

PSHE & RSE CURRICULUM MAP



Our subject vision:

We want students to develop as individuals so that they are well informed and able to make positive life choices.

PSHE supports the personal and academic development of our students from Years 7 to 11 so that they can thrive both in school and beyond. PSHE is a key curriculum area and a driver for the realisation of our school values: Aspiration, Opportunity and Integrity.

Aspiration	<p>The curriculum supports the development of a Growth Mindset approach to learning and the belief that all students can achieve their personal goals and aspirations with hard work, commitment and dedication.</p> <p>Knowledge: Our PSHE lessons build upon prior learning in Primary School and develops year on year so that age appropriate content is delivered. The programme includes six units of study, each with six lessons, taught in two sections each week by form tutors. The programme is designed to be taught sequentially throughout the school year, one per term, as follows:</p> <ol style="list-style-type: none">1. Being me in my world2. Celebrating difference3. Dreams and goals4. Healthy me5. Relationships6. Changing me <p>Skills: Our approach supports the PSHE (Personal, Social, Health and Economic education) of our students while also developing resilience, mental health, emotional literacy, social and employability skills. This is further supported by our Assembly program and other supporting sessions relating to British Values and the SMSC (spiritual, moral, social and cultural) development of students.</p> <p>Understanding: Our programme is a comprehensive scheme of work. Our approach ensures that the subject content is age appropriate as part of a spiral curriculum. At the end of each unit pupils complete a short quiz which is analysed, we can then collectively offer further support and guidance with any common needs being addressed through assemblies or other sessions.</p>
Opportunity	<p>Within the classroom: Students are supported to develop their knowledge and understanding across each term. The program has been developed for implementation at Fitzharrys with a bespoke supporting booklet created for each term. Over the five year course these offer a good reference source for pupils to keep and reflect from. The sessions are delivered by form tutors. At Fitzharrys our tutors being the first point of contact for parents and students and as such means that they are well placed to support and respond to any concerns which arise in response to the topic areas / subject content.</p> <p>Beyond the classroom: In addition to the main PSHE lessons a range of enrichment opportunities and activities support this work.</p>

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Opportunity	<p>In the last few years we have offered several wider learning days which include subjects as broad as teamwork, equality, enterprise, mental health, risky behaviour/life choices, sexual health, first aid, e-safety, life and learning, careers, revision techniques and exam preparation. Many of these events made use of external agencies and professionals including: but not limited to The Abingdon Bridge, Thames Valley Police, South Central Ambulance Service / restart a heart, The NHS, Fire Brigade, Pegasus Theatre, DAMASCUS, SAFE project, Show Racism the Red Card.</p> <p>The PSHE curriculum is further supported by our assembly programme and other curriculum areas such as Science and Philosophy & Ethics.</p>
Integrity	<p>Our aim is to empower our students so that they may understand themselves and their minds to combat stress, pressure and influences that may cause them harm, and know how to lead healthy, happy and fulfilling lives, making the positive life choices with absolute integrity.</p> <p>Knowledge: The content is pupil driven and is in line with the most recent national guidance from the DfE, as such the programme is compliant with the statutory Relationships and Sex Education (RSE) requirements. The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, including but not exclusively intimate relationships. Our curriculum should enable pupils to know what a healthy relationship looks like and what makes a good friend, a good colleague, a good partner and gives the skills to help create successful committed relationships. Crucially, our curriculum also guides pupils to notice when relationships are unhealthy and offers advice on how to work through these situations.</p> <p>Skills: Students are given opportunities to consider their own values, feelings and opinions and to develop reasoned views and opinions. Through their work in PSHE students also develop their personal values which build upon the DfE's fundamental British Values, a set of core life skills focused on responsibility, commonality, tolerance and diversity, mutual respect, individual liberty, democracy and the rule of law.</p> <p>Understanding: Students demonstrate their understanding through the completion of the lesson tasks and activities as well as the submission of termly assessment and pupil voice surveys.</p>

How this document works:

This Curriculum Map will show you everything we do in PSHE. It shows the learning journey from Year 7 to Year 11. At each point it will show you what is covered and how it will be assessed.

