



Year 9	Golden Treads: State the big ideas that will be taught across the year (Threshold concepts)				Enrichment: What is offered through the year to support learning in the classroom?		Review and evaluation: Give date for review of the curriculum	
	Students learn how to make healthy choices and informed decisions that enable them to keep themselves and other people safe. Students will develop the skills to thrive, be independent learners and have high aspirations. This includes living successfully in the wider world. Students will understand the expectations about how we should treat other people and to promote self-respect. Students learn about the law and how it applies to them and their responsibilities.				Year 9 Relationships – Soloman Theatre visit. Production covering risks of alcohol and consent and the law.			
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary		Knowledge tracking
Term 1	Drugs	Student self-assessment. Students RAG rate their knowledge and understanding of the key themes at the outset of the module and then at the end they do the same. They also reflect and comment on things they have learnt/thought about in the module, what they have done well/pleased with, other things they would like to have learnt about in the module. They also grade their effort and give evidence to support their grade and then write targets to improve. This is then followed up by a teacher WWW and HTI. Self-assessment to be completed in term 1 week 8.	List the key facts that students need to learn. Substantive vs disciplinary knowledge	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.	Nicotine Hallucinogenic Depressant Stimulant Psychosis Ecstasy LSD Magic Mushrooms Heroin Nitrous Oxide Rehabilitation	What prior learning does this term’s curriculum link to and what future learning does this term’s curriculum link to?
			Learn about the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	Improve their confidence in how to say no and resist peer pressure, for example drinking alcohol.	Students may have misconceptions around cannabis and believe it is a safe drug.	General misconceptions around drugs, for example believe that vaping is safe.		Addiction Vaping Psychological Caffeine Smoking
			Understand the facts about legal and illegal drugs and their associated risks.	Learn how to risk assess and make informed decisions to help them have a healthy life.				Links to year 9 science drugs
			Learn about the law relating to the supply and possession of illegal substances.	Build their confidence in social situations and where to get help regarding alcohol and drugs if they need it.				
			Understand the harm drugs can have on a community including county lines.					



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Term 2	Careers	Throughout the module, students keep all work in a folder and it is then collated into a project – homework is added as they go along and various tasks completed. Intended to be like a ‘work project’ with deadline. Minimal teacher input. All collected and assessed by teacher at the end. A5 feedback sheet with WWW and this given out and stuck into exercise books.	During the module, the pupils will learn more about <ul style="list-style-type: none"> - themselves, and the importance of valuing diversity in others - different jobs and the realities of the world of work - balancing their personal wishes and their wider responsibilities - the relationship between learning, qualifications and opportunities in life - Gender stereotypes 	Students will be able to understand : <ul style="list-style-type: none"> – what transferable skills are and the importance of lifelong learning - the need for planning and budgeting and begin to learn the relevant skills in order to do this effectively - the importance of teamwork and community spirit. - How to research various occupational areas 	Misconceptions usually surround the definitions of the key words, occupation, job and career. Others include the misconceptions surrounding hours work and pay received or holidays etc	Tier 2 Gross Income Net Income Tax Equal Opportunities	Tier 3 Occupation Career Job (Specific definitions linked) Pay slip Tax National-insurance Gross pay Net pay Credit Debit	Year 7 Using Time Year 8 Role Models and Aspirations lesson Year 8 Community
Term 3	RE module being taught	N/A – See RE curriculum plan						
Term 4	Relationships	Student self-assessment. Students RAG rate their knowledge and understanding of the key themes at the outset of the module and then at the end they do the same. They also reflect and comment on things they have	Learn the facts about a full range of contraceptive choices, efficacy and options available. Understand the prevalence of some STIs and how risk can be reduced through safer sex. Learn about the law relating to consent, sexual exploitation,	Improve their confidence in how to say no and resist peer pressure, for example pressure to have under age sex. Learn how to risk assess and make informed decisions to help them have healthy and happy relationships.	General misconceptions about sex. Students may develop incorrect view based on viewing inappropriate online content.	Consent Harassment Abuse Exploitation Pressure Pregnancy Condom Homophobia Transphobia Prejudice Stereotypes	Sexually transmitted infections (STI) Miscarriage Chlamydia Contraception Coercion	Build on previous knowledge from y8 Relationships. Links to Year 10 Relationships.



