



# HUMANITIES FACULTY

## PSHE DEPARTMENT

### CURRICULUM MAP

	<b>AUTUMN TERM 1</b>	<b>AUTUMN TERM 2</b>	<b>SPRING TERM 1</b>	<b>SPRING TERM 2</b>	<b>SUMMER TERM 1</b>	<b>SUMMER TERM 2</b>
<b>Y7</b>	<p>1.1: What is PSHE?</p> <p>1.2 How will we work together?</p> <p>2.1: How is Year 7 different?</p>	<p>2.4: How important is personal hygiene (inc. puberty)?</p> <p>2.6: How important are good friends?</p> <p>3.1: What are the different types of relationships?</p>	<p>9.1: Who am I?</p> <p>9.2: What does 'family' mean?</p> <p>9.3: How can I contribute to family life?</p>	<p>11.1: What are my aspirations?</p> <p>11.4: How can I set myself clear goals?</p> <p>11.3: How important will my communication skills be in the future?</p>	<p>What are the fundamental British values?</p> <p>What are the fundamental British values?</p> <p>10.7: How could I better contribute to my community?</p>	<p>7.1: What do we need to keep healthy?</p> <p>7.2: How could I eat more healthily?</p> <p>7.3: What could I do to exercise more?</p>
<b>Y8</b>	<p>6.1: What exactly is 'emotional well-being'?</p> <p>6.2: What exactly is 'resilience'?</p> <p>6.3: How could I better manage my feelings?</p>	<p>5.1: What are the different types and classes of drugs?</p> <p>5.3: In future, why will I have to be careful around alcohol?</p> <p>5.4: In future, why should I avoid smoking?</p>	<p>3.2: What makes for a healthy relationship?</p> <p>3.3: How important is good communication?</p> <p>3.5: What are the features of an abusive relationship (inc. FGM)?</p>	<p>11.5: How can I plan for my future?</p> <p>11.6: How could I create a 'personal brand'?</p> <p>11.7: How do I make myself employable in future?</p>	<p>8.1: What do we mean by 'risk'?</p> <p>8.2: How should I manage tricky situations?</p> <p>8.3: How can I be assertive in dealing with pressure?</p>	<p>8.4: How destructive can bullying be?</p> <p>8.5: How destructive can gambling be?</p> <p>8.8: What should I know in case of emergencies?</p>
<b>Y9</b>	<p>5.2: What are the laws around drugs and alcohol?</p> <p>5.5: How destructive can drug use be?</p> <p>5.6: How should I manage situations involving drugs?</p>	<p>12.1: How can I best manage my money?</p> <p>12.2: What influences our spending?</p> <p>12.3: How 'enterprising' am I?</p>	<p>(KS4) 9.5: How does our democracy work here in the UK?</p> <p>10.9: How can we challenge prejudice and discrimination?</p> <p>10.6: What are 'hate crimes' and 'radicalisation'?</p>	<p><i>11.8 &amp; ICT: What opportunities are out there for me?</i></p> <p>11.9: How important will my job satisfaction be to me?</p> <p>11.10: What does the law say about young people and work?</p>	<p>6.4: What factors can have an impact on my emotional well-being?</p> <p>6.6: What are the signs of poor mental health?</p> <p>6.7: How can I look after my mental health?</p>	<p>4.1: How can I best resist the pressure to have sex?</p> <p>4.3: What is the law around young people and sex?</p> <p>4.2: How destructive can pornography and 'sexting' be?</p>



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### HOW OUR CURRICULUM COVERS THE STATUTORY GUIDANCE IN KS3

The table below details the ways in which our Key Stage 3 curriculum comprehensively addresses the key points in the government’s Statutory Guidance on PSHE. The headings are taken from the **PSHE Association’s Programme of Study** which was designed to meet all the points in the Statutory Guidance

