

PSHCE Curriculum Map

<p>Intent:</p> <ul style="list-style-type: none"> • Enable students to develop the powerful knowledge, skills and attributes they need to keep themselves healthy and safe whilst preparing them for all the challenges of life in 21st century, post-pandemic Britain. • Develop curiosity, critical-thinking, self-esteem, empathy and resilience in three main areas: health and wellbeing, relationships (RSE) and living in the wider world. • Provide students with a knowledge of their world, locally, nationally and globally and enable them to become successful, active and happy citizens 	<p>Intrinsic Subject Value:</p> <ul style="list-style-type: none"> • Addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and students increasing independence • Enables students to manage diverse relationships, online lives and the increasing influence of peers and the media. • Enables students to move towards an independent role in adult life, taking greater responsibility for self and others • Equips students to grasp and tackle the opportunities and challenges of modern life.
<p>KS2 Citizenship Curriculum</p> <ul style="list-style-type: none"> • Developing confidence and responsibility and making the most of their abilities • Preparing to play an active role as citizens • Developing a healthy, safer lifestyle • Developing good relationships and respecting the differences between people • Breadth of opportunities 	<p>PSHCE themes that run through the curriculum</p> <ul style="list-style-type: none"> PSHCE British Values Citizenship British values Gatsby benchmarks Financial Education SMSC PSHCE Statutory Health Statutory Relationships Sex Education Drugs Ed Statutory Health Statutory Relationships Sex Education PSHCE Mental Health and Wellbeing

Managing Change

Rationale: Transition to secondary school life, team building & what is a community? The Importance of organisation, sleep & relaxation, exercise.

Substantive Knowledge:
What does transition mean? Can you identify a potential hope, challenge and worry associated with transition? What is a community? Why are healthy routines important? Why is breakfast important? How many nightly hours sleep does a teenager need? Why is quality sleep important? How much weekly exercise should a teenager have? What hormone is released during exercise? Are you a good self-manager? Do you have organisational routines in place?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval:
Building on knowledge of change and transitions from KS2.

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing. Gaps to be filled through spiralling of curriculum and re-sequencing following quiz data.

Health, Body and Puberty

Rationale: Healthy balanced diet, influences on health, puberty, hormones, personal hygiene and assertiveness – unwanted contact

Substantive Knowledge:
What does a healthy, balanced diet look like? Can you identify nutrition facts on food labels? What are the short term consequences of an unhealthy lifestyle? What are the long term consequences of an unhealthy lifestyle? What is a personalised health plan? What is the difference between a sports drink and an energy drink? What is a stimulant? Can you identify a benefit and side effect of caffeine? What is mental health? Can you recognise the symptoms of depression? What preventative steps can be taken to maintain good mental health? What strategies can you employ to maintain calm? What is puberty? What changes occur in the male boy and female body? What is consent?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval:
Building on knowledge of health and puberty from KS1 & 2.

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing. Gaps to be filled through spiralling of curriculum and re-sequencing following quiz data.

Respect and Relationships

Rationale: Types of relationship, family, friendships (including online), romance, relationship boundaries & self-worth.

Substantive Knowledge:
What are the four main categories of relationship? What is a family? How has the family unit changed over time? How do you know if a relationship is healthy and positive? Can you identify warning signs that a relationship isn't healthy and positive? Can you give an example of a relationship deal-breaker? What makes a good friend? Can you describe a potential risk of communicating online? What effect can 'phubbing' have on real relationships?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval:
Building on knowledge of relationships from KS1 & 2.

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

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Staying Safe On and Offline

Rationale: Staying safe online, Fortnite grooming & online gaming, what is alcohol? The dangers of Vaping and tobacco smoking.

Substantive Knowledge:
What risks are associated with online gaming? What strategies can you identify for handling these risks? What is the law regarding alcohol consumption? How is alcohol consumption measured? What is a stimulant? What are the short and long-term effects of drinking to excess? Why do people start smoking? What are the health risks of vaping? What is tobacco? What is a carcinogen? What is passive smoking? What are the health risks of smoking tobacco? What other negatives are there?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval: Building on knowledge of dangers in the world from KS1 & 2. Knowledge of stimulants can be retrieved from previous Health, Body, and puberty topic. Also, dangers of online gaming builds from Respect and Relationships.