If you have any further questions, contact Mr Whitley as our Head of PSHE, RSE & Diversity.

SUBJECT CURRICULUM MAP: KS3



Healthy Me

Big Question: How can substances impact on wellbeing?

Exploration of substances and their effects including alcohol, smoking and making healthy choices as well as life saving skills

Dreams & Goals

Big Question: Who do I dream of becoming?

Exploration of dreams for life, the power of planning and personal strengths along with mental health and illness and media manipulation

Celebrating Difference

Big Question: Is being different a good thing?

Exploration of equality, bullying, understanding difference, the power of positive language and discrimination.

Relationships

Big Question: Can relationships ever be equal?

Exploration of power in relationships, assertiveness and saying no. Porn – is it real? Contraception and consequences of unprotected sex.

Changing Me

Big Question: How do I feel about becoming an adult?

Exploration of mental health, managing changes and our emotions, resilience, sleep and wellbeing.

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4

Wider Learning Day: Sexual Health Carousel

Being Me in My World

Big Question: To what extent does the world I live in affect my identity?

Exploration of expectations and perceptions of relationships, peer approval, risks, being 'me' in a group and consent within peer and intimate social groups

Year
9

Changing Me

Big Question: What factors make an intimate relationship happy and healthy?

Exploration of different types of relationships and what's in a relationship; exploration of the feelings associated with attraction. Does watching pornography help people to understand relationships? Alcohol and risk.

Relationships

Big Question: Because I'm worth it... or am I?

Exploration of being in control of... my self, my relationships, personal space and social media. Managing control and coercion in relationships

Healthy Me

Big Question: Can I become more responsible for my health and happiness?

Exploration of 'me and my health', healthy choices: managing stress, substances. Substance misuse

Changing Me

Big Question: How do I feel about becoming an adult?

Exploration of body changes, image and self-esteem, feelings, relationships and having a baby

Year
8

Being Me in My World

Big Question: Can I choose how I fit into the world?

Exploration of who I am, my family and family factors. The power of first impressions and faiths and beliefs

Celebrating Difference

Big Question: How different are we really?

Exploration of bullying, prejudice, discrimination and inequality. How can students make a difference?

Dreams & Goals

Big Question: Can the choices I make now influence my future?

Exploration of long term goals, money and earnings, what money can't buy. The price of life and online safety.

Relationships

Big Question: What can make a relationship healthy or unhealthy?

Exploration of positive qualities of healthy relationships, changing feelings, emotions and relationships as well as external factors and assertiveness

Healthy Me

Big Question: To what extent am I responsible for my mental and physical health?

Exploration of mental and physical and mental health and related health choices to support and sustain wellbeing

Dreams & Goals

Big Question: Can my choices affect my dreams and goals?

Exploration of dreams and goals and supporting skills and coping strategies which may support achievement in the future along with how choices may affect the realisation of dreams and goals

Celebrating Difference

Big Question: Do we need to feel 'the same as' to belong?

Exploration of prejudice and discrimination, challenging own and others attitudes and values accepting difference. Challenging stereotypes, discrimination and bullying

Being Me in My World

Big Question: How do I fit into the world I live in?

Exploration of who you are, influences including peer pressure. Exploration of online identity and consequences of online behaviour.

Year
7

SUBJECT CURRICULUM MAP: KS4



**Further
study**

**Summer
exams**

GCSE Exams

Big Question: Can you look back and have no regrets?

Students will be working to complete their GCSE exams

Exam Preparation

Big Question: Are you ready for the challenges ahead?

Exam preparation support and preparation via revision preparation and revision of proven revision techniques while maintaining a sense of perspective, work / life balance and mental wellbeing

Relationships

Big Question: Is it possible to stay true to yourself and be in a healthy relationship?

Exploration of intimate romantic relationships and how to access health and advice about relationships as well as power within intimate relationships. Students will also understand there is a spectrum of gender diversity and sexuality and how to access LGBT+ support

Changing Me

Big Question: Can all change be positive in some way?

