

PSD CURRICULUM INTENT:

- Our curriculum is ambitious and designed to give all students, particularly disadvantaged students and including students with SEND, the knowledge and cultural capital they need to succeed in life.
- Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Year Group	Curriculum coverage – name topics, and give key knowledge and skills, and cultural capital opportunities students will have to succeed in life	Rationale/evaluation of why the curriculum is planned and sequenced in this way to ensure knowledge and skills for future learning and employment
Year 7 (KS3)	<p>Autumn Term:</p> <p>Family and Relationships</p> <ul style="list-style-type: none"> • Different family types and relationships. That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • Marriage, love and family diversity. Characteristics of happy relationships. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • Features of positive peer relationships, maintaining positive relationships and issues of bullying, conflict and reconciliation. • Resilience and dealing with breakdown of relationships, how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>PSD starts with different types of relationships and diversity. Starting with this subject content will be a good way to get to know the new students and help support and develop positive relationships with them individually. It will also give the students valuable skills on how to develop and maintain healthy relationships both within and out of school as lesson content will focus on issues such as conflict, making friends, kindness and reconciliation. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.</p> <p>The content of healthy relationships is revisited at both key stages and in each year group but in different contexts.</p> <p>To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.</p>

	<p>Spring Term:</p> <p>Healthy Living</p> <ul style="list-style-type: none"> • Nutrition and diet including basic biology of the body, what constitutes a healthy diet (including understanding calories and other nutritional content). • Balanced lifestyles and exercise including the positive associations between physical activity and promotion of mental wellbeing. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • Influence of damaging behaviours and impact of unhealthy behaviours on the body, the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). • Impact of obesity in the UK <p>Summer term:</p> <p>Personal Responsibility</p> <ul style="list-style-type: none"> • Crime prevention including knife and gang crime • Fire and water safety • Terrorism and extremism prevention • CPR/basic first aid 	<p>Healthy living and making healthy choices is a skill that students will need throughout their teenage years, hence why this has been put into the year 7 scheme of work early on.</p> <p>Students require the skills to keep themselves and others safe in every day and emergency situations. CPR is new on the compulsory curriculum which will be delivered to students at an early stage.</p> <p>Events, skills and teaching focus on the geographical area, for example, the river death of the local teenager and county line issues.</p> <p>These themes are touched upon in KS4 (law etc).</p>
<p>Year 8 (KS3)</p>	<p>Autumn Term:</p> <p>Suffering</p> <ul style="list-style-type: none"> • Impact of poverty, how states of poverty arise and help given to those in poverty • Issues of homelessness and implications on mental health • How abusing our bodies through the use of alcohol and drugs can affect our mental health • Current issues in the UK and globally 	<p>Teaching about mental wellbeing is a priority of children’s happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely.</p>

	<p>Charity and Kindness</p> <ul style="list-style-type: none"> • Examples of acts of kindness and positive personal attributes • Inspirational figures including British citizenship and key British figures • Works of charities and individuals including religious and non-religious • Friendship and positive relationships including the impact on mental health <p>Puberty</p> <ul style="list-style-type: none"> • Physical changes during puberty • Menstrual cycle • Dealing with teenage issues including sexuality and LGBT • Healthy relationships including sexual harassment 	<p>Issues of poverty is a focus due to the background and make up of some pupils in the local area and school. Students will be able to explore the causes of poverty, consequences and systems of support and help available to them and families. Students will also develop a global awareness of issues and develop skills of empathy and compassion.</p> <p>This theme is revisited later on e.g. mental health.</p> <p>As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. The PHSE statutory guideline states that lessons should be ‘complemented by development of personal attributes including kindness, integrity, generosity, and honesty.’ Pupils should know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They should understand that humans are social beings and that outward-facing activity, especially that with a service focus (for example, work, volunteering and participation in organisations such as the scouts or the girl guiding movements, the National Citizen Service or the Duke of Edinburgh Award) are beneficial for wellbeing.</p> <p>It will also promote British values and citizenship with a focus on key British inspirational figures.</p> <p>The PHSE statutory guideline states that ‘Schools should be aware of the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual</p>
--	---	--

		<p>harassment should be taken seriously; staff should be aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and that it is more likely that it will be perpetrated by males. However, males can also be the victims of sexual violence and it can also happen in same-sex relationships'</p> <p>Puberty is now being delivered earlier in year 8 rather than year 9 due to the new framework and emphasise placed on sex education.</p>
<p>Year 9 (KS4)</p>	<p>Autumn Term:</p> <p>Internet Safety</p> <ul style="list-style-type: none"> • Advantages and disadvantages of the internet the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt • Issues of cyberbullying and using the internet safely, how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. • Internet grooming and the impact of harmful material • Extremism and UK law (Prevent) <p>that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a crime</p>	<p>We are aware that for many young people the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world and by secondary school age some are likely to be spending a substantial amount of time online. Student will distinguish between different types of online content and making well-founded decisions. More broadly, the internet and social media have other important characteristics which young people should be aware of in order to help them use them discriminately.</p> <p>Types of bullying is also covered in year 7 and revisited in year 9, themes of social media/internet will be revisited every year.</p> <p>The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Teaching about mental wellbeing is a priority</p>