<b>KS3: Health &amp; Wellbeing</b>	
<b>Self concept</b>	Y7: Who am I? Y7: What does ‘family’ mean? Y7: How can I contribute to family life?
<b>Mental health and emotional wellbeing</b>	Y8: What exactly is ‘emotional well-being’? Y8: What exactly is ‘resilience’? Y8: How could I better manage my feelings? Y9: What factors can have an impact on my emotional well-being? Y9: What are the signs of poor mental health? Y9: How can I look after my mental health?
<b>Heathy Lifestyles</b>	Y7: How important is personal hygiene (inc. puberty)? Y7: What do we need to keep healthy? Y7: How could I eat more healthily? Y7: What could I do to exercise more?
<b>Drugs, alcohol and tobacco</b>	Y8: What are the different types and classes of drugs? Y8: In future, why will I have to be careful around alcohol? Y8: In future, why should I avoid smoking? Y9: What are the laws around drugs and alcohol? Y9: How destructive can drug use be? Y9: How should I manage situations involving drugs?
<b>Managing risk and personal safety</b>	Y8: What do we mean by ‘risk’? Y8: How should I manage tricky situations?
<b>Puberty and sexual health</b>	Y9: How destructive can pornography and ‘sexting’ be?
<b>KS3: Relationships</b>	
<b>Positive relationships</b>	Y7: How important are good friends? Y7: What are the different types of relationships? Y8: What makes for a healthy relationship? Y8: How important is good communication?
<b>Relationship values</b>	Y8: What are the features of an abusive relationship (inc. FGM)?
<b>Forming and maintaining respectful relationships</b>	Y7: How is Year 7 different? Y7: How will we work together? Y7: How important is personal hygiene (inc. puberty)?
<b>Consent</b>	Y9: How can I best resist the pressure to have sex?
<b>Contraception and parenthood</b>	Y9: What is the law around young people and sex?
<b>Bullying, abuse and discrimination</b>	Y8: How destructive can bullying be? Y9: How can we challenge prejudice and discrimination? Y9: What are ‘hate crimes’ and ‘radicalisation’?
<b>Social influences</b>	Y8: How can I be assertive in dealing with pressure? Y8: How destructive can gambling be? Y9: How should I manage situations involving drugs?
<b>KS3: Living in the Wider World</b>	
<b>Learning skills</b>	Y7: How can I set myself clear goals? Y7: How important will my communication skills be in the future? Y7: What are the fundamental British values? Y7: How could I better contribute to my community? Y8: What should I know in case of emergencies? Y9: How ‘enterprising’ am I? Y9: How does our democracy work here in the UK?
<b>Choices and pathways</b>	Y9: What opportunities are out there for me?
<b>Work and career</b>	Y7: What are my aspirations? Y8: How can I plan for my future? Y8: How do I make myself employable in future? Y8: How could I create a ‘personal brand’? Y9: How important will my job satisfaction be to me?
<b>Employment rights and responsibilities</b>	Y9: What does the law say about young people and work?
<b>Financial choices</b>	Y9: How can I best manage my money? Y9: What influences our spending?
<b>Media literacy and digital resilience</b>	-