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing. Gaps to be filled through spiralling of curriculum and re-sequencing following quiz data.

Politics, Parliament and Me

Rationale: What is democracy How is our country run? Right to vote. Creating a political party. Politics and debating. Young People & The Law.

Substantive Knowledge:
What is democracy? What is an autocracy? What is a monarch? What is parliament? Name the three parts of parliament. How does voting choose the next government? What is the monarch's role in government? Who are the main political parties? Who has the right to vote? Who were the Suffragettes and what was their political aim? Name a famous suffragette.

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval: Building on knowledge of school and community life from earlier Managing Change topic.

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

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Celebrating Difference

Rationale: What is your identity? Proud to be British? Refugee Week, Multicultural Britain, Prejudice, racism, & Antisemitism.

Substantive Knowledge:
What is culture? How does it link to identity? What do we associate with British culture? What is a stereotype? Why do people come to live in Britain? What is a citizen? What is a migrant? What is a refugee? What is an asylum-seeker? What is unconscious bias? What are prejudice and discrimination? What is racism and antisemitism?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval: Building on knowledge of politics, debate and democracy in Politic, Parliament and Me unit. Clear link to KS3 English reading Refugee Boy by Benjamin Zephaniah.

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing. Gaps to be filled through spiralling of curriculum and re-sequencing following quiz data.

How to be Happy
Rationale: What is mental health? Happiness, Impact of low self esteem, stress management. Positive coping strategies.

Substantive Knowledge:
 What makes you feel happy? How can a positive mindset help us face everyday challenges? What habits help cultivate positivity? What is self-esteem? What is stress? How do they impact our daily routine? Are online influences positive or negative? What differences might there be between someone's 'real' identity and their online identity? What is resilience? How might you become more digitally resilient?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval: building on knowledge of healthy routines, influences on health & Staying safe online from year 7.

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing. Gaps to be filled through spiralling of curriculum and re-sequencing following quiz data.

Identity and Relationships
Rationale: Gender identity, Sexual orientation, what is love? What are the effects of puberty on male and female bodies? Periods & menstrual cycles. How does puberty effect the brain?

Substantive Knowledge:
 When does puberty happen? What is the effect of puberty on male and female reproductive organs? What is oestrogen? What is testosterone? What is the menstrual cycle? What is ovulation? What are periods? What is the menopause? What are sanitary towels? What are tampons? How might puberty affect thoughts and feelings? How can we manage our emotions?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval: Building on Health, Body and Relationships knowledge of relationships and concept of respect from year 7. Managing emotions links to Managing Change from year 7 and previous Year 8 'How to be happy' topic.

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing. Gaps to be filled through spiralling of curriculum and re-sequencing following quiz data.

Dangers of Society
Rationale: Drugs & UK gangs, county lines, grooming boys and girls, child exploitation, drugs education, substance misuse & alcohol safety

Substantive Knowledge:
 What are the warning signs of exploitation? What is county lines? What is a hierarchy? Who is at the top and bottom of a county lines gang hierarchy? Can you solve a county lines crime? What do these terms mean: cuckooing, trapping, going country and a trap house? What might make a young person begin underage drinking or take drugs? What are the short and long-term effects of substance abuse?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval: Building on understanding of health and safety from year 7, and self esteem and healthy relationships from year 8.

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing. Gaps to be filled through spiralling of curriculum and re-sequencing following quiz data.

Proud to be Me
Rationale: Dreams & ambition. Myers Briggs Personality Test. The right career for me. Motivation and confidence. Tackling failure, resilience. Personal safety and First Aid.

Substantive Knowledge:
 What is the difference between a dream and an ambition? What is the difference between a job and a career? What characteristics do successful people have? What is motivation? What is resilience? What is my Myers Briggs personality type? How can I ensure my personal safety? What is basic first aid? What is the primary survey? How do you put someone in the recovery position? How do you do CPR?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval: Building on understanding of identity, community and transitions from year 7. Building self-awareness from How To Be Happy unit earlier in Year 8.

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing. Gaps to be filled through spiralling of curriculum and re-sequencing following quiz data.

