



PSHE Curriculum Map

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
7	<p>Project led learning</p> <p>What? An exploration project into a topic of the students' choice with learning focused around the 7 learning dimensions: resilience, curiosity, creativity, learning relationships (teamwork and independence), strategic awareness, making connections and changing and learning</p> <p>Healthy relationships</p> <p>What? Students explore their own identity, different cultures around the world, what makes other people who they are, how they can recognise and build healthy relationships with friends and what unhealthy relationships look like</p> <p>My Mind</p> <p>what? Students begin to explore the issue of mental health, uncovering ideas such as everyone having mental health, how positive mental health can be achieved, examples of mental health illnesses such as depression and exploring what can be done to help when someone is suffering. Students will also complete work to acknowledge children's mental health week</p> <p>Healthy bodies</p> <p>What? Students look at what can help maintain good health, building on the previous topic of my mind students will look at guidance for food and exercise for their age group, hygiene with a focus on puberty, the impact exercise can have on emotional health and factors that can impact the social and intellectual health such as hobbies, use of social media and support networks</p>	<p>WHY? in order to develop and imbed skills required for learning that can be applied to all areas of the curriculum, to have a safe space for students to continue to project learn in a way that is similar to their KS2 experience and to allow for personal development within formal curriculum time where students can have autonomy over their learning</p> <p>WHY? to develop tolerance and understanding of other people, increased self-awareness and know how to recognise unhealthy behaviours in relationships including friendships and family relationships</p> <p>Why? it is important to destigmatise the subject of mental health with students, predominantly through the idea of everyone having mental health and the importance of positive mental health but it also needs to draw attentions to issues they may start to face and feelings they may start to have.</p> <p>Why? This is to enable students to explore the holistic concept of health that incorporates a variety of facets so that they understand health is not just about diet, exercise and body size</p>	<p>Identity, independence, strategic awareness, curiosity, creativity, resilience, learning relationships, making connections, independence, self-awareness, personal development, autonomy, relationships, health, unhealthy, tolerance, stigma, destigmatise, mental health, suffering, illness, positive mental health, depression, anxiety, panic attacks, positive self-talk, hygiene, puberty, hobbies, intellectual health, physical health, social health, emotional health, support network, social media, factors, body image, diet, exercise, NEAT, internet, online safety, cyber safety, unsupervised, protection, security, spam, email, social networks, cyber bullying, career, financial stability, bank account, interest, debt, loan, current account,</p>	<p>Empathy Respect Tolerance Moral understanding Diversity Mental health Physical health Socialisation Social health Relationships Growth Development Hygiene Money Conflict Conflict resolution Justice Protected characteristics Rights Responsibilities Citizenship Critical thinking Emotional health Self-esteem Self-image Consent Diet Exercise Media Bias Stereotypes Scapegoats Ally National International Ethnicity Identity Gender Nationality Government</p>	<p>Reading News articles, data, statistics, case studies, personal stories, online research Writing Questions, interviews, speeches, advice, news articles, blog posts Oracy Presentations – from seat, standing, from the front Debate – small group, whole class Discussion- small group, whole class</p>	<p>No formal graded assessment</p>

	<p>Online safety</p> <p>What? Students will explore the basics of online safety with regards to the social media and internet that they make use of, they will also explore dangers of the internet and how to protect themselves from these. .</p>		<p>money, charity, thrift, jobs, part time, temporary, permanent, salary, wages, tax, national insurance, pension, working hours, citizenship.</p>	<p>Career Job Support</p>		
	<p>Social Citizens</p> <p>what? Students will focus predominantly on money matters and careers. How these enable them to be active citizens and what their rights and responsibilities are in relation to them including the laws around working ages and working hours</p>	<p>Why? This builds on the previous 2 terms and focuses on an important area for our young people and an important area in which they need the tools to remain safe as they may be accessing sites and apps unsupervised and need to know how to keep themselves safe</p> <p>Why? So that students know how to open a bank account, understand the importance of money and where it comes from, understand how they can use their money wisely and also for the benefit of others (charity) and understand where money for their age group can and will come from through part time jobs and their rights around this</p>				
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