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		<p>learnt/thought about in the module, what they have done well/pleased with, other things they would like to have learnt about in the module. They also grade their effort and give evidence to support their grade and then write targets to improve. This is then followed up by a teacher WWW and HTI. Self-assessment to be completed in term 4 week 4.</p>	<p>abuse, grooming, harassment and how these can affect future relationships.</p> <p>Understand that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.</p> <p>Understand how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p>Understand how stereotypes based on sex, gender, race, religion. Sexual orientation or disability, can cause damage.</p> <p>Knowledge of the Equality Act 2010 and how this relates to sex, gender, sexual orientation.</p>	<p>Build their confidence in how to deal with unhealthy relationships and know where to access support if they need it.</p>		Discrimination		
Term 5	Financial Capability	<p>Student self-assessment. Students RAG rate their knowledge and understanding of the key themes at the outset of the module and then at the end they do the same. They also reflect and comment on things they have learnt/thought about in the module, what they have done well/pleased with, other things they would like to have</p>	<p>Understand concept of money.</p> <p>Knowledge of the Consumer Rights Act</p> <p>Learn about their responsibilities and rights with regards to money</p> <p>Understand a payslip</p> <p>Understand credit and debit and the risks of borrowing money.</p> <p>Knowledge about the advantages of skills</p>	<p>Learn to make informed decisions and choices about their personal finances. ·</p> <p>Develop the skills and competences to manage financial situations. ·</p> <p>Develop the concept of financial responsibility</p> <p>Develop the motivation and self-discipline for making responsible financial decisions, including saving.</p>	<p>Misconceptions about when people have a right to return items and receive a refund</p> <p>Misconceptions about what is deducted from income and how that money is used.</p> <p>Difference between debit and credit</p>	<p>Consumerism</p> <p>Consumer rights</p> <p>Budget</p> <p>Responsibility</p> <p>Pay slip</p> <p>Tax</p> <p>National-insurance</p> <p>Gross pay</p>		<p>Builds on work completed as part of the maths curriculum.</p> <p>Builds on Year 9 Careers module.</p> <p>Links to work that will be completed in KS4 Careers modules</p>



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Term 6		learnt about in the module. They also grade their effort and give evidence to support their grade and then write targets to improve. This is then followed up by a teacher WWW and HTI. Self-assessment to be completed in term 4 week 4.	Definition of gambling Awareness of gambling and who and why it is done. Dangers of excessive, uncontrolled gambling.	Make informed decisions about gambling in the future		Net pay Credit Debit Interest		
	RE module being taught	N/A – See RE curriculum plan						