Money and Me
Rationale: Your money personality, budgeting and saving, income & expenditure, exploring a paycheck, avoiding and managing debt, creating a financial action plan, critical consumers and how financial choices can affect mental health

Substantive Knowledge:
 How do you manage money? Are your money habits helpful or unhelpful? What is a transaction? What is a purchase? Name the different ways to make a transaction. What is the difference between a debit and credit card? What is an overdraft? What is a mortgage? What is a loan shark? What is a payday loan? What is a critical consumer? What impact do advertising techniques have on our finances? How can your financial choices affect your mental health?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval: Building on Proud to be me self-awareness, building on dangers of society and Staying safe from Year 7.

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing. Gaps to be filled through spiralling of curriculum and re-sequencing following quiz data.

LGBTQ+ Explained
Rationale: Exploring terminology, breaking down stereotypes, challenging discrimination, transphobia & coming out

Substantive Knowledge:
 What does the acronym LGBTQ+ stand for? What is LGBTQ+ Pride? What do the following terms mean: Cisgender, transgender, questioning, transitioning, coming out and outing? What is HBT bullying? What are homophobia, biphobia and transphobia? What challenge might LGBTQ+ people face in sports? What is a refugee? What is an asylum seeker? What difficulties so they face on their journeys to reach safety?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval: Building on knowledge of identity and difference from year 7 and relationships from year 8.

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing. Gaps to be filled through spiralling of curriculum and re-sequencing following quiz data.

Confident Me
Rationale: Self-esteem, Appearance ideals & misconceptions, airbrushing, Media messages, relationships with food, disordered eating: anorexia, bulimia and binge eating.

Substantive Knowledge:
 What impacts my self-esteem? How can you improve your sense of self-worth? What are appearance ideals? How have they changed over time? Where do they come from? How does the media influence appearance ideals? What is body shaming? What do we mean by body image? How can images be manipulated? What is airbrushing and retouching? What is an influencer? What is your relationship with food? What is an eating disorder? What are anorexia, bulimia and binge eating?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval: Building on knowledge of healthy routines, influences on health from year 7, mental health, self-esteem and the influence of online from year 8

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing. Gaps to be filled through spiralling of curriculum and re-sequencing following quiz data.

Sex, The Law and Consent
Rationale: Sexual consent & the law, delaying sexual activity, Why have sex? Warnings signs of unhealthy relationships, sexting, Grooming, FGM & the law.

Substantive Knowledge:
 What is consent? What is the legal age of consent? How do you know if a relationship is unhealthy? What are the warning signs of an unhealthy relationship? What is sexting? What is the law about sexting? What is grooming? What are the four main types of grooming? What is the grooming line? What are sexual harassment and stalking? What is FGM? What do you do if you suspect someone is being subjected to FGM?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval: Building on knowledge of relationships, sexuality and sexual relationships and identify and concept of respect from years 7 & 8

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing. Gaps to be filled through spiralling of curriculum and re-sequencing following quiz data.

Contraception and STIs
Rationale: Contraception methods, realities of using contraception, STIs, HIV.

Substantive Knowledge:
 What are the main contraception methods? What are the differences between barrier methods, hormonal methods, combination methods and natural methods? How to put on a condom? Where to get contraceptive support? What is the morning after pill? What is an STI? What are these terms: bacteria, virus and parasite? What are the main STIs, their symptoms and treatments? What is HIV?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval: Building on knowledge of healthy relationships and sexual relationships

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing. Gaps to be filled through spiralling of curriculum and re-sequencing following quiz data.

Legal and Illegal Drugs
Rationale: Different types of addictions, Drug classifications and the law, Cannabis, exploring illegal drugs and effects, legal highs, substance abuse and rehabilitation

Substantive Knowledge:
 What is addiction? What are the reasons someone might start taking drugs? What is dopamine? How does addiction affect the brain? What are drugs? What are the four main categories? What is the law surrounding illegal drug use? What are the effects of stimulants, depressants, hallucinogens and analgesics? Why do people take cannabis and what are the effect of short and long-term usage? How does drug addiction develop and escalate? What are legal highs? What is rehabilitation?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval: Building on knowledge of addiction from Staying Safe (Year 7) and Confident Me in year 8. and drugs from year 8,

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing. Gaps to be filled through spiralling of curriculum and re-sequencing following quiz data.

