

## Curriculum Mapping: PSHCE Year 7-9

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<p><b>Transition</b> Thriving in Secondary School, Setting Goals and Facing Challenges</p>	<p><b>Relationship and Sex Education</b> Healthy and unhealthy relationships, managing conflict and bullying</p>	<p><b>Careers</b> Exploring transferable skills and what makes you employable</p>	<p><b>Substances</b> Understanding drugs and the risks around caffeine, tobacco and alcohol</p>	<p><b>Relationship and Sex Education</b> Puberty, menstrual wellbeing and consent</p>	<p><b>Living in the Wider World</b> Understanding money and first aid skills</p>
	<p><b>Concepts/Tier 3 vocabulary</b> Transition, Respect, Community, Ambition, Resilience</p>	<p><b>Concepts/Tier 3 vocabulary</b> Equality, Boundaries, Consequences, Cyberbullying, Harassment, Attacking, Avoidance, Evasion, Uniting, Conflict Management, Blackmail, Sexting</p>	<p><b>Concepts/Tier 3 vocabulary</b> Negotiation, Collaboration, Patience, Versatility, Adapting, Transferable Skills, Leadership, Research, Self-Management</p>	<p><b>Concepts/Tier 3 vocabulary</b> Caffeine, Dependence, Addiction, Tobacco, Nicotine, Nicotine Replacement Therapy, Alcohol</p>	<p><b>Concepts/Tier 3 vocabulary</b> Adolescence, Menstruation, Erections, Discharge, Genitals, uterus, Womb, Legality, Ethics</p>	<p><b>Concepts Tier 3 vocabulary</b> Budgeting, Interest, Unresponsive, Respiratory Rate, Recovery Position, Cardio Pulmonary Resuscitation, Immobilise, Excretion, Absorption</p>
	<p><b>Justification:</b> Students engage in learning which supports the transition from Primary to Secondary school. Students look at some of the changes that a secondary school brings including changes to rules and routine but focus on facing those challenges positively to build resilience. They also look at the positives in change and how this can provide opportunities for personal growth.</p>	<p><b>Justification:</b> In line with the RSE statutory guidance. This half term covers key areas from the policy including: Families section point 7 Respectful relationships, including friendships section including points 1, 2, 4, 5 and 8 Online and media section including points 1, 2, 3, 4 and 7 <a href="https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf">https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf</a></p>	<p><b>Justification:</b> As part of our aim to fulfil the Gatsby Benchmarks of Good Career Guidance (Benchmark 1), this half term focuses on providing students with the opportunity to identify and develop some of their own transferable skills through different practical tasks. They then consider how these would appear in a workplace environment to apply their learning and continue to develop these skills independently. <a href="https://www.gatsby.org.uk/education/focus-areas/good-career-guidance">https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</a></p>	<p><b>Justification:</b> Providing students with a foundation level of what substances are and some of the consequences and impacts using these can have on an individual, their families and friends and also wider society. Students then look at legal substances including caffeine, tobacco and alcohol to explore why they can still be harmful even though they are legal to enable students to make informed decisions in their own lives and futures.</p>	<p><b>Justification:</b> In line with the RSE statutory guidance. This half term covers key areas from the policy including: Being safe section point 1 <a href="https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf">https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf</a></p>	<p><b>Justification:</b> In this unit students explore a range of wider world topics and skills that will equip them with the knowledge and ability to succeed in certain aspects of adult life. Students engage in lessons around managing their money where they learn budgeting and explore why saving is important. They then practically explore first aid skills enabling them to confidently support a casualty in situations such as if someone is unresponsive (recovery position), what to do when calling 999 and what to do if someone is bleeding or is burnt.</p>
	<p><b>Assessment:</b> Students do not sit a formal or summative assessment in PSHCE due to the nature of the subject. Students receive consistent assessment for learning within their lessons through questioning, peer assessment and constant verbal feedback. Students complete a challenge question at the start of each half term to consolidate their learning from the previous half term. Students are not assessed on their opinions but on their contributions to the lesson and what they have shown in terms of progression in their understanding of the topic. Rather than a grade, students are assessed of their Attitude towards Learning within lessons.</p>					