	<p>Spring Term:</p> <p>Mental Health</p> <ul style="list-style-type: none"> • Factors that can influence mental health • Symptoms and how to recognise mental health issues • Coping with mental health issues • Strategies to reduce stress and mental health issues <p>that happiness is linked to being connected to others.</p> <ul style="list-style-type: none"> • how to recognise the early signs of mental wellbeing concerns. • how to critically evaluate when something they do or are involved in <p>Summer Term:</p> <p>Sex and Healthy Relationships</p> <ul style="list-style-type: none"> • Biology of sex • Body variation including pornography and body image 	<p>of children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.</p> <p>Mental health is revisited in all year groups and threaded throughout all lesson content e.g. drugs, online behaviour, healthy living etc.</p> <p>Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This unit will cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.</p> <p>Due to the sensitive nature of domestic violence and background of students in the school, professional judgement has been used to teach this at the end of KS3.</p>
--	---	---

	<ul style="list-style-type: none"> • Contraception and STD prevention, how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. <ul style="list-style-type: none"> • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • Unhealthy relationships including domestic violence, how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. 	
<p>Year 10 (KS4)</p>	<p>Autumn Term:</p> <p>Drugs and Alcohol</p> <ul style="list-style-type: none"> • Categories of drugs • Consequences of drug addiction and physical and psychological risks of drug use, the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. Awareness of the dangers of drugs which are prescribed but still present serious health risks. • Drugs and the law, relating to the supply and possession of illegal substances. • Using alcohol responsibly and impact of drugs on mental health <p>Spring Term;</p> <p>UK Law</p> <ul style="list-style-type: none"> • Rights and responsibilities (Revisit KS3 topics e.g. the internet, family and sex ed) • UK judicial and court systems • Impact of prison and criminal records 	<p>Through the delivery of PHSE, pupils should know the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health condition, the law relating to the supply and possession of illegal substances and the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>Studies have shown that drugs prevention is most effective the age of 14-15 as this is the age of experimentation, hence the decision to teach this at the start of year 10.</p> <p>It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught.</p> <p>UK law is also touched upon in each unit, for example, online safety sex education etc. students will develop an understanding of the consequences of criminal records, what their rights are and effect of prison. (work with Desmond).</p>

	<ul style="list-style-type: none"> • Gang crime and current UK issues <p>Summer Term:</p> <p>Sex Education</p> <ul style="list-style-type: none"> • Pregnancy and consequences of teenage pregnancy, the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • Consent, rape, FGM and sexual harassment • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. • Sexuality and sexual orientation • LGBT communities and discrimination 	<p>Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson’.</p> <p>It is a requirement to address the physical and emotional damage caused by female genital mutilation (FGM). They should be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships are unhealthy (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk.</p> <p>The LGTB community content will be threaded through other content such as online safety, laws in the UK, inspirational people etc. Due to some sensitive content, this will however be explicitly taught in KS4.</p>
<p>Year 11 (KS4)</p>	<p>Autumn Term:</p> <p>Managing Money and the Economy</p> <ul style="list-style-type: none"> • UK systems such as tax and welfare system • Budgeting and skills for university • Impact of living in poverty and the challenges of a happy successful adult life • Skills for the workplace including CVs and interviews 	<p>Students will need to leave school equipped with the skills and knowledge to live financially independently. This will also link to their future chosen career paths, including the promotion of university and further education.</p> <p>Students will be able to make a link between lifestyle choices/paths and income. Students will develop and have an awareness of job and interview processes.</p> <p>They will develop an understanding of how the economic system in the UK works and develop financial awareness.</p>

	<p>Spring Term:</p> <p>Careers</p> <ul style="list-style-type: none"> • Low skilled manual career paths • Semi-skilled career paths • Skilled and white collar career paths • Steps to further education and career paths – evaluation and self-reflection <p>Summer Term:</p> <p>Exam Prep Lessons to be used for revision and catch up sessions.</p>	<p>This content develops the pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. It will aim to help focus students with their upcoming GCSE's – focus on achieving and choosing suitable career paths/further education programmes.</p> <p>This term students will be starting their GCSE's. This time is valuable revision opportunity and often used for catch up sessions in other subject areas. Students can utilise revision techniques, working together and extra support.</p>
--	--	---

* Due to mixed KS5 teaching groups currently in place these will swap over each year.

Cultural Capital – *It is the essential knowledge that students need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.*