

SPRS – Academic Year 2023- 2024

Curriculum Map – Subject: KS3 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	
Learning Cycle 1 4 th Sept 2023 – 27 th Oct 2023 8 Weeks	Learning Cycle 2 6 th Nov 2023 – 22 nd Dec 2023 7 Weeks	Learning Cycle 3 8 th Jan 2024 – 9 th Feb 2024 5 Weeks	Learning Cycle 4 19 th Feb 2024 – 22 nd Mar 2024 5 Weeks	Learning Cycle 5 8 th Apr 2024 – 24 th May 2024 7 Weeks	Learning Cycle 6 3 rd June 2024 – 22 nd July 2024 7 Weeks
AQA Unit Awards – Medicinal drugs/Drugs/Alcohol & Tobacco Formal Assessment – Topic entry and exit questionnaire	AQA Unit Awards – Basic Life Support Formal Assessment – Topic entry and exit questionnaire	AQA Unit Awards – Dental & Sleep Hygiene Formal Assessment – Topic entry and exit questionnaire	AQA Unit Awards – Puberty Formal Assessment – Topic entry and exit questionnaire	AQA Unit Awards - Relationships Formal Assessment Topic entry and exit questionnaire	AQA Unit Awards – Discrimination & Prejudice Formal Assessment Topic entry and exit questionnaire
<u>Intent – Healthy Lifestyles</u> Pupils will learn to recognise different categories of drugs, both legal and illegal. They will understand the affects they have on us and those around us. <u>Implementation –</u> HL7 – Medicinal drugs/Drugs/Alcohol & Tobacco	<u>Intent – Self-Care, Support & Safety</u> Pupils will gain a basic understanding of what can go wrong with our body’s systems and organs to cause a lack of response. The topic will also provide a basic overview of human anatomy and the roles various organs play to keep us alive and healthy. <u>Implementation –</u>	<u>Intent – Healthy Lifestyles</u> Pupils will explore the topics of dental hygiene and sleep to establish good, healthy habits and routines. <u>Implementation –</u> HL1 – Elements of a healthy lifestyle Recognise what is meant by a healthy lifestyle.	<u>Intent – Changing & Growing</u> 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 explain the importance of personal hygiene. <u>Implementation –</u> CG1 - Puberty	<u>Intent – Healthy Lifestyles</u> Pupils will learn features of healthy relationships and recognise the difference between healthy/unhealthy behaviours, including online. Pupils will learn what is meant by harmful sexual behaviours and how to deal with it. Pupils will look at the complexities surrounding consent	<u>Intent – Self Awareness</u> Pupils will learn about the place of people with learning disabilities and autism within a diverse society and the challenges they face. They will learn about discrimination, prejudice and bullying and the impact this can have. <u>Implementation –</u> SA3 — Prejudice and discrimination

