

SPRS – Academic Year 2023- 2024

Curriculum Map – Subject: KS4 PSHE

Aim – Pupils will be provided with the opportunities to bridge gaps, build on the knowledge and understanding, skills, attributes and values they have missed, acquired and developed during their previous PSHE education. PSHE education acknowledges and addresses the changes that young people experience, including transitions into adulthood, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Pupils will learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media. At key stage 4, students deepen their knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that pupils are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

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 – Drug & Alcohol Education Formal Assessment – Topic entry and exit questionnaire	AQA Unit Awards – Online Behaviour and Consequences Formal Assessment – Topic entry and exit questionnaire	AQA Unit Awards – Preventing Involvement in Serious & Organised Crime Formal Assessment – Topic entry and exit questionnaire	AQA Unit Awards – Health Education Formal Assessment – Topic entry and exit questionnaire	AQA Unit Awards – Respect, consent, sexual health & contraception Formal Assessment Topic entry and exit questionnaire	AQA Unit Awards – Money Management Formal Assessment Topic entry and exit questionnaire
<u>Intent – Health & Wellbeing</u> Pupils will learn the risks and consequences of drug use. They will learn about the law in relation to drugs, the legal consequences of possessing or supplying drugs and how these laws are enforced. There will be a focus on the effects of	<u>Intent – Relationships</u> Pupils will be given the opportunity to discuss online behaviour and its consequences. The focus will be on four main areas – Cyberbullying Sexting Peer pressure	<u>Intent – Relationships</u> Pupils will be introduced to the topic of coercive, unsafe friendships. They will explore the risks of being involved in serious and organised crime. <u>Implementation –</u> Relationships –	<u>Intent – Health & Wellbeing</u> Pupils will learn about personal health with a focus on physical activity and healthier food choices, the importance of leading a balanced healthy lifestyle, as well as ways to overcome barriers and influences that might prevent someone	<u>Intent – Relationships</u> Pupils will explore healthy and unhealthy behaviours relating to showing romantic interest, maintaining relationships, and beginning intimacy. They will explore how people know they may be ready for a sexual relationship with someone.	<u>Intent – Living in the Wider World</u> Pupils will learn about how to budget, plan for the future and think about how to get value for money on their purchases. They will learn about bank account features and how to read statements to track transactions.