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Year 10	Golden Treads: State the big ideas that will be taught across the year (Threshold concepts) These modules are taught on a carousel and so do not link to terms. Students learn how to make healthy choices and informed decisions that enable them to keep themselves and other people safe. Students will develop the skills to thrive, be independent learners and have high aspirations. This includes living successfully in the wider world. Students will understand the expectations about how we should treat other people and to promote self-respect. Students learn about the law and how it applies to them and their responsibilities.				Enrichment: What is offered through the year to support learning in the classroom? Year 10 Health – Visit from school Councillor Julie Strauss. Lesson covering mental wellbeing and strategies to help with anxiety, low mood etc. Year 10 RSE – Visit from Becky Morrey, Youth leader at local church. Lesson covers the importance of being confident in your own values and beliefs when it comes to relationships and sex and having the confidence to communicate those views.		Review and evaluation: Give date for review of the curriculum	
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary		Knowledge tracking
	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate?	Give the name, nature/content and date of the assessment in this term.	List the key facts that students need to learn. Substantive vs disciplinary knowledge	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.		What prior learning does this term’s curriculum link to and what future learning does this term’s curriculum link to?
	Health		Understand issues related to body images and self-esteem. The impact the online world can have on self-esteem. Promoting healthy body image, understanding issues surrounding eating disorders. Understand common types of mental ill health, for example anxiety and depression. How to recognise early signs of mental wellbeing concerns and strategies to help improve mental wellbeing. Understand the facts about legal and illegal drugs and their associated risks.	Ability to make well-informed and healthy decisions about own bodies. Empathy and understanding towards other people Self-esteem building Improve their confidence in how to say no and resist peer pressure. Learn how to risk assess and make informed decisions to help them have a healthy life. Build their confidence in social situations and where to get help and support.	Misconceptions around cannabis and believe it is a safe drug. General misconceptions around healthy eating.	Body image Cosmetic surgery Self esteem Addiction Dependency Vaping Psychological Anxiety Depression	Nicotine Hallucinogenic Depressant Stimulant Rehabilitation Bulimia Anorexia	Builds on previous learning in Y9 Drugs Links to Y11 Health Links to GCSE science – drugs



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			<p>Learn about the law relating to the supply and possession of illegal substances.</p> <p>Understand the harm drugs can have on a community including county lines.</p>					
	Relationships and Sex Education (RSE)		<p>The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality.</p> <p>Recognising indicators of an unhealthy relationships and know where to access support.</p> <p>Knowledge about diversity in sexual and romantic attraction.</p> <p>Promote equal opportunities and challenge prejudice.</p> <p>Signposting to relevant support/information</p> <p>Understand the impact of pornography on attitudes, expectations and behaviours</p> <p>To understand what sexual harassment is, the law and impact.</p> <p>Understand consent.</p> <p>Knowledge about different forms of contraception and how to access them.</p> <p>Learn about different SSIs, prevention and treatment.</p>	<p>To reflect on clarify, and maybe challenge own values.</p> <p>Skills to assess readiness for sex, including sexual activity online.</p> <p>Skills and strategies to respond to exploitation, bullying, harassment and control in relationships.</p> <p>Ability to make informed and confident decisions about relationships.</p> <p>Recognise when a relationship is healthy or unhealthy.</p> <p>How to express and communicate your wants, needs and feelings.</p> <p>Know where to access support and help.</p> <p>Confident when making decisions about relationships and sex.</p> <p>Discussing different attitudes and viewpoints</p> <p>Respecting different attitudes and viewpoints</p>	<p>Misconceptions about transgender people.</p> <p>Misconception around attitudes to sex and relationships based on gender, sexuality, culture, religion etc</p> <p>Misconceptions about what is classed as abusive behaviour – including coercive control.</p> <p>Misconceptions about appropriate behaviour in a healthy relationship and sex – focus on consent and communication.</p> <p>Misconceptions about conception, contraception and fertility</p> <p>Misconceptions about the law</p> <p>Misconceptions about who can get cancer and the changes that they need to be aware of in their own bodies.</p>	<p>Sexism</p> <p>Gender</p> <p>Transgender</p> <p>Sexual- harassment</p>	<p>Coercive control</p> <p>Pornography</p> <p>Consent</p> <p>Sexually Shared Infections (SSIs)</p> <p>Contraception</p>	<p>Builds on all previous RSE modules taught to every year group and prepares for Year 11 RSE module</p> <p>Links to work completed by pastoral team</p>



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			The law relating to abuse in relationships, including coercive control and online harassment.					

