

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:
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.	<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
Moral Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.	<ul style="list-style-type: none"> - recognise right and wrong - respect the law - understand consequences - investigate moral and ethical issues - offer reasoned views
Social Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.	<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
Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.	<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
Democracy A system where everyone plays an equal part.	<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
Rule of law The principle that all people and institutions are subject to and accountable for their actions and behaviour.	<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
Individual liberty Being free to express views or ideas.	<ul style="list-style-type: none"> - understand rights and responsibilities - respect an individual's right to choice
Tolerance and respect The ability or willingness to respect and tolerate the opinions or behaviour of others.	<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 						
	Staying Safe	Puberty & Adolescence	Friendships/Relationships	Managing Change	Celebrating Differences	Politics & Parliament
KS3 Y2 						
	Dangerous Society	Wellbeing	Relationships & Respect	Career Opportunities	LGBT+	Law, Crime & Society
KS3 Y3 						
	Legal/Illegal Drugs	Body Confidence	Sex, Law & Consent	Lifeskills	Contraception & Safety	Extremism & Radicalisation
KS4 Y1 						
	Violence, Crime & Safety	Mental Health & Wellbeing	Sex & Media	Rights & Responsibilities	World Issues	British & Human Rights
KS4 Y2 						
	Personal Safety	Adulthood	Sexual Health	Your Future & Beyond	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

KNOWLEDGE

- How to stay safe online and offline
- How their body will develop during puberty
- How to make positive friendships and understand the meaning of consent
- How to manage change in their life
- How to celebrate people's different cultures and identity and critique stereotypes
- How parliament works to make laws

ASSESSMENT



ASSESSMENT

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

AUTUMN 1

THEME: STAYING SAFE

Staying Safe Online and Offline

- How to avoid gangs
- How to stay safe online including online gaming
- The effects of alcohol, smoking, vaping and energy drinks
- The dangers of knife crime

AUTUMN 2

THEME: HEALTH & WELLBEING

Puberty and Adolescence

- Changes during puberty
- Personal and oral hygiene
- Hormones and physical changes
- The menstrual cycle
- Psychological changes that happen during puberty
- Self esteem and empowerment
- FGM

SPRING 1

THEME: RELATIONSHIPS

Friendships, Respect and Relationships

- Understanding consent and boundaries

SPRING 2



THEME: LIFE AFTER SCHOOL

Managing Change

- Understanding transition points in our lives



<ul style="list-style-type: none"> • Different kinds of relationships • How to manage and navigate friendships • How to deal with pressure, influence and bullying • Being positive and self esteem 	<ul style="list-style-type: none"> • Looking at community and the importance of it • The importance of sleep on health • Thinking about careers and our futures • Simple financial education
SUMMER 1	SUMMER 2
THEME: DIVERSITY & EQUALITY	THEME: BRITISH VALUES
Celebrating Differences <ul style="list-style-type: none"> • Multicultural Britain • Looking at our own identity • Understanding the Equality Act 2010 • Stereotypes, Prejudice and Discrimination • Challenging Islamophobia 	Politics, Parliament and Me <ul style="list-style-type: none"> • Why is politics important • How is the country run • Political parties, their values and elections / Voting rights • How different parts of parliament work • The duties of the Prime Minister

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

KNOWLEDGE	ASSESSMENT	ASSESSMENT
<ul style="list-style-type: none"> • How to be aware of County Lines, substance misuse and grooming • How to understand your physical and mental health • How to understand romantic relationships and be familiar with what a healthy and unhealthy romantic relationship looks like • How to explore different career pathways and think about your employable skills • What being LGBT+ is and the discrimination that LGBT+ people have faced • How laws are enforced and the consequences of breaking the law 	 	Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test
AUTUMN 1	AUTUMN 2	
THEME: STAYING SAFE	THEME: HEALTH & WELLBEING	
Dangerous Society Online and Offline <ul style="list-style-type: none"> • County Lines and who is at risk • Alcohol and Substance misuse 	Physical and Mental Wellbeing <ul style="list-style-type: none"> • Understanding mental health needs • Positive body image 	

<ul style="list-style-type: none"> • Online Safety - Cyberbullying • Grooming • Child Exploitation both online and offline 	<ul style="list-style-type: none"> • Understanding types of child abuse • Types of bullying • Stress Management • Healthy Eating
SPRING 1	SPRING 2
THEME: RELATIONSHIPS	THEME: LIFE AFTER SCHOOL
Friendships, Respect and Relationships <ul style="list-style-type: none"> • Understanding consent and boundaries • Different kinds of relationships • What makes a good friend • Friendships and online relationships • How to deal with pressure, influence and bullying 	Exploring Career Opportunities <ul style="list-style-type: none"> • My employability skills • Self esteem and the media • Career interests and different pathways • Information about the Labour market • Exploring different careers
SUMMER 1	SUMMER 2
THEME: DIVERSITY & EQUALITY	THEME: BRITISH VALUES
LGBT+ <ul style="list-style-type: none"> • What is LGBT+ identity • How schools support people who are LGBT+ • What homophobia, biphobia and transphobia are • What coming out is 	Law, Crime and Society <ul style="list-style-type: none"> • Building Communities • Making decisions as a community • Criminal, law and the justice system • How laws are made in the UK • Prison, reform and punishment

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

KNOWLEDGE	ASSESSMENT	ASSESSMENT
<ul style="list-style-type: none"> • How to be aware of dangers of legal and illegal drugs and the effect of addiction • How to be aware of the tricks that media use and how it can affect your body confidence • What the law is around sexual consent, what a consensual sexual relationship is and how to delay sexual activity • Essential life skills such as financial management and first aid 	 	Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters

