

## SPRS – Academic Year 2021- 2022

### Curriculum Map – Subject: KS3/4 PSHE (SEND)

**Aim** – To give all pupils the opportunity to experience taking and sharing responsibility. To feel positive about themselves and others. To reflect on their perceptions and experiences. To develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible. To carry out or take part in daily personal living routines. To make real decisions (with support where necessary so that they can act upon them). To take part in group activities and make contributions. To develop and maintain positive relationships and interactions with others and to recognise and celebrate their achievements and successes.

| Term 1  |  | Term 2   |   | Term 3   |   |
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| Learning Cycle 1<br>7 <sup>th</sup> Sept 2021 – 22 <sup>nd</sup> Oct 2021<br>7 Weeks  | Learning Cycle 2<br>1 <sup>st</sup> Nov 2021 – 17 <sup>th</sup> Dec 2021<br>7 Weeks  | Learning Cycle 3<br>5 <sup>th</sup> Jan 2022 – 18 <sup>th</sup> Feb 2022<br>7 Weeks  | Learning Cycle 4<br>28 <sup>th</sup> Feb 2022 – 8 <sup>th</sup> Apr 2022<br>6 Weeks   | Learning Cycle 5<br>25 <sup>th</sup> Apr 2022 – 27 <sup>th</sup> May 2022<br>5 Weeks   | Learning Cycle 6<br>6 <sup>th</sup> June 2022-25 <sup>th</sup> July 2022<br>7 Weeks   |
| AQA Unit Awards – Puberty<br>Formal Assessment – Topic entry and exit questionnaire   | PSHE Short Course – Module 6 (Sexual Health)<br>Formal Assessment – PSHE Short Course unit completion with supporting evidence and moderation. Knowledge self -evaluation. Cert/Award.   | AQA Unit Awards – Prejudice & Discrimination<br>Formal Assessment – Topic entry and exit questionnaire   | AQA Unit Awards – Managing Pressure<br>Formal Assessment<br>Topic entry and exit questionnaire  | PSHE Short Course – Module 3 (Social Media)<br>Formal Assessment – PSHE Short Course unit completion with supporting evidence and moderation. Knowledge self-evaluation. Cert/Award.   | AQA Unit Awards Staying Healthy<br>Formal Assessment<br>Topic entry and exit questionnaire  |
| <u>Intent – Changing &amp; Growing</u><br><br>Pupils will understand the changes that occur in both male/female bodies during puberty. They will learn both the physical and emotional experiences associated with the growing body and | <u>Intent – Changing &amp; Growing</u><br><br>Pupils will develop an understanding of sexual health and explore topics on contraception and consent as well as rights and responsibilities in sexual relationships.<br><br><u>Implementation –</u> | <u>Intent – Self Awareness</u><br><br>Pupils will learn the key terms associated with prejudice and discrimination and understand what this looks like. They will develop strategies on how to respond and show respect for others.<br><br><u>Implementation –</u> | <u>Intent – Self Awareness</u><br><br>Pupils will understand what different forms of pressure look like with an emphasis of peer pressure and bullying.<br><br><u>Implementation –</u><br><br>SA4 – Managing Pressure | <u>Intent – Self Care, Support &amp; Safety</u><br><br>Pupils will develop an understanding of the impact of social media on our lives. They will explore their relationship with social media and identify sources of support.<br><br><u>Implementation –</u> | <u>Intent – Healthy Lifestyles</u><br><br>Pupils will learn the benefits of regular exercise. They will set personal goals/targets and develop motivational strategies.<br><br><u>Implementation –</u><br><br>HL3 – Physical Exercise |