<p><b>Wider reading/Cultural capital</b> Within lessons, students engage in a wide range of reading from different case studies, information resources such as leaflets and news articles and also from verbatim stories. Students also receive further provision through Enhancement Days where outside agencies engage with the students through theatre and workshops. There are also Nationally recognised initiatives that link to our curriculum such as Anti-Bullying Week and World Kindness Day which is linked to their lesson content and other events such as the World Kindness Day competition. Lessons are updated regularly to coincide with current affairs and students are encouraged to read and explore topics of interest that we have looked at, for example, politics.</p>						

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 8</b>	<p><b>Relationship and Sex Education</b> Relationship values, expectations and an introduction to contraception</p>	<p><b>Careers</b> Employment rights, building your employability and online reputation</p>	<p><b>Substances</b> Exploring vaping, cannabis and nitrous oxide</p>	<p><b>Relationship and Sex Education</b> Sexual orientation and gender identity, FGM and avoiding assumptions</p>	<p><b>Health</b> Promoting emotional wellbeing, a healthy lifestyle and digital resilience</p>	<p><b>Living in the Wider World</b> Earning money, politics and first aid skills</p>
	<p><b>Concepts/Tier 3 vocabulary</b> Coercive, Ethics, Sexting, Legality, Contraception, Conception, Ovulation, Contraceptive Injection, Female Condom, Condom, Contraceptive Pill</p>	<p><b>Concepts/Tier 3 vocabulary</b> Entitlement, Statutory, Contractual, Protected Characteristics, Reputation, Employability, Digital Footprint, Transferable Skills, Self-Management</p>	<p><b>Concepts/Tier 3 vocabulary</b> Social Norms, Nicotine, Addictive, Cannabis, Marijuana, THC, CBD, Cannabis Oil, Intoxicating, Nitrous Oxide, Whippets</p>	<p><b>Concepts/Tier 3 vocabulary</b> Protected Characteristics, Homophobia, Transphobia, Transgender, Heterosexual, Cisgender, Bisexual, Intersex, Non-Binary, Asexual, Homosexual, Assumptions, Boundaries, Withdraw Consent, Female Genital Mutilation, Genitalia, Female Circumcision, Vulva, Clitoral Glans</p>	<p><b>Concepts/Tier 3 vocabulary</b> Stereotype, Discrimination, Misconceptions, Self-Esteem</p>	<p><b>Concepts Tier 3 vocabulary</b> Deductions, Insurance, Pension, Respiratory Rate, Recovery Position, Cardio Pulmonary Resuscitation (CPR), Spasm, Inhaler, Histamine, Adrenaline, Anaphylaxis</p>
	<p><b>Justification:</b> In line with the RSE statutory guidance. This half term covers key areas from the policy including: Families section point 7 Respectful relationships, including friendships section including points 1, 2, 4 and 8 Online and Media section including points 1, 2, 3, 4, 7 and 8 Being safe section including points 1, 2, 8, 13 and 14 <a href="https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf">https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf</a></p>	<p><b>Justification</b> As part of our aim to fulfil the Gatsby Benchmarks of Good Career Guidance (Benchmark 1), this half term focuses on some of the key aspects of work life including your rights and responsibilities as an employee / employer. They also think about how what they are doing currently can impact their futures including in the world of work both positively and negatively (link to online safety and online presence). <a href="https://www.gatsby.org.uk/education/focus-areas/good-career-guidance">https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</a></p>	<p><b>Justification:</b> Building on students' knowledge of substances, we explore in more depth some of the more 'popular' forms of substance that students may have heard of and that are currently affecting young people. Students look in more depth at vaping (nicotine addiction), cannabis and nitrous oxide and the impact they can have on the user to enable students to make informed decisions in their own lives and futures.</p>	<p><b>Justification:</b> In line with the RSE statutory guidance. This half term covers key areas from the policy including: Families section point 7 Respectful relationships, including friendships section including points 2, 3, 4 and 8 Being safe section including points 1 and 2 <a href="https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf">https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf</a></p>	<p><b>Justification:</b> Students learn about how they can keep themselves healthy focusing on mental health and how they can support their own and other emotional wellbeing to become a more empathetic and resilient person. This is also linked to how we can protect ourselves and stay safe online. We also look at a healthier lifestyle through sleeping habits and nutrition.