-type: none"> • What do I want to do? • Types of employment and employment trends • Marketing yourself and personal branding • Rights and Responsibilities at Work • Employment opportunities 	Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test

KS4: Y2 - 2024-2025 - PSHE FRAMEWORK FOR LEARNING




AUTUMN 1 - FAMILIES

Theme: Relationships	Intent: Different families and parental responsibilities, pregnancies, marriage and forced marriage and challenging relationships	 
KNOWLEDGE	SKILLS	ASSESSMENT
<ul style="list-style-type: none"> • Different types of families and changing family structures • How to evaluate readiness for parenthood and positive parenting qualities • About fertility, including how it varies and changes • About pregnancy, birth and miscarriage • About unplanned pregnancy options, including abortion • About adoption and fostering • How to manage change, loss, grief and bereavement • About 'honour based' violence and forced marriage and how to safely access support 	Developing empathy and compassion, clarifying values and support-seeking skills: <ul style="list-style-type: none"> • Parenting Skills and family life and pregnancy options • Long term Commitments • Legal Status of Marriage • Parenting • Forced Marriage and FGM 	Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test

AUTUMN 2 - YOUNG PEOPLE & CRIME

Theme: Living in the Wider World	Intent: Understand the British criminal justice system, sentencing laws and how prison impacts on families		
KNOWLEDGE	SKILLS	ASSESSMENT	
<ul style="list-style-type: none"> • To learn about County Lines • To identify how criminals exploit young people • To describe how young people are groomed by gangs to get involved with County Lines • To identify reasons why young people get involved in criminal behaviour • To understand what the term young offender means • To explain & consider how society should deal with young offenders • To create a justified explanation and argument for how to punish young offenders • To describe the different perspectives on rioting • To explain how we can use specific language techniques in writing to argue pieces • To evaluate how these techniques are used in an example writing to argue article • To understand the sentencing laws around young people and crime • To explore the different types of institutions that young people may be sentenced to • To understand how the prison system works 	<p>Developing communication and negotiation skills, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> • How do we manage risky situations? • Understand the British Justice System • Understand the sentencing laws • Explore different types of institutions • Consider how you would feel if you or someone someone you loved went to prison, including the questions you would have and what your worries would be • Identify how those worries might translate into behaviour • Identify how you could support a family member or friend going through this experience • Consider whether information on the internet or social media can be relied on and where to find factual information about complex issues from trusted adults • Develop an awareness about the “hidden victims” of crime, including children affected by their family member’s imprisonment 	Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test	

SPRING 1 - DEMOCRACY

Theme: Living in the Wider World	Intent: Understand the British political system, and how voting works			
KNOWLEDGE	SKILLS	ASSESSMENT		
<ul style="list-style-type: none"> • To identify the three parts of parliament • To explain the role of parliament • To explain the difference between parliament and government • To identify members of the current UK parliament • To understand what is involved in parliamentary debating and why it is important 	<p>Developing assertive communication, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> • Understand the role of parliament • Understand what a general election is and how governments are formed • Understand the British political system, and how voting works 	Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment		

- To try out debating, to practise debating skills, form and justify opinions and learn from others
- To learn about democracy in the UK, including how general elections work and how governments are formed
- To understand key terms such as constituency, candidate, polling station, political party and manifesto
- To understand what is meant by 'Member of Parliament'

- Understand why voting is so important and how to do it
- Understand of the different political parties and how to choose in an unbiased manner

Formative Assessment
EOT Assessment/Test

SPRING 2 - BUILDING FOR THE FUTURE

Theme: Health and Wellbeing

Intent: Self-efficacy, stress management, and future opportunities



KNOWLEDGE

- How to manage the judgement of others and challenge stereotyping
- How to balance ambition and unrealistic expectations
- How to develop self-efficacy, including motivation, perseverance and resilience
- How to maintain a healthy self-concept
- About the nature, causes and effects of stress
- Stress management strategies, including maintaining healthy sleep habits
- About positive and safe ways to create content online and the opportunities this offers
- How to balance time online

SKILLS

- Developing confidence, self worth, adaptability and decision making skills:**
- Influences on health
 - Planning healthy meals and being active
 - Being health aware
 - Rights and responsibilities online
 - When things go wrong online
 - Dealing with change - resilience and stress management (exam stress)

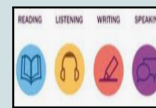
ASSESSMENT

Class Discussions
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SUMMER 1 - NEXT STEPS

Theme: Health and Wellbeing

Intent: Application processes, and skills for further education, employment and career progression



KNOWLEDGE

- How to use feedback constructively when planning for the future
- How to set and achieve SMART targets
- Effective revision techniques and strategies
- About post-16 options and career pathways
- About application processes, including CV writing, personal statements and interview techniques

SKILLS

- Developing resilience and risk management skills:**
- Showcasing personal strengths
 - Making a difference
 - Talking Jobs
 - Practical Steps to Employment
 - Skills for the future workplace

ASSESSMENT

Class Discussions
Q&A
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- How to maximise employability, including managing online presence and taking opportunities to broaden experience
- About rights, responsibilities and challenges in relation to working part time whilst studying
- How to manage work/life balance

Assessment Formative
Assessment
EOT Assessment/Test