Year 11	Golden Treads: State the big ideas that will be taught across the year (Threshold concepts) Students learn how to make healthy choices and informed decisions that enable them to keep themselves and other people safe. Students will develop the skills to thrive, be independent learners and have high aspirations. This includes living successfully in the wider world. Students will understand the expectations about how we should treat other people and to promote self-respect. Students learn about the law and how it applies to them and their responsibilities.				Enrichment: What is offered through the year to support learning in the classroom? Year 11 Health – Visit from Alcoholics Anonymous to cover addiction. Year 11 Heath – Visit from the Samaritans to cover mental wellbeing and where to get help and support. Year 11 RSE – Visit from Master Don Deedigan (martial arts expert) to cover personal safety, including practical techniques.		Review and evaluation: Give date for review of the curriculum
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking



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Term 1	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate?	Give the name, nature/content and date of the assessment in this term.	List the key facts that students need to learn. Substantive vs disciplinary knowledge	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.		What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
	Health		<p>Understand the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>Understand how the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>Understand the facts about legal and illegal drugs and their associated risks.</p> <p>Learn about the law relating to the supply and possession of illegal substances.</p> <p>Understand the physical and psychological consequences of addiction, including dependency.</p> <p>Understand how to look after their health, including mental health. Recognise signs of wellbeing concerns and where to get help and support in and outside of school.</p>	<p>Ability to make well-informed and healthy decisions about own bodies.</p> <p>Empathy and understanding towards other people</p> <p>Self-esteem building</p> <p>Improve their confidence in how to say no and resist peer pressure.</p> <p>Learn how to risk assess and make informed decisions to help them have a healthy life.</p> <p>Build their confidence in social situations and where to get help.</p>	General misconceptions around drugs.	Psychological Anxiety Depression Addiction Dependency	Hallucinogenic Depressant Stimulant Psychosis Rehabilitation	Builds on previous learning in Y10 health Links to Y11 Relationships
	Relationships and Sex Education (RSE)		<p>Characteristics and benefits of strong & positive relationships.</p> <p>Red flags and characteristics of abusive behaviour.</p>	Ability to make informed and confident decisions about relationships.	Misconceptions about certain behaviours that can be seen as 'romantic' can actually be controlling	Respect Communication Empathy Expectations Healthy	Consent Contraception Adoption	Builds on all previous RSE modules taught to every year group.



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			<p>All kinds of marriage. Marriage ceremony · Arranged marriages.</p> <p>Variety of faith and cultural practices and beliefs concerning relationships and sex.</p> <p>Signposting to support.</p> <p>Understanding the statistics relating to teenage pregnancy.</p> <p>Challenge myths around conception and clarify information about contraception.</p> <p>Law about abortion and understand procedure.</p> <p>Reflect on options and positive and negatives of each option.</p> <p>Legal aspects of sexual harassment esp. revenge porn.</p> <p>Victim blaming</p> <p>Visitor who comes in to discuss personal safety.</p> <p>Stalking – the law, signs, impact, support available.</p>	<p>Recognise when a relationship is healthy or unhealthy.</p> <p>How to express and communicate your wants, needs and feelings.</p> <p>Know where to access support and help.</p> <p>Confident when making decisions about relationships and sex.</p> <p>Discussing different attitudes and viewpoints</p> <p>Respecting different attitudes and viewpoints</p> <p>Recognising that you can't assume what somebody thinks of feels – effective communication is key in all relationships.</p>	<p>Misconception around attitudes to sex and relationships based on gender, sexuality, culture, religion etc</p> <p>Misconceptions about what is classed as abusive behaviour, including revenge porn</p> <p>Misconceptions about appropriate behaviour in a healthy relationship and sex – focus on consent and communication.</p> <p>Misconceptions about conception, contraception and fertility</p> <p>Misconceptions about the law</p> <p>Misconceptions about abortion and adoption</p>	<p>Arranged-marriage</p> <p>Forced-marriage</p> <p>stalking</p>	<p>Abortion</p> <p>Revenge-porn</p> <p>Coercive control</p> <p>Fertility</p> <p>Menopause</p>	<p>Links to work completed by pastoral team.</p>
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