8	<p>Project led learning</p> <p>What? An exploration project into a topic of the students' choice relating to diversity with learning focused around the 7 learning dimensions: resilience, curiosity, creativity, learning relationships (teamwork and independence), strategic awareness, making connections and changing and learning</p>	<p>WHY? in order to develop and imbed skills required for learning that can be applied to all areas of the curriculum, to allow for personal development within formal curriculum time where students can have autonomy over their learning and are able to explore the issues around diversity and how they can have a positive impact on this</p>	<p>Diversity, tolerance, acceptance, resilience, curiosity, creativity, learning relationships, strategic awareness, making connections, adaptability, personal development, ally, racism, homophobia, ageism, sexism, protected characteristics, support, romantic, familial, formal, informal, healthy relationships, appropriate behaviour, social norms, stress, mental health, identity, self-worth, self-esteem,</p>	<p>Empathy Respect Tolerance Moral understanding Diversity Mental health Physical health Socialisation Social health Relationships Growth Development Hygiene Money Conflict Conflict resolution Justice Protected characteristics Rights Responsibilities Citizenship Critical thinking Emotional health</p>	<p>Reading News articles, data, statistics, case studies, personal stories, online research Writing Questions, interviews, speeches, advice, news articles, blog posts Oracy Presentations – from seat, standing, from the front Debate – small group, whole class Discussion- small group, whole class</p>	<p>No formal graded assessment</p>
	<p>Healthy relationships</p> <p>What? Students will explore different types of relationship (romantic, friendship, familial, formal, informal, online), different types of family, and how changes they experience might impact the relationships they have in their life</p>	<p>WHY? to understand the diversity of family, the reasons why they may feel differently about certain relationships and to recognise how to stay safe in different types of relationship.</p>				
	<p>My Mind</p> <p>What? Students focus on the process of decision making and the emotions associated with making big decisions, how</p>	<p>Why? In Term 4 students will make choices with regards to their options subjects, this will give them</p>				

	<p>they see themselves and how others see them, what defines them and finally the options that they think would be most beneficial to them in their future, students will also complete work to acknowledge children's mental health week</p> <p>Healthy bodies</p> <p>What? Explore the issues of alcohol, smoking and laughing gas, consider the reasons why people use these substances, the laws around these substances and the dangers of these substances. Some assessment of the positives of these substances will also be considered.</p> <p>Online safety</p> <p>what? Students will recap how to protect themselves online and the dangers of the internet, they will then explore issues around appropriate use of the internet e.g. what they should and shouldn't share, the responsibility they have when using the internet and the positives of the internet and how to make the most out of the internet in a way that keeps them safe.</p> <p>Social Citizens</p> <p>What? Students explore the rights and responsibilities of being a UK citizen with a focus on law (discrimination, finance, workplace), anti-social behaviour, welfare state and British values.</p>	<p>the opportunity to reflect on themselves as individuals, their identities and their futures and how the options process will impact that. They will also get to explore some of the emotions associated with the process e.g. stress and anxiety</p> <p>Why? Students need to be aware of the dangers associated with substance abuse but also be clear on how these substances can impact other aspects of their lives and understand why people use these substances as they may in the future want to use them</p> <p>Why? students are able to use the internet appropriately, safely and protect themselves from accessing inappropriate content</p> <p>Why? So that students understand the values that underpin British society, the responsibilities they have as citizens because of these values and they understand the rights they have as British citizens.</p>	<p>reflection, anxiety, physical health, emotional health, social health, intellectual health, alcohol, smoking, laughing gas, classifications, substance abuse, dangers, drug awareness, FRANK, protection, online safety, laws online, access, responsibility, rights, anti-social behaviour, citizenship, British values, respect, discrimination, welfare state, workplace, active citizenship.</p>	<p>Self-esteem Self-image Consent Diet Exercise Media Bias Stereotypes Scapegoats Ally National International Ethnicity Identity Gender Nationality Government Positive challenge Resilience Independence Anti-social Law Legal/illegal Welfare Welfare state</p>		
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<p>9</p>	<p>ELLI Project led learning</p> <p>What? An exploration project into a topic of the students choice related to citizenship with learning focused around the 7 learning dimensions: resilience, curiosity, creativity, learning relationships (teamwork and independence), strategic awareness, making connections and changing and learning</p> <p>Healthy relationships</p> <p>What? Students will explore sex and relationships in relation to consent, sexuality and the dark side of the family/relationships</p> <p>My Mind</p> <p>What? Students will explore the most common mental health concerns for young people with a predominant focus on children's mental health week. They will explore the issues of anxiety, stress, self-esteem, self harm and other issues identified through the student survey completed this year</p> <p>Healthy bodies</p> <p>What? Explore the issue of drug use and drug abuse. The students will explore different types of drugs, the dangers associated with certain drug use, how people can protect themselves when using drugs and the law around drugs</p> <p>Online safety</p> <p>What? Students investigate sexting and sharing sexual content via the internet. The laws associated with sexting and similar behaviours online</p>	<p>WHY? in order to develop and imbed skills required for learning that can be applied to all areas of the curriculum, to allow for personal development within formal curriculum time where students can have autonomy over their learning and explore their place within society, the role they can play and the importance of citizenship.