</p>	<p><b>Justification:</b> Students explore a range of wider world topics and skills that will equip them with the knowledge and ability to succeed in certain aspects of adult life building on their prior learning from year 7. Students engage in lessons around earning money and understanding the different deductions. They begin to look at the world of politics and understand British laws. They then practically explore first aid skills enabling them to confidently support a casualty who is experiencing an asthma attack or an allergic reaction.</p>
	<p><b>Assessment:</b> Students do not sit a formal or summative assessment in PSHCE due to the nature of the subject. Students receive consistent assessment for learning within their lessons through questioning, peer assessment and constant verbal feedback. Students complete a challenge question at the start of each half term to consolidate their learning from the previous half term. Students are not assessed on their opinions but on their contributions to the lesson and what they have shown in terms of progression in their understanding of the topic. Rather than a grade, students are assessed of their Attitude towards Learning within lessons.</p>					
<p><b>Wider reading/Cultural capital</b> Within lessons, students engage in a wide range of reading from different case studies, information resources such as leaflets and news articles and also from verbatim stories. Students also receive further provision through Enhancement Days where outside agencies engage with the students through theatre and workshops. There are also Nationally recognised initiatives that link to our curriculum such as Anti-Bullying Week and World Kindness Day which is linked to their lesson content and other events such as the World Kindness Day competition. Lessons are updated regularly to coincide with current affairs and students are encouraged to read and explore topics of interest that we have looked at, for example, politics.</p>						

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<b>Year 9</b>	<p><b>Relationship and Sex Education</b> Respectful relationships, contraception and sexual health</p>	<p><b>Careers</b> Career goals, showcasing strengths and discrimination in the workplace</p>	<p><b>Substances</b> Exploring attitudes, the law and risks linked to alcohol and cannabis</p>	<p><b>Relationship and Sex Education</b> Ending relationships, relationship roles and stereotypes</p>	<p><b>Health</b> Healthy coping strategies, unhealthy coping strategies and change, loss and grief</p>	<p><b>Living in the Wider World</b> Financial services, first aid skills and voting</p>
	<p><b>Concepts/Tier 3 vocabulary</b> Intimacy, Consent, Harassment, Coercion, Chlamydia, Gonorrhoea, Syphilis, HIV, AIDS, Contraception, Conception, Sexually Transmitted Infections, Antibiotic, Genital Warts, Genital Herpes, Pubic Lice, Antivirals, Antiretrovirals, Condom, Contraceptive Pill, Contraceptive Implant, Contraceptive Injection, Femidom, Intrauterine Device (IUD), Intrauterine System (IUS), Dental Dam, Vulnerable</p>	<p><b>Concepts/Tier 3 vocabulary</b> Aspirations, Enterprise, Discrimination, Harassment, Protected Characteristics, Employability,</p>	<p><b>Concepts/Tier 3 vocabulary</b> Hallucinogenic, Stimulant, Possession, Cannabis, Dependence, Addiction</p>	<p><b>Concepts/Tier 3 vocabulary</b> Intimacy, Stereotypes, Toxic Masculinity, Toxic Femininity, Revenge Porn, Grooming</p>	<p><b>Concepts/Tier 3 vocabulary</b> Depression, Anxiety, Self-Harm, Disordered Eating, Anorexia Nervosa, Bulimia Nervosa, Binge Eating, Bereavement</p>	<p><b>Concepts Tier 3 vocabulary</b> Savings, Borrowing, Interest, Unresponsive, Respiratory Rate, Recovery Position, Cardio Pulmonary Resuscitation (CPR), Abdominal Thrusts, Cranium, Concussion, Compression, Seizure</p>
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	<p><b>Assessment:</b> Students do not sit a formal or summative assessment in PSHCE due to the nature of the subject. Students receive consistent assessment for learning within their lessons through questioning, peer assessment and constant verbal feedback. Students complete a challenge question at the start of each half term to consolidate their learning from the previous half term. Students are not assessed on their opinions but on their contributions to the lesson and what they have shown in terms of progression in their understanding of the topic. Rather than a grade, students are assessed of their Attitude towards Learning within lessons.</p>					
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**Be the best you can be**