

SPRS – Academic Year 2024- 2025

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 3 rd Sept 2024 – 25 th Oct 2024 8 Weeks	Learning Cycle 2 4 th Nov 2024 – 20 th Dec 2024 7 Weeks	Learning Cycle 3 7 th Jan 2025 – 14 th Feb 2025 6 Weeks	Learning Cycle 4 24 th Feb 2025 – 4 th April 2025 6 Weeks	Learning Cycle 5 22 nd Apr 2025 – 23 rd May 2025 5 Weeks	Learning Cycle 6 2 nd June 2025 – 18 th July 2025 7 Weeks
Drug & Alcohol Education AQA Unit Awards – 114093 Drugs & Alcohol Awareness 77741 Basic Alcohol Awareness 72805 Alcohol Awareness Formal Assessment – Topic entry and exit questionnaire	Cyber Safe AQA Unit Awards – 116063 Internet Safety 114078 Up 2 Me Staying Safe Online 92508 Staying Safe Online Formal Assessment – Topic entry and exit questionnaire	Health Education AQA Unit Awards – 117966 Healthy Active Lifestyle (Unit 7) 110132 Healthy Lifestyle Formal Assessment – Topic entry and exit questionnaire	Respect, consent, sexual health & contraception AQA Unit Award – 116581 Introduction to Basic Sexual Health 118897 PSHE: Initiate and Sexual Relationships 115545 Sex and Relationships Formal Assessment Topic entry and exit questionnaire	Preventing Involvement in Serious & Organised Crime AQA Unit Awards – 115120 Prepped for Life: Crime, it's Causes and Consequences 111960 Criminal Exploitation Formal Assessment – Topic entry and exit questionnaire	Money Management AQA Unit Awards – 118348 Managing Money 115633 Practical Money and Banking 115080 Introduction to 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,	<u>Intent – Living in the Wider World</u> Pupils will be given the opportunity to discuss topics on cyber security and the risks to personal information online.	<u>Intent – Health & Wellbeing</u> Pupils will learn about personal health with a focus on physical activity and healthier food choices, the	<u>Intent – Relationships</u> Pupils will explore healthy and unhealthy behaviours relating to showing romantic interest, maintaining	<u>Intent – Relationships</u> Pupils will be introduced to the topic of coercive, unsafe friendships. They will explore the risks of being involved in	<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

<p>the legal consequences of possessing or supplying drugs and how these laws are enforced. There will be a focus on the effects of 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>They will understand how to protect themselves when online. They will focus on ways to keep accounts safe and how to recover them. They will be shown how to identify online scams and where to seek support in the event an account or device has been compromised.</p> <p><u>Implementation</u> –</p> <p>Living in the Wider World – Media literacy and Digital Resilience</p> <p>Social Influences</p> <p>Protecting personal information online –</p> <p>To learn about the risks to personal information online, and how to protect personal information.</p> <p>To manage devices and accounts –</p> <p>To learn how to keep accounts and devices safe, and what to do if security is breached.</p> <p>To identify scams and sources of support –</p>	<p>importance of leading a balanced healthy lifestyle, as well as ways to overcome barriers and influences that might prevent someone 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>relationships, and beginning intimacy. They will explore how people know they may be ready for a sexual relationship with someone. 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>serious and organised crime.</p> <p><u>Implementation</u> –</p> <p>Relationships – Bullying, abuse and discrimination</p> <p>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</p>	<p>for money on their purchases. They will learn about bank account features and how to read statements to track transactions.</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>
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<p><i>Progression –</i></p> <p>To learn about the impact of substance 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> <ul style="list-style-type: none"> -describe the names, appearance and effects of a range of illegal drugs -analyse their attitudes and beliefs about the prevalence of drug use amongst young people -assess the reasons why young people might choose to use or not use drugs -explain the legal terms 	<p>To learn how to identify signs of online scams, where to report cyber security incidents and what happens when reporting.</p> <p><i>Progression –</i></p> <p>To explain to others how to protect themselves and where to get help.</p> <p>To understand which are the easiest and/or the most effective ways to protect yourself online.</p> <p>To explain how to change privacy.</p> <p><u>Impact –</u></p> <p>Pupils will be able to –</p> <p>Protecting personal information online –</p> <ul style="list-style-type: none"> -identify a range of cyber security risks and threats - explain how activities online might be subject to cyber threats. - demonstrate ways to protect personal information to reduce the risk of being hacked 	<p>To learn how to make independent, informed decisions about maintaining physical health.</p> <p>To learn how balancing activities can affect wellbeing, including during and leading up to exam periods.</p> <p><i>Progression –</i></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> <ul style="list-style-type: none"> -identify different influences on decisions regarding diet and exercise -analyse why some influences might be stronger than others -evaluate which influences are more or less reliable 	<p>To learn about beginning and growing positive relationships.</p> <p>To assess readiness for intimacy.</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>Progression –</p> <p>Managing the ending of a relationship –</p> <p>Pupils will learn to manage the end of an intimate relationship.</p>	<p>important than the choices or actions of the group) and to develop strategies for managing it.</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><i>Progression –</i></p> <p>Relationships and sex education</p> <p>Topic: Respectful relationships, including friendships - that some</p>	<p>Explore sample statements.</p> <p>Calculate interest on savings.</p> <p><i>Progression –</i></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> <ul style="list-style-type: none"> -understand the difference between income and expenditure -completed a sample budget and considered the results -reflect on their own spending patterns and influences -consider the advantages and disadvantages of borrowing to fund a purchase -compared bank account features and know how they could suit different individuals
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<p>'possession', 'supply' and 'intent to supply' in 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'</p>	<p>Managing devices and accounts -</p> <p>- demonstrate what a safe and secure password looks like and highlight why they are important to keep cyber secure</p> <p>- explain the different ways to keep accounts and devices safe and demonstrate the skills needed to do so</p> <p>-identify how to recover an account and device</p> <p>-Identifying scams and sources of support –</p> <p>- identify signs of online scams and the measures needed to stay secure online</p> <p>- explain a range of sources of support and reporting channels, when reporting account or device compromise</p> <p>- offer advice about how to effectively respond to account or device compromise</p>	<p>-evaluate strategies to manage negative or less reliable influences</p> <p>-identify the benefits of maintaining physical health</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</p>	<p><u>Impact –</u></p> <p>Pupils will be able to –</p> <p>-know the difference between welcome and unwelcome interest</p> <p>-describe respectful behaviour in both everyday and romantic contexts and describe ways to challenge inappropriate behaviour.</p> <p>-explain how someone might assess their readiness for intimacy.</p> <p>-explain when and how to access support if encountering inappropriate behaviours.</p> <p>-understand what is meant by freedom and capacity to consent.</p> <p>-recognise contexts where someone's freedom or capacity to consent have been reduced or removed, and why this means</p>	<p>types of behaviour within relationships are criminal, including violent behaviour and coercive control.</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>-key terminology and interpreted a bank statement by answering questions</p>
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<p>views on 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>during and leading up to exam periods</p>	<p>consent has no longer been given.</p> <p>-explain why trying to make someone more vulnerable, or misleading them, is wrong, and can be a very serious offence.</p> <p>-know where, why and how to get advice and support for issues relating to consent.</p> <p>-list some of the most common STIs, their symptoms and consequences.</p> <p>-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>-name the main types of contraception and how they prevent conception and/or protect against STIs</p>	<p>describe or demonstrate strategies to manage coercive friendships or social groups</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>	
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