</p> <p>WHY? To be aware of the complex topic of consent in various types of relationship, to explore and challenge pre/misconceptions about gender expectations in society and in relationships, to understand the diversity within relationships and to recognise abusive or unhealthy behaviours in romantic and familial relationships</p> <p>Why? in order to further remove the stigma around mental health, to make students aware of the signs of mental health concerns and give them the tools to look after theirs and their friend's mental health. It is vital that students feel confident to talk about these issues as they arise in their lives</p> <p>Why? The approach of this unit is not only to prevent but also inform so that if students choose to ignore the dangers of certain drugs, they are aware of how to do so as safely as possible.</p> <p>Why? This is to build on their previous knowledge of online safety and also the content they covered within their healthy relationships' unit recapping the issues of consent and unhealthy behaviours, students will also explore the laws around taking and sharing photos of an explicit nature of themselves. students need to be aware of the laws that are applicable to certain behaviours from people in their</p>	<p>Active citizenship, creativity, curiosity, resilience, independence, strategic awareness, making connections, adaptability, autonomy, personal development, sense of belonging, socialisation, culture, norms, values, marginalised, consent, sexuality, gender, dark side of the family, LGBTQ+, ally, gendered expectations, pansexual, a sexual, bisexual, heterosexual, homosexual, gender dysphoria, transgender, transsexual, cisgender, transvestite, self harm, stress, anxiety, mental health, self esteem, substance abuse, drug aware, classifications, sexual consent, sexting, explicit, child abuse, values, voluntary, political parties, politics, voting, democracy.</p>	<p>Empathy Respect Tolerance Moral understanding Diversity Mental health Physical health Socialisation Social health Relationships Growth Development Hygiene Money Conflict Conflict resolution Justice Protected characteristics Rights Responsibilities Citizenship Critical thinking Emotional health Self-esteem Self-image Consent Diet Exercise Media Bias Stereotypes Scapegoats Ally National International Ethnicity Identity Gender Nationality Government Sexuality Social media Politics Constructive criticism Feedback</p>	<p>Reading News articles, data, statistics, case studies, personal stories, online research Writing Questions, interviews, speeches, advice, news articles, blog posts Oracy Presentations – from seat, standing, from the front Debate – small group, whole class Discussion- small group, whole class</p>	<p>No formal graded assessment</p>
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	<p>Social Citizens</p> <p>what? Students explore the topic of British values and what makes us British, explore ways in which they can be active citizens now and in the future looking at careers, money management, voluntary work etc. and finish with a focus on democracy with their own mock political campaign and party</p>	<p>age group, they need to be aware of the repercussions of certain behaviours online and able to make well informed choices in their futures.</p> <p>Why? Students need to understand the values that underpin our society and have an understanding of how the political system in the UK works</p>		<p>Reflection Self-awareness Stigma Positive challenge Coercive behaviour Support network Abusive Grooming Law Volunteer Democracy Campaign</p>		
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10	<p>ELLI Project led learning</p> <p>What? An exploration project into a topic of the students choice relating to their GCSE/BTEC subjects in a way that brings them all together with learning focused around the 7 learning dimensions: resilience, curiosity, creativity, learning relationships (teamwork and independence), strategic awareness, making connections and changing and learning</p> <p>Healthy relationships</p> <p>What? Students recap on the elements of a healthy relationship with particular focus on romantic relationships, recap the reasons people choose to have sex (covered in Year 9), students will then move on to focus on contraception - options, responsibilities and family types, STD's and STI's and the issue of abortion in the UK and around the world.</p> <p>My Mind</p> <p>what? Students explore the concept of stress and its symptoms in different scenarios (exams/interviews/relationships/school). Explore stress management techniques that they can apply to their own lives and situations, they also consider the PIES impact that stress can have on people when experiencing it for prolonged periods</p>	<p>WHY? in order to develop and imbed skills required for learning that can be applied to all areas of the curriculum, and to allow for personal development within formal curriculum time where students can have autonomy over their learning and explore the learning styles that work for them in order to prepare them for the next stages in their education</p> <p>Why? students need to be aware of how to keep themselves safe within sexual relationships, how to have positive sexual relationships and to understand some of the sensitive topics around sexual health so that they are informed in their future choices.