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	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
<b>Y10</b>	<p>7.2: How important is it to be sensible online?</p> <p>7.3: How nasty can things get online?</p> <p>7.4: How destructive can gang culture be?</p>	<p>4.1: How widespread is the damage done by the drugs trade?</p> <p>4.2: How dangerous can alcohol be?</p> <p>4.3: How serious a problem is addiction?</p>	<p>11.1: What financial concerns will I have when I'm older?</p> <p>11.5: What are 'credit' and 'debit' and how do they work?</p> <p>11.6: What financial trouble can people get into?</p>	<p>10.1: Am I being realistic enough about my future?</p> <p>10.2: What different career paths are out there?</p> <p><i>ICT: What can the website Start Profile do for me?</i></p>	<p>5.1: What different factors can affect mental health?</p> <p>5.1 (cont'd): What are the main mental health conditions?</p> <p>5.3: What pressures and influences might I come under?</p>	<p>(KS3) 4.5: What are the main types of contraception?</p> <p>(KS3) 4.4: In future, what will my choices be around pregnancy?</p> <p>(KS3) 4.6: What are the main STIs?</p>
<b>Y11</b>	<p>5.2: How can I best deal with stress?</p> <p>5.5: How can I ensure an effective work-life balance?</p> <p>6.2: How can I ensure I remain healthy?</p>	<p>11.2: How can I become a more responsible consumer?</p> <p>11.3: How can I become a more ethical consumer?</p> <p>11.4: How can I become more charitable?</p>	<p>2.2: How could I better relate to those around me?</p> <p>2.4: What can happen when relationships go badly wrong?</p> <p>2.3: How can I make sure I'm a good parent in the future?</p>	<p>10.4: What are my rights and responsibilities at work?</p> <p><i>ICT: What can the website Start Profile do for me?</i></p> <p><i>ICT: What other websites can help me?</i></p>	<p>3.5: How destructive can pornography be?</p> <p>3.1: How important is the issue of consent?</p> <p>3.3: How important is contraception?</p>	-



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## PSHE DEPARTMENT

### HOW OUR CURRICULUM COVERS THE STATUTORY GUIDANCE IN KS4

The table below details the ways in which our Key Stage 4 curriculum comprehensively addresses the key points in the government's Statutory Guidance on PSHE. The headings are taken from the **PSHE Association's Programme of Study** which was designed to meet all the points in the Statutory Guidance

<b>KS4: Health &amp; Wellbeing</b>	
<b>Self concept</b>	-
<b>Mental health and emotional wellbeing</b>	Y10: What different factors can affect mental health? Y10: What are the main mental health conditions? Y11: How can I best deal with stress?
<b>Health-related decisions</b>	Y11: How can I ensure I remain healthy? Y11: How can I ensure an effective work-life balance?
<b>Drugs, alcohol and tobacco</b>	Y10: How widespread is the damage done by the drugs trade? Y10: How dangerous can alcohol be? Y10: How serious a problem is addiction?
<b>Managing risk and personal safety</b>	Y10: How destructive can gang culture be?
<b>Sexual health and fertility</b>	Y10: What are the main STIs?
<b>KS4: Relationships</b>	
<b>Positive relationships</b>	Y11: How could I better relate to those around me?
<b>Relationship values</b>	Y11: What can happen when relationships go badly wrong?
<b>Forming and maintaining respectful relationships</b>	Y11: How could I better relate to those around me?
<b>Consent</b>	Y11: How important is the issue of consent?
<b>Contraception and parenthood</b>	Y10: What are the main types of contraception? Y10: In future, what will my choices be around pregnancy? Y11: How important is contraception? Y11: How can I make sure I'm a good parent in the future?
<b>Bullying, abuse and discrimination</b>	Y11: What can happen when relationships go badly wrong?
<b>Social influences</b>	Y10: What pressures and influences might I come under? Y11: How destructive can pornography be?
<b>KS4: Living in the Wider World</b>	
<b>Learning skills</b>	Y11: How can I become a more responsible consumer? Y11: How can I become a more ethical consumer? Y11: How can I become more charitable?
<b>Choices and pathways</b>	Y10: What different career paths are out there?
<b>Work and career</b>	Y10: Am I being realistic enough about my future? Y10: What can the website Start Profile do for me? Y11: What can the website Start Profile do for me? Y11: What other websites can help me?
<b>Employment rights and responsibilities</b>	Y11: What are my rights and responsibilities at work?
<b>Financial choices</b>	Y10: What financial concerns will I have when I'm older? Y10: What are 'credit' and 'debit' and how do they work? Y10: What financial trouble can people get into?
<b>Media literacy and digital resilience</b>	Y10: How important is it to be sensible online? Y10: How nasty can things get online?