

## SPRS – Academic Year 2024- 2025

### 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	
<b>Learning Cycle 1</b> 3 <sup>rd</sup> Sept 2024 – 25 <sup>th</sup> Oct 2024 8 Weeks	<b>Learning Cycle 2</b> 4 <sup>th</sup> Nov 2024 – 20 <sup>th</sup> Dec 2024 7 Weeks	<b>Learning Cycle 3</b> 7 <sup>th</sup> Jan 2025 – 14 <sup>th</sup> Feb 2025 6 Weeks	<b>Learning Cycle 4</b> 24 <sup>th</sup> Feb 2025 – 4 <sup>th</sup> April 2025 6 Weeks	<b>Learning Cycle 5</b> 22 <sup>nd</sup> Apr 2025 – 23 <sup>rd</sup> May 2025 5 Weeks	<b>Learning Cycle 6</b> 2 <sup>nd</sup> June 2025 - 18 <sup>th</sup> July 2025 7 Weeks
Medicinal drugs/Drugs/Alcohol & Tobacco AQA Unit Awards – 114093 Drugs & Alcohol Awareness 77741 Basic Alcohol Awareness 72805 Alcohol Awareness <b>Formal Assessment – Topic entry and exit questionnaire</b>	Healthy/Unhealthy Relationships AQA Unit Awards – 116906 Introduction to Relationships 118612 Unhealthy Relationships 105839 Life Skills: Building Healthy Relationships <b>Formal Assessment – Topic entry and exit questionnaire</b>	Basic Life Support AQA Unit Awards – 76396 Introduction to First Aid <b>Formal Assessment – Topic entry and exit questionnaire</b>	Managing Pressure/Bullying AQA Unit Awards – 118549 Bullying Awareness: One to One Bullying 112032 Bullying Awareness 110074 Bullying (Unit 1) <b>Formal Assessment – Topic entry and exit questionnaire</b>	Puberty AQA Unit Awards – 118906 PSHE: Changing Adolescent Bodies 73760 Body Changes at Puberty <b>Formal Assessment Topic entry and exit questionnaire</b>	Prejudice & Discrimination AQA Unit Awards – 84931 Respecting Differences <b>Formal Assessment Topic entry and exit questionnaire</b>
<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>	<u>Intent – Changing &amp; Growing</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	<u>Intent – Self-Care, Support &amp; 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	<u>Intent – Self Awareness</u>  Pupils will understand what different forms of pressure look like with an emphasis of peer pressure and bullying.  <u>Implementation –</u>  <b>SA4 – Managing Pressure</b>	<u>Intent – Changing &amp; 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	<u>Intent – Self Awareness</u>  Pupils will understand what it means to treat others in a kind and fair way. They will recognise that everyone is unique and special and no one should be treated unfairly.  <u>Implementation –</u>

<p><b>HL7 – Medicinal drugs/Drugs/Alcohol &amp; Tobacco</b></p> <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</p>	<p>sexual behaviours and how to deal with it. Pupils will look at the complexities surrounding consent and how important seeking consent is.</p> <p><u>Implementation –</u></p> <p><b>CG3 – Healthy/unhealthy relationship behaviours</b> 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><b>SSS4 – Keeping safe online</b> Online Relationships</p>	<p>anatomy and the roles various organs play to keep us alive and healthy.</p> <p><u>Implementation –</u></p> <p><b>SSS5 – Emergency Situations</b></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</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></p> <p>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>importance of personal hygiene.</p> <p><u>Implementation –</u></p> <p><b>CG1 - Puberty</b></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</p>	<p><b>SA3 – Prejudice &amp; Discrimination</b></p> <p>Recognise what prejudice means. Explain what it means to discriminate against someone.</p> <p>Recognise that prejudice and discrimination in any form are unacceptable.</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>Describe how and where to seek help if we think someone is behaving in a discriminatory way towards us or others.</p> <p>Explain what stereotyping means.</p> <p>Demonstrate simple constructive strategies for responding to prejudice and discrimination.</p>
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<p>substances, and why they exist.</p> <p>Describe some of the risks and possible 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>Evaluate the benefits, challenges and risks involved in using social media.</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><b>SSS2 — Feeling frightened/worried</b> 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</p>	<p>services that could help us</p> <p>Describe how to call 999 in the case of an emergency.</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><b>Progression –</b></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</p>	<p><b>Impact</b> – Pupils will be able to describe strategies that can be 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>why this is important during puberty.</p> <p><b>Progression –</b></p> <p>Identify the functions of the reproductive 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><b>Impact –</b></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>Give reasons why we should expect to be treated with respect by others.</p> <p><b>Progression –</b></p> <p>Recognise that stereotypes based on religion, gender, age, race, disability or sexual orientation, can cause harm (e.g. how they might normalise nonconsensual 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 - <b>WILLI - Diversity, rights and responsibilities</b></p> <p><b>Impact –</b> 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</p>
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<p>Describe or demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs.</p> <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><i>Impact –</i></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>about seeking help can be managed.</p> <p><i>Progression –</i></p> <p><b>CG4 - Intimate relationships, consent &amp; contraception</b></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><i>Impact –</i></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.</p>	<p>Also see - <b>SSS3 – Accidents &amp; Risk</b></p> <p><i>Impact –</i></p> <ul style="list-style-type: none"> <li>● Pupils will be able to -carry out a primary survey.</li> <li>● Place an unresponsive casualty, who is breathing into the recovery position.</li> <li>● Know how to deliver CPR to an unresponsive casualty who is not breathing normally.</li> </ul> <p>Can ensure the safety of themselves and others.</p>			<p>we think someone is behaving in a discriminatory way towards us or others.</p>
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	<p>Pupils will be able to explain how to evaluate challenges and risks online.</p> <p>Pupils will be able to recognise sexual harassment and the affects it can have.</p> <p>They will know how to challenge this and where to access support.</p> <p>They will be able to identify both verbal/non-verbal communication when giving/not giving consent. They will also understand the legal and moral responsibility regarding consent.</p>				
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