<p>drug/alcohol use and the associated health risks. Pupils will be taught to recognise peer pressure when it comes to substance use and how to manage it.</p> <p><u>Implementation -</u></p> <p>Health & Wellbeing - Drugs/Alcohol/Tobacco</p> <p>To learn about drugs and young people's attitudes and behaviors regarding drug use.</p> <p>To learn about the potential legal consequences of using illegal drugs.</p> <p>To learn about the short and long-term effects of alcohol and cannabis use on individuals.</p> <p>To learn how to manage peer and other influence in relation to substance use.</p> <p><i>Progression -</i></p> <p>To learn about the impact of substance</p>	<p>Self-esteem</p> <p>Pupils will learn the key definitions for each, what these behaviours typically look like and ways of managing situations should they occur.</p> <p><u>Implementation -</u></p> <p>Relationships - Bullying, Abuse & Discrimination</p> <p>Social Influences</p> <p>'Gone Too Far'. To define cyberbullying and explain school policy.</p> <p>To discuss and explore the themes of cyberbullying with a focus on LGBTQ+</p> <p>To understand the 'bystander' effect.</p> <p>To explore gender stereotypes.</p> <p>'Just Send It'. To understand what sexting is and the subsequent consequences.</p>	<p>Bullying, abuse and discrimination Social Influences</p> <p>To understand the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)</p> <p>To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online or via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted.</p> <p>To recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it.</p>	<p>from making healthy choices. The lessons will not just focus on giving them the knowledge and understanding they need to live healthier lives, but also on developing the skills and attributes they need to apply this in real life contexts, for example supporting them to manage pressure to make unhealthy choices, how to critically examine health information from different sources, how to make informed decisions, and the confidence to stick to decisions they believe are right.</p> <p><u>Implementation -</u></p> <p>Health & Wellbeing - Health related decisions</p> <p>To learn about different influences on someone's diet and exercise choices.</p> <p>To learn how to make independent, informed decisions about maintaining physical health.</p>	<p>Pupils will learn about the terms 'freedom' and 'consent' and discuss where someone does not have freedom or capacity to consent. They will learn about common STIs and their symptoms as well with a focus on prevention and testing. Pupils will be introduced to the main forms of contraception, understanding that there are a ranges of options to prevent pregnancy and STIs.</p> <p><u>Implementation -</u></p> <p>Relationships - Positive relationships Relationship values Forming and maintaining respectful relationships Consent Contraception and parenthood</p> <p>Respectful relationship behaviours -</p> <p>To learn about beginning and growing positive relationships.</p> <p>To assess readiness for intimacy.</p>	<p><u>Implementation -</u></p> <p>Living in the Wider World - Financial Choices</p> <p>To discuss money aspirations - different life stages.</p> <p>To define terminology - expenditure, income, balance (positive or negative).</p> <p>To produce comprehensive and accurate budgets.</p> <p>To compare food prices and calculate value for money.</p> <p>To discuss credit verses savings and the respective interest involved with both.</p> <p>To look at bank accounts available and work out priorities before deciding which is most suitable.</p> <p>To explore banking terminology.</p> <p>Explore sample statements.</p> <p>Calculate interest on savings.</p>
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<p>use on risk-taking and personal safety.</p> <p>To learn how to manage influences in relation to alcohol and other drug use.</p> <p>To learn about the potential consequences of drug production, sale and use, and the support available for individuals regarding substance use, including addiction and dependency.</p> <p><u>Impact</u> –</p> <p>Pupils will be able to –</p> <p>-describe the names, appearance and effects of a range of illegal drugs</p> <p>-analyse their attitudes and beliefs about the prevalence of drug use amongst young people</p> <p>-assess the reasons why young people might choose to use or not use drugs</p> <p>-explain the legal terms ‘possession’, ‘supply’ and ‘intent to supply’ in</p>	<p>To understand negative online experiences and discuss the laws online.</p> <p>To understand and challenge different viewpoints.</p> <p>‘Back Me Up’.</p> <p>To understand peer pressure and the role of the bystander.</p> <p>To define myths and truths associated with peer pressure.</p> <p>To identify what makes a good online friend.</p> <p>To give good advice.</p> <p><u>Progression</u> –</p> <p>To explore how self-esteem is affected by social media.</p> <p><u>Impact</u> –</p> <p>Pupils will be able to –</p> <p>define cyberbullying and recognise examples of it</p> <p>identify which actions cross the line between ‘banter’ and cyberbullying</p> <p>find help and know who to speak to if they’re</p>	<p>To understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap or illicit alcohol and cigarettes), drugs and other risky behaviours.</p> <p>To understand the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities), strategies for managing pressure to join a particular group or gang, and how to access appropriate support.</p> <p><u>Progression</u> –</p> <p>Relationships and sex education</p> <p>Topic: Respectful relationships, including friendships - that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p>	<p>To learn how balancing activities can affect wellbeing, including during and leading up to exam periods.</p> <p><u>Progression</u> –</p> <p>To learn about the factors that influence the choices a person can make about health and wellbeing and how these can be managed.