Being the Best I can Be
Rationale: Personal safety including First Aid, Burns, bleeding, asthma attacks, fainting, allergic reactions and seizures. Tackling failure and how to be resilient.

Substantive Knowledge:
 What should you do in an emergency? What should you do if someone suffers an asthma attack, severe allergic reaction, faints or suffers a seizure? How should you manage bleeding in an emergency? What are the benefits of failure? What is resilience?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval: Building on knowledge of health and dangers of society in Year 7 and self-esteem and mental health in years 7 & 8.

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing. Gaps to be filled through spiralling of curriculum and re-sequencing following quiz data.

Combatting Extremism
Rationale: Conspiracies & extremist narratives, Hate versus free speech, extremism in all its forms. Hate crime. What is terrorism? Radicalization – spotting the signs.

Substantive Knowledge:
 What is a conspiracy theory? Why and when might conspiracy theories be harmful? What is a refugee? What is an asylum seeker? What potential problems might they face when they go to another country? What is a hate crime? What is radicalization? What are some of the warning signs of radicalization? What is terrorism?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval: Building on knowledge of celebrating difference and diversity in Year 7 and Refugee Week in Years 7 & 8. Also online safety in years 7 & 8.

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing. Gaps to be filled through spiralling of curriculum and re-sequencing following quiz data.

Your Future and Beyond

Rationale: Time management skills, screen time management, dealing with exam stress, social anxiety & transition, self-harm, suicidal thoughts, coping strategies for emotional change, grief & loss

Substantive Knowledge:
Do you manage time affectively? What are potential barriers to revision? How much time do you spend on a screen? Do you know how to check your mobile phone screen time? What is a healthy approach to screen time? What is active and passive revision? What is procrastination? What is long-term and short-term memory? What are some revision techniques? How can you manage stress and anxiety? What is self-harm? What should you do if you ever experience suicidal thoughts? Who can you speak to?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval: Building on knowledge of organisation and personal management, transition and change and self-esteem from year 7 & 8.

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing. Gaps to be filled through spiralling of curriculum and re-sequencing following quiz data.

Sex & Relationships

Rationale: Sexualisation of the media, Porn life vs real life, conception and fertility, Teenage pregnancy choices, abortion

Substantive Knowledge:
What is pornography? What are the laws surrounding pornography? How does pornography warp expectations of sexual activity? What is conception? What is fertility? What options are there for an unplanned pregnancy? What are the laws and beliefs surrounding abortion?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval: Building on knowledge of consent, healthy relationships, sexual relationships, respect and contraception.

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing. Gaps to be filled through spiralling of curriculum and re-sequencing following quiz data.

Critical thinking

Rationale: Fake news, media bias, doom-scrolling, online advertising, targeted advertising and the rise of the influencer

Substantive Knowledge:
What is fake news? What is disinformation and how can you spot them? What is bias? How might it affect our perspective? What does left wing and right wing mean? What is doom-scrolling? What is a consumer? Can you identify different types of online advertising? How do companies tailor advertising just for you? What is a data profile? What is a cookie? How influential are influencers?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval: Building on knowledge of politics and debating from year 7, staying safe online from years 7 & 8 and combatting extremism from year 9.

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing. Gaps to be filled through spiralling of curriculum and re-sequencing following quiz data.

Rights and Responsibilities

Rationale: What makes a good citizen? Employment rights and responsibilities, Consumer rights, ethical shopping and the environment.

Substantive Knowledge:
Who can be a British citizen? What rights to British citizens have? What is naturalisation? What is the difference between employee statutory rights and contractual rights? What is the minimum wage? What are consumer rights and responsibilities? What is fair trade? What is ethical consumerism? What is fast fashion? What do the terms: producer, manufacturer, retailer and consumer mean? In what ways can people become more green consumers? What is greenwashing? What is ecoanxiety?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval: Building on knowledge of politics and debating from Year 7, Money and Me from Year 8, difference and diversity and the law from Years 7 & 8.

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing. Gaps to be filled through spiralling of curriculum and re-sequencing following quiz data.