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| <p>explain the importance of personal hygiene.</p> <p><u>Implementation –</u></p> <p><b>CG1 - Puberty</b></p> <p>Identify and explain why puberty happens and the changes that occur during puberty. Look at the functions of the reproductive organs and describe different stages of reproduction, pregnancy and birth.</p> <p><i>Progression -</i><br/>Evaluate how emotional changes occur as we get older.</p> <p><b>CG2 – Friendship</b></p> <p>Identify and explain different kinds of friendship and the importance of positive, supportive friendships.</p> <p><i>Progression –</i><br/>Describe that friendships can change over time. Describing, explaining and demonstrating friendship choices and changes in circumstances within friendships.</p> | <p><b>CG4 – Intimate relationships, consent &amp; contraception</b></p> <p>Identify what is meant by consent and the right to say 'no'.</p> <p>Identify different types of sexual relationships and emotions involved with sexual attraction.</p> <p>Recognise what happens during sexual activity including pregnancy and STIs</p> <p>Identify different types of contraception and birth control, correct use and where to get help.</p> <p>Describe and compare healthy/unhealthy sexual relationships.</p> <p><i>Progression –</i><br/>Recognise the pressures that social media can have on relationships.</p> <p>Describe how alcohol/drugs may influence the choices we/others make in relationships.</p> <p>Explain laws concerning sexual relationships.</p> | <p><b>SA3 – Prejudice &amp; Discrimination</b></p> <p>Describe fair/unfair treatment.</p> <p>Recognise that everyone is unique and that it should be celebrated.</p> <p>Recognise that prejudice and discrimination is unacceptable.</p> <p>Identify different forms of prejudice and discrimination based on (e.g. religion, gender, age, disability, sexual orientation, race etc.).</p> <p><i>Progression –</i><br/>Explain what stereotyping means.</p> <p>Demonstrate constructive strategies for responding to prejudice and discrimination.</p> <p>Recognise that stereotypes based on religion, gender, age, race, disability or sexual orientation, can</p> | <p>Explain the term bullying, what it looks like and ways of dealing with/challenging it. (Including online)</p> <p>Recognise peer pressure including online.</p> <p>Recognise the difference between friendship groups and gangs, including the risks of joining a gang.</p> <p><i>Progression –</i><br/>Recognise the responsibilities of bystanders.</p> <p>Identify how to report bullying and hurtful behaviour.</p> <p>Identify trusted adults/services that can help.</p> <p>Describe the pressures we place ourselves under to do what others are doing.</p> <p>Describe risks/law relating to carrying a weapon.</p> <p><u>Impact –</u> Pupils will be able to describe strategies that can be</p> | <p><b>SSS4 – Keeping Safe online</b></p> <p>Respond to and describe what keeping safe online means.</p> <p>Explain what is meant by social media and how it is used, including how identity online can be different to that in real life.</p> <p>Describe how social media can be used in a positive way.</p> <p>Look at the terms 'like', 'forward' and 'share' and the possible impact of using these.</p> <p><i>Progression –</i><br/>Explain how we can respond to, get help with and report unwanted online content.</p> <p>Explain rules/laws online.</p> <p>Identify sources of advice/support and how to make safe reliable choices when online.</p> <p>Explain how behaviours online can impact relationships.</p> | <p>Identify different kinds of physical activity and exercise.</p> <p>Identify our favourite forms of physical activity and exercise. Identify some of the benefits of being physically active, and possible consequences of inactivity.</p> <p>Describe some of the physical and mental health benefits of regular exercise.</p> <p><i>Progression –</i><br/>Explain some of the long-term benefits of regular physical activity and exercise.</p> <p>Identify and challenge common stereotypes relating to physical activity.</p> <p>Describe the challenges that can prevent us from exercising and suggest ways to overcome them. Identify ways of motivating ourselves to take exercise.</p> <p>Also see – <b>HL4 - Healthy eating.</b> &amp;</p> |
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| <p>Further progression<br/>CG3 – Healthy/unhealthy relationships and behaviours</p> <p>Identifying feelings associated within friendships.</p> <p>Identify the differences between healthy and unhealthy relationships and what those features look like.</p> <p>Identify what to do if you are worried or concerned about an unhealthy relationship.</p> <p>Progression – Rights, responsibilities, and compromise.</p> <p>Impact – Pupils will be able to describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings. Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty.</p> | <p>Recognise the harm that viewing pornography may have and where to access help if concerned.</p> <p>Other considerations –</p> <p>Grooming<br/>Harassment<br/>Rape<br/>Forced marriage<br/>FMG</p> <p>Also see –<br/>MF3 - Romantic feelings and sexual attraction &amp;<br/>CG5 — Long term relationships and parenthood</p> <p>Impact – Pupils will be able to explain the impact of STIs and how to minimise transmission. They will be able to identify advantages/disadvantages of different methods of contraception, including emergency contraception and where to access this. They will understand what consent is, what it looks like and the legal implications of failing to respect this.</p> | <p>cause harm (e.g. how they might normalise non consensual behaviour or encourage prejudice).</p> <p>Explain how we should show respect to others and others' beliefs, including people in the wider community.</p> <p>Also see -<br/>WIL11 - Diversity, rights and responsibilities</p> <p>Impact – Pupils will be able to Identify/explain some examples of different forms of prejudice and discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation). They will be able to describe how and where to seek help if we think someone is behaving in a discriminatory way towards us or others.</p> | <p>used if someone is using pressure to persuade us to do something, including online. They will understand their responsibilities as a bystander and where to report bullying and hurtful behaviour. They will be able to Identify trusted adults/ services that can help them if they or someone they know has been the target of unkind, hurtful, abusive or bullying behaviour, including online.</p> | <p>Explain the steps we can take to protect our/others safety online.</p> <p>Recognise that data is collected and used.</p> <p>Identify online manipulation, ways to respond and report.</p> <p>Describe or demonstrate help-seeking strategies to support online safety (e.g. knowing how to block people on social media, using the CEOP report button).</p> <p>Also see –<br/>SSS6 - Public and private</p> <p>Impact – Pupils will understand the importance of developing digital resilience. They will understand how online imagery can impact their self-esteem. They will be able to recognise harmful online behaviours (including cyberstalking) and how to seek support.</p> | <p>HL5 - Body image</p> <p>Impact – Pupils will know the potential benefits of exercise on both their physical and mental health. They will have identified ways in which to achieve goals set. They will understand that exercise is only one element of staying healthy and have considered other aspects of healthy lifestyles including what healthy eating looks like.</p> |
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|  |  |  |  | They will know the consequences of posting online and recognise the potential impact to reputation. |  |
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