</p> <p><u>Impact</u> –</p> <p>Pupils will be able to –</p> <p>identify different influences on decisions regarding diet and exercise</p> <p>analyse why some influences might be stronger than others</p> <p>evaluate which influences are more or less reliable</p> <p>evaluate strategies to manage negative or less reliable influences</p> <p>identify the benefits of maintaining physical health</p>	<p>Freedom and capacity to consent –</p> <p>To understand what ‘freedom’ and ‘capacity’ to consent mean in different contexts.</p> <p>Sexual health –</p> <p>To learn about sexual health, the potential consequences of sex and ways to reduce risk.</p> <p>Contraception –</p> <p>To learn about different types of contraception and how they work.</p> <p><u>Progression</u> –</p> <p>Managing the ending of a relationship –</p> <p>Pupils will learn to manage the end of an intimate relationship.</p> <p><u>Impact</u> –</p> <p>Pupils will know difference between welcome and unwelcome interest They will be able to describe respectful behaviour in both everyday and romantic contexts and describe ways to challenge</p>	<p><u>Progression</u> –</p> <p>To understanding common money related mistakes and best practice for keeping financial information safe.</p> <p><u>Impact</u> –</p> <p>Pupils will be able to –</p> <p>understood the difference between income and expenditure</p> <p>completed a sample budget and considered the results</p> <p>reflect on their own spending patterns and influences</p> <p>consider the advantages and disadvantages of borrowing to fund a purchase</p> <p>compared bank account features and know how they could suit different individuals</p> <p>key terminology and interpreted a bank statement by answering questions</p>
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<p>relation to drugs</p> <p>-explain the short- and long-term legal consequences of being found in possession of, using, selling or supplying different classes of drugs</p> <p>-describe some of the health risks associated with occasional and problematic substance use</p> <p>-recognise and challenge myths related to cannabis use and drinking alcohol</p> <p>-explain the physical, emotional and social consequences substance use might have for individuals</p> <p>demonstrate strategies they could use if someone offers them something that might be harmful or illegal</p> <p>-explain the potential impact of others' views on</p>	<p>worried about something online</p> <p>give advice about how to prevent or stop cyberbullying</p> <p>understand how using the term 'gay' can be offensive to others and what the school anti-bullying policy says about it</p> <p>understand the pressures on young people to send naked pictures (sexts)</p> <p>give advice to others to avoid sending a sext</p> <p>understand the possible consequences of sending a sext, including the legal consequences</p> <p>discuss if girls have a (more) negative experience online</p> <p>define peer pressure and give examples of how it can happen online</p> <p>consider how a good friend should behave and assess if they are a good friend online</p>	<p>Topic: Being safe - the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</p> <p><u>Impact</u> -</p> <p>Pupils will be able to -</p> <p>describe what makes a healthy, positive friendship and identify traits that would indicate that a friendship is unsafe or coercive</p> <p>explain how the need to belong can influence young people's choices and behaviours</p> <p>identify warning signs that might mean someone is being coerced into unsafe behaviour</p> <p>describe or demonstrate strategies to manage coercive friendships or social groups</p>	<p>explain why choices regarding physical health might differ between people</p> <p>evaluate potential barriers to making healthier choices and strategies to overcome them</p> <p>analyse strategies for making independent health choices in future</p> <p>identify opportunities to maintain a healthier balance between activities, including time online, physical activity and exam preparation</p> <p>describe how maintaining a healthier balance between types of activity can help to support wellbeing</p> <p>develop a plan to support wellbeing during and leading up to exam periods</p>	<p>inappropriate behaviour.</p> <p>They will be able to explain how someone might assess their readiness for intimacy.</p> <p>They will be able to explain when and how to access support if encountering inappropriate behaviours.</p> <p>They will understand what is meant by freedom and capacity to consent.</p> <p>They will recognise contexts where someone's freedom or capacity to consent have been reduced or removed, and why this means consent has no longer been given.</p> <p>They will be able to explain why trying to make someone more vulnerable, or misleading them, is wrong, and can be a very serious offence.</p> <p>They will know where, why and how to get advice and support for issues relating to consent.</p>	
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<p>drugs, alcohol and smoking on decision-making</p> <p>-explain what support is available to people who are concerned about substance use and how to access it for themselves or others</p>	<p>give advice to others about how to resist peer pressure online and offline</p>	<p>explain the reasons why some people might get involved in serious and organised crime</p> <p>describe the far-reaching consequences of getting involved in serious and organised crime</p> <p>explain the factors and strategies that can help people avoid, or get out of, serious and organised crime</p> <p>describe positive ways in which young people can make the most of their skills and abilities</p>		<p>They will be able to list some of the most common STIs, their symptoms and consequences.</p> <p>They will name contraceptive methods which provide some protection against STI infection and describe where to get contraceptives and know how to access reliable sources of help to support sexual health or relating to unplanned pregnancy.</p> <p>They will be able to name the main types of contraception and how they prevent conception and/or protect against STIs They will be able to describe when, where and how to access contraception, and how to seek help in the event of contraception failure.</p> <p>They will gain confidence in being able to negotiate condom use within a relationship.</p>	
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