<ul style="list-style-type: none">• What contraception is and what different STIs are and how to be safe during sex• What extremism and terrorism are and how young people are radicalised		Summative Assessment Formative Assessment EOT Assessment/Test
AUTUMN 1	AUTUMN 2	
THEME: STAYING SAFE	THEME: HEALTH & WELLBEING	
Legal and Illegal Drugs <ul style="list-style-type: none">• Different kinds of drugs• Addiction• The law surrounding drugs• Exploring ‘party’ drugs• Abuse of legal drugs	Body Confidence <ul style="list-style-type: none">• Self esteem• Media narratives about beauty• Airbrushing and the beauty industry• Dealing with loss and grief• Friendships and Fallouts/Bullying• Cancer prevention and healthy lifestyles	
SPRING 1	SPRING 2	
THEME: RELATIONSHIPS	THEME: LIFE AFTER SCHOOL	
Sex, The Law and Consent <ul style="list-style-type: none">• Sexual consent and the law• FGM and the law• Delaying sexual activity• Relationships and sex• Sexual harassment and stalking	Essential Life Skills <ul style="list-style-type: none">• Simple First Aid• Dealing with anger• Managing and saving money• Employment and financial management• Social media and online stress	
SUMMER 1	SUMMER 2	
THEME: RELATIONSHIPS	THEME: BRITISH VALUES	
Contraception & Safety <ul style="list-style-type: none">• Why have sex• What contraception is available• Exploring the reality of contraception• What are STIs• HIV and AIDS	Extremism and Radicalisation <ul style="list-style-type: none">• Conspiracy theories and extremism• Terrorism• The radicalisation process• Counter terrorism• Anti Semitism	

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



Preparing for Life in Modern Britain



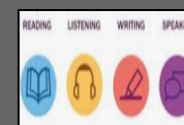
Careers (CEIAG)



Culture Capital



Enrichment Opportunities



Literacy and Communication

KNOWLEDGE

- How to understand complex issues such as modern day slavery, use of online data and forced marriage
- How to support people dealing with common types of mental health issues
- How to navigate sexualisation in the media
- What are your rights as a citizen and to exercise them
- How world issues affect people in Britain and beyond
- What Human Rights are and why they are necessary in modern Britain

ASSESSMENT



ASSESSMENT

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

AUTUMN 1

THEME: STAYING SAFE

Violence, Crime and Seeking Safety

- Honour Based Violence
- Forced Marriage
- Social media and its effects
- Modern Day Slavery
- Online gambling
- Knife crime

AUTUMN 2

THEME: HEALTH & WELLBEING

Mental Health and Wellbeing

- Child abuse
- Safe mobile use
- Common mental health issues
- Self-harm and suicide

SPRING 1

THEME: RELATIONSHIPS

Sex and Sexism in the Media

- Stereotypes and the Media
- Sexualisation in the media

SPRING 2



THEME: LIFE AFTER SCHOOL

My Rights and Responsibilities

- Targeted advertising
- Consumer Rights

<ul style="list-style-type: none"> • Body issues surrounding sexualisation • Attitudes towards sex in the media • Sexism • Feminism • Domestic violence and relationship abuse 	<ul style="list-style-type: none"> • Employment Rights • Tax and pay • Marriage
SUMMER 1	SUMMER 2
THEME: DIVERSITY & EQUALITY	THEME: BRITISH VALUES
Exploring World Issues <ul style="list-style-type: none"> • International organisations and what they do • The effect of Brexit • Aid, and supporting other countries • Fair Trade • Peace, War and Conflict around the world • Women's Rights around the world 	Exploring British and Human Rights <ul style="list-style-type: none"> • Critical thinking and fake news • Britishness and British Values • Voting and Elections • Fundamental Human Rights • The Human Rights Act • LGBT+ rights and British Values

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

KNOWLEDGE	ASSESSMENT	ASSESSMENT
<ul style="list-style-type: none"> • The risks of substance abuse and how your online presence can affect the rest of your life • How to look after yourself as an adult, including making choices about pregnancy, cancer and organ donation • The importance of sexual health and making good choices in sexual relationships • How to prepare for exams and beyond 	 	Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test
AUTUMN 1	AUTUMN 2	
THEME: STAYING SAFE	THEME: HEALTH & WELLBEING	
Staying Safe in the Future <ul style="list-style-type: none"> • Virtual reality and streaming 	Adulthood and Looking After Yourself <ul style="list-style-type: none"> • Organ and blood donation 	

<ul style="list-style-type: none"> • New psychoactive substances • The war on drugs • Cosmetic and Aesthetic procedures • Substance addiction and seeking help • Online reputation and the your digital footprint 	<ul style="list-style-type: none"> • Choices around pregnancy • Abortion (morals and Ethics) • Checking for signs of cancer and cancer treatment • Parenthood and parenting styles • Adoption and fostering
SPRING 1	SPRING 2
THEME: RELATIONSHIPS	THEME: LIFE AFTER SCHOOL
Sexual Health <ul style="list-style-type: none"> • Peer on Peer bullying • Fertility and what impacts it • Making choices under the influences • The importance of sexual health • STIs and conception • Respect in relationships 	Your Future and Beyond <ul style="list-style-type: none"> • Time management • Dealing with exam stress and anxiety • Social media life and real life • Writing personal statements • Writing CVs and application forms • Interview skills
SUMMER 1	SUMMER 2
EXAMS AND REVISION	
<ul style="list-style-type: none"> • In Year 11 we give the students time to revise for their examinations in the summer term, so they only do the first four terms. • The content visited is mostly about what to do in the future as you transition into becoming an adult. 	