Seeking Safety

Rationale: Honour-based violence, forced marriages, modern day slavery, Preventing knife crime, FGM

Substantive Knowledge:
What is the difference between an arranged marriage and a forced marriage? What is honour-based violence? What is FGM? What can we learn from the story of Ben Kinsella about knife crime? Who is affected by knife crime? What is modern slavery? What different types of modern slavery is there? What is trafficking? How is trafficking linked to modern slavery? What should you do if you think someone is at risk of trafficking/exploitation?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval: Building on knowledge of consent and unhealthy relationships, the law, online and offline safety and extremism.

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing. Gaps to be filled through spiralling of curriculum and re-sequencing following quiz data.

Exploring World Issues

Rationale: Aid and supporting other countries, Human rights, peace, war and conflict. Women's rights & gender equality, #Metoo movement, Times up movement.

Substantive Knowledge:
What are fundamental human right? What forms of aid are given to countries in need? Why give aid? Why has Russia invaded the Ukraine? Do women have equal rights with men? What is the #metoo movement? What is the #everyone'sinvited movement? What is the #timesupmovement?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval: Building on knowledge of difference, diversity, stereotypes, discrimination, media, rights and responsibilities.

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing. Gaps to be filled through spiralling of curriculum and re-sequencing following quiz data.

Staying Safe

Rationale: Risk-taking, Personal Safety, Violence and the law, First Aid, Digital footprint and online reputation, online gambling, cyber crime and the dark web

Substantive Knowledge:

What is the difference between positive and negative risk-taking? How can you avoid a physical fight? What impact does drinking and drug-taking have on your personal safety? What are the legal consequences of violent crimes? What is emergency first aid? What is a primary survey? How do you put someone in the recovery position? What is CPR? What is a defibrillator, when d you use it and where would you find your closest one? Why is gambling so addictive? What is impulsivity? What is delayed gratification? What strategies are there to avoid gambling addiction? What s a digital footprint? How can you manage your digital footprint? What is the dark web?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval: Building on knowledge of online and offline safety, seeking safety, the law, drugs, contraception and critical thinking.

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing. Gaps to be filled through spiralling of curriculum and re-sequencing following quiz data.

Health Choices

Rationale: Organ donation & stem cell research. Blood donation. Fertility & Impacts. (morals, laws and thoughts), Parenthood.

Substantive Knowledge:

What is organ donation? How do you become an organ donor? What is stem cell research? Why donate blood? What are the impacts of infertility? What are miscarriages and stillbirths? What are the other ways of becoming a parent - invitro-fertilisation? Surrogacy, Donor-insemination and adoption? What are parental responsibilities? How are these different for separated fathers and same sex couples?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval: Building on knowledge of safety, self-esteem, mental health and identity, critical thinking, drugs and hormones.

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing. Gaps to be filled through spiralling of curriculum and re-sequencing following quiz data.

Sexual Health

Rationale: Consent, sexual harassment, Peer on peer bullying, sexual abuse & rape. Sexting, Dick pics, revenge porn. Domestic abuse and rape. (Time remaining - revisit contraception & STI's).

Substantive Knowledge:

What is consent? What s the legal age of consent? What is sexual harassment? What is the difference between flirting and sexual harassment? What behaviours constitute sexual harassment including online sexual harassment? What is up-skirting? What is the law surrounding sexting, nudes and dick pics? What is revenge porn? What is a takedown policy? What should you do if you think you are being sexually harassed? What different forms can domestic abuse take? What is rape?

Disciplinary Knowledge:

- Active and sensitive listening
- Communicating & contributing
- Questioning & critical thinking
- Empathising and understanding
- Self-awareness & reflection
- Leadership & teamwork
- Motivation & resilience

Prior learning / retrieval: Building on knowledge of sex, healthy relationships, sexual relationships, online safety, the law and mental health.

Disciplinary literacy:

- Explicit teaching of challenging concepts and vocabulary
- Building active and positive speaking and listening skills through discussion, debate and presentations
- Reading challenging texts with scaffolded questions, both inferential and comprehension based.
- Scaffolded writing activities building on oracy and reading
- Building intertextual connections to develop personal response and higher order thinking skills

Assessment: Formative throughout PSHE sessions (questioning and discussion) and via weekly quizzing.