<p>Identify some substances people might swallow, drink or inhale that could be harmful to their health.</p> <p>Describe what alcohol is and how alcoholic drinks are different to non-alcoholic drinks.</p> <p>Identify some common legal drugs (e.g. nicotine and alcohol).</p> <p>Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist.</p> <p>Identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use.</p> <p>Recognise that most young people choose not to smoke/vape, drink alcohol or use drugs.</p> <p>Explain that there are special rules (laws) around supplying or possessing illegal substances, and why they exist.</p> <p>Describe some of the risks and possible</p>	<p>SSS5 – Emergency Situations</p> <p>Identify some examples of school procedures that help us keep safe (e.g. fire or emergency evacuation drills, corridor rules etc). Explain how to report an accident in school.</p> <p>Identify examples of what is meant by an emergency. Identify sources of immediate help in an emergency (e.g. adults in school, and demonstrate how we would attract their attention).</p> <p>Explain actions that we all have to undertake in school to keep safe (e.g. lining up, keeping quiet, and why these are essential).</p> <p>Identify examples of what would and would not be an emergency situation and suggest some ways to respond. Identify emergency services that could help us</p> <p>Describe how to call 999 in the case of an emergency.</p>	<p>Identify different ways that people can live a healthy lifestyle.</p> <p>Describe how to take care of dental health (e.g. how to brush teeth correctly/ use floss, food and drink that support dental health and why regular check-ups at the dentist are important).</p> <p>Explain what a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing.</p> <p>Describe how we may feel if we don't get enough sleep, and strategies for maintaining good sleep patterns.</p> <p>Identify some simple strategies to help make positive choices about our health and wellbeing.</p> <p>Progression –</p> <p>Describe strategies for maintaining a healthy lifestyle, including balancing time spent</p>	<p>Identify some of the different ways we have changed as we have grown older.</p> <p>Describe some of the new opportunities and responsibilities we have experienced as we have grown older.</p> <p>Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social).</p> <p>Explain why puberty happens.</p> <p>Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings.</p> <p>Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty.</p> <p>Progression –</p> <p>Identify the functions of the reproductive</p>	<p>and how important seeking consent is.</p> <p>Implementation –</p> <p>CG3 — Healthy/unhealthy relationship behaviours</p> <p>Healthy Relationships</p> <p>Describe features of healthy relationships. Explain that everyone has rights and how someone can respond if these rights aren't respected.</p> <p>Describe or demonstrate how people can communicate their values and negotiate effectively in a relationship.</p> <p>Recognise when relationship behaviours become concerning and describe strategies to respond to concerns, including accessing support.</p> <p>SSS4 — Keeping safe online</p> <p>Online Relationships</p> <p>Evaluate the benefits, challenges and risks involved in using social media.</p>	<p>Describe what it means to treat others in a kind and fair way.</p> <p>Recognise that everyone is unique and special and no one should be treated unfairly.</p> <p>Recognise what prejudice means.</p> <p>Explain what it means to discriminate against someone.</p> <p>Identify 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).</p> <p>Explain what stereotyping means.</p> <p>Demonstrate simple constructive strategies for responding to prejudice and discrimination.</p> <p>Progression –</p> <p>Recognise that stereotypes based on religion, gender, age,</p>
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<p>consequences of drinking alcohol, smoking and other drugs on the body. Identify how misusing substances/alcohol might impact on relationships.</p> <p>Identify when, why and how to ask for help in relation to drugs and alcohol.</p> <p>Explain how drugs/alcohol can affect how people feel, influence their ability to make decisions and can contribute to causing accidents.</p> <p>Describe how pressure to use substances can come from a variety of sources, including people we know.</p> <p>Explain why we might put ourselves under pressure to try substances such as smoking and drinking (e.g. to fit in or not to feel left out).</p> <p>Describe or demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs.</p>	<p>Demonstrate some simple first aid procedures (e.g. putting someone in the recovery position; when not to move someone; responding to nosebleeds or cuts).</p> <p>Progression –</p> <p>Describe how adults might communicate to us that something is an emergency (e.g. vocabulary that adults might use). Explain why it is essential to follow instructions in an emergency situation in and outside school.</p> <p>Recognise what a defibrillator is and when one might be needed. Explain what you might do, including whom to tell and what to say, in the event of an emergency when we are out without an adult</p> <p>EXT – Head Injuries Choking Bleeding <i>Also see -</i> SSS3 – Accidents & Risk</p> <p>Impact –</p> <ul style="list-style-type: none"> ● Pupils will be able to -carry 	<p>on work, leisure, physical activity, online activities and sleep.</p> <p>Explain why it is important to have enough sleep.</p> <p>Impact –</p> <p>Pupils will be able to describe good oral hygiene practices and sleep routines.</p> <p>They will be able to explain the impact that lifestyle can have on these practices and routines.</p>	<p>organs, including how conception occurs. Describe the different stages of reproduction, pregnancy and birth.</p> <p>Evaluate how emotions may change as we get older and are no longer children.</p> <p>Recognise that fertility changes over time and in response to some lifestyle factors.</p> <p>Impact –</p> <p>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>Identify when relationship behaviours online carry risk and strategies to manage risk online.</p> <p>Explain how to seek help if concerned about something that happens online.</p> <p>SSS2 – Feeling frightened/worried Harmful Sexual Behaviour</p> <p>Explain what sexual harassment and harmful sexual behaviours are and how they may affect someone.</p> <p>Describe strategies to challenge sexual harassment and harmful sexual behaviour.</p> <p>Describe how to access sources of support in relation to sexual harassment and harmful sexual behaviours, and how barriers or concerns about seeking help can be managed.</p> <p>Progression –</p>	<p>race, disability or sexual orientation, can cause harm (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <p>Also see - SA4 – Managing pressure & WIL1 – Diversity, rights and responsibilities</p> <p>Impact –</p> <p>Pupils will be able to demonstrate an increased understanding and awareness of people with learning disabilities and autism within a diverse society.</p> <p>They will know disablist language and be able to recognise bullying behaviour.</p> <p>They will be able to explain why this happens and appreciate the emotional impact this has.</p> <p>They will be able to demonstrate ways of challenging this behaviour and be familiar with the laws</p>
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<p><i>Progression –</i></p> <p>Explain long term personal and social risks of substance misuse.</p> <p>Describe what is meant by someone having a ‘habit’, or ‘addiction’ in terms of substance misuse.</p> <p>Identify reliable sources of support or advice if we are worried about ourselves or someone else in relation to substance misuse.</p> <p>Impact –</p> <p>Pupils will be able to explain the impact both legal/illegal drugs can have on the body, mind and relationships. They will be able to identify the legal consequences and age restrictions associated with different categories of drugs.</p>	<p>out a primary survey.</p> <ul style="list-style-type: none"> ● Place an unresponsive casualty, who is breathing into the recovery position. ● Know how to deliver CPR to an unresponsive casualty who is not breathing normally. ● Can ensure the safety of themselves and others. 			<p>CG4 enthusiastic consent. — Intimate relationships, consent & contraception</p> <p>Consent</p> <p>Identify ways to verbally or non-verbally communicate giving, not giving, and withdrawing consent.</p> <p>Explain that everyone has the right to freely give or not give consent and their decision must be respected.</p> <p>Explain that it is the legal and moral responsibility of the person seeking consent to ensure consent has been given, and that seeking consent is an ongoing process</p> <p><u>Impact –</u></p> <p>Pupils will know features of healthy relationships and understand their rights. They will know how to respond when they have concerns including accessing support. Pupils will be able to explain how to evaluate challenges and risks online.</p>	<p>that protect and support people with learning disabilities and autism.</p>
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