</p> <p>Why? In order to provide them with tangible tools that they can make use of when managing their own stress in new situations such as work experience and when entering into their seasons of PPE's. Also, to normalise certain emotions to ensure that students are more comfortable opening up about them so</p>	<p>Creativity, curiosity, resilience, learning relationships, making connections, adaptability, strategic awareness, independence, autonomy, personal development, formal curriculum, life skills, romantic relationships, contraception, sexually transmitted diseases, sexually transmitted infections, consent, safe sex, sexual health, stress, stress management, physical health, emotional health, social health, intellectual health, preventative, supportive, support network, communication, signposting, normalise, stigma, exercise, calories, macro nutrients, calorie deficit, healthy, unhealthy, habits, exercise,</p>	<p>Empathy Respect Tolerance Moral understanding Diversity Mental health Physical health Socialisation Social health Relationships Growth Development Hygiene Money Conflict Conflict resolution Justice Protected characteristics Rights Responsibilities Citizenship Critical thinking Emotional health Self-esteem Self-image Consent Diet Exercise Media Bias Stereotypes Scapegoats Ally</p>	<p>Reading News articles, data, statistics, case studies, personal stories, online research Writing Questions, interviews, speeches, advice, news articles, blog posts Oracy Presentations – from seat, standing, from the front Debate – small group, whole class Discussion- small group, whole class</p>	<p>No formal graded assessment</p>

	<p>Healthy bodies</p> <p>What? Students explore in more detail the topics of diet, exercise and food packaging with a focus on designing their own healthy lifestyle plan as well as considering the impact physical health can have on other aspects of our health</p> <p>Online safety</p> <p>What? Students will study the concepts of self-image, self-esteem and social media. Understanding the links between them and the purpose of the media as a selling tool, in relation to these concepts.</p> <p>Social Citizens</p> <p>what? Readiness for the workplace, understanding the value of work within our British values system, understanding their rights, responsibilities and routes into work and developing the skills required in the world of work such as interview technique.</p>	<p>that preventative and supportive measures can be adopted.</p> <p>why? Students are now at an age where they are likely making their own food choices and therefore require additional knowledge to make good choices and build healthy habits</p> <p>why? Because they are likely exposed to messages online that make them question themselves and need to understand the idea of social media and the purposes of the messages within it. The aim is that they will develop strong healthy relationships with themselves in order to not be affected by the messages on social media in a negative way.</p> <p>Why? in order to build on their experience of work earlier in the year, prepare them for the impact their final year of study can have on their future and enable them to make informed choices about their futures including their place of work. they will also understand the issues around employment discrimination, employment rights and the different ways of being employed.</p>	<p>endorphins, self-image, self-esteem, self-worth, sense of belonging, media, social media, filters, photoshop, values, rights, responsibilities, employment, career, salary, employment law, discrimination, contract, tax, national insurance, pension, wages.</p>	<p>National International Ethnicity Identity Gender Nationality Government Sexuality Lifestyle Social media British values Habits Self-awareness Stigma Positive challenge Abortion Religion Law Personal skills Advertising Preventative Supportive Body image Influencers Discrimination</p>		
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
11	<p>Healthy Relationships</p> <p>What? Review learning from previous academic years focusing on types of relationships, what makes a health relationship, why people choose to have sex, protection and contraceptives, STI's and STD's, sexuality and consent.</p> <p>My Mind</p> <p>what? Students cover the topics of stress, anxiety and depression specifically in the context of exam preparation with a focus on how they can manage this for their own wellbeing moving into the exam season.</p>	<p>Why? To ensure all students review learning prior to leaving the academy and to ensure that those who may have opted out previous have the opportunity to opt in now.</p> <p>Why? students will be experiencing their first round of mock exams with emotions high and will require methods with which to manage that in order to perform at their best.</p>	<p>Consent, coercive behaviour, gaslighting, rape, sexual assault, contraception, sexuality, healthy relationships, unhealthy relationships, sources of support, domestic violence, emotional abuse, physical abuse, sexual abuse, financial abuse, mental abuse,</p>	<p>Empathy Respect Tolerance Moral understanding Diversity Mental health Physical health Socialisation Social health Relationships Growth Development Hygiene Conflict Conflict resolution</p>	<p>Reading News articles, data, statistics, case studies, personal stories, online research Writing Questions, interviews, speeches, advice, news articles, blog posts Oracy Debate – small group, whole class Discussion- small group, whole class</p>	No formal graded assessment

	<p>This will also include reflection on their initial PPE experience and the process of applying to Post 16.</p> <div data-bbox="174 169 607 212" style="border: 1px solid black; padding: 2px;"> <p>Healthy bodies</p> </div> <p>What? Review of topics studied previously with a focus on safety. Looking at a range of common drugs that students might be exposed to in their social lives and considering the safety and hazards around these drugs</p>	<p>Why? In order to review previous learning and close gaps or unanswered questions from previous learning. In order to ensure students are able to minimise risk taking behaviours and their impact.</p>	<p>controlling behaviours, stress, anxiety, depression, OCD, self-harm, reflection, protective measures, substance abuse, classifications, drugs, alcohol.</p>	<p>Justice Protected characteristics Rights Responsibilities Citizenship Critical thinking Emotional health Self-esteem Self-image Consent Diet Exercise Media Bias Stereotypes Scapegoats Ally Coercive Sexuality Stress Reflection Self-care Mindfulness Self-awareness Positive challenge</p>		
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