Exploration of changes in society and how will affect students as well as managing change and decision making along with gender and sexual identity; gender stereotypes and physical and emotional changes

**Year
11**

Being Me in My World

Big Question: Are we in the adult world at 16?

Exploration of becoming an adult, relationships and the law as well as key elements of the law including the equality act, online activities, misuse of technology and the steps to take if faced with an emergency situation and the feelings encountered

Dreams & Goals

Big Question: Can I rely on myself to achieve my goals or do I need luck or destiny?

Exploration of anxiety and managing these feelings both now and in the future as well as looking at money and debt, future relationships, dream jobs and skills and what to do when things go wrong

Healthy Me

Big Question: Should sexual health, relationships and sex be discussed more openly?

Exploration of relaxation and managing stress, hygiene and health as well as responding to pressures around sexual relationships; pregnancy and choice and how to stay safe in sexual relationships.

Relationships

Big Question: Is love all you need?

Exploration of healthy, long term relationships, healthy connections while considering 'don't believe what you see' to critically evaluate the truth or otherwise of a relationship as well as considering unhealthy relationships, love and loss.

Healthy Me

Big Question: When it comes to health, to what extent am I in control?

Exploration of factors affecting physical and mental health and actions which can enhance and protect health as well as looking at diseases, treatments and lifestyle choices: we have extraordinary bodies/minds

Dreams & Goals

Big Question: Is success only possible when physical and emotional needs are in balance?

Exploration of relationships and those which will support the realisation of achieving goals along with students own goals and their health, the importance of a work life balance and securing a healthy balance

Celebrating Difference

Big Question: Does difference result in inequality?

Exploration of Equality: what does it mean in the UK, the workplace, relationships as well as exploring power in relationships and how to challenge inequality

Being Me in My World

Big Question: Is managing my online and offline world within my control?

Exploration of how social media affects students, their identity and culture, along with online safety threats and risks as well as considering liberty and safety as well as exploration of grief

**Year
10**



Year
9

Year
8

Year
7

1 Being Me in My World

Why this?	It is important that all students have an understanding of their expectations of peer friendships and intimate relationships and
Why now?	Students understand how the choices they make can be linked to their self-identity and self-esteem and how this can affect their health and relationships

4 Healthy Me

Why this?	Students to understand that the majority of people their age make positive lifestyle choices and that there are many misconceptions
Why now?	Students are to be supported and confident to make healthy decisions and lifestyle choices being confident to do so maintaining 'social norms'

1 Being Me in My World

Why this?	Students to understand how to identify influences and differences and use these positively in relationships or friendships
Why now?	Supports students personal development and understanding of peoples differences and diversity

4 Healthy Me

Why this?	It is important that students have a good understanding of how to maintain good health, manage stress and avoid negative substance
Why now?	Students must understand how and when the influence of others could be harmful to their health and happiness

1 Being Me in My World

Why this?	Allows students to recognise that identity is affected by a range of factors and how they can maintain positive on and offline relationships
Why now?	Transition to school and increased access to phones and online apps and social media

4 Healthy Me

Why this?	Explores life choices to secure positive healthy lifestyles and wellbeing especially nutrition, exercise and sleep
Why now?	Students to have an awareness of positive life choices and their responsibility in helping them to feel good

2 Celebrating Difference

Why this?	Students to challenge their own and others attitudes to differences in relation to key protected characteristics with understanding of bullying
Why now?	Students to understand how prejudice, discrimination and bullying can arise and how these can affect mental health

5 Healthy Relationships

Why this?	Students are to be supported and able to consider the risks and consequences of becoming sexually active along with power in relationships
Why now?	It is important that students are aware of the choices they have in relationships and the choices around consent and consequences of sexual activity

2 Celebrating Difference

Why this?	Students to understand how respect and equality or the lack of these affects relationships
Why now?	Students to recognise that they can make a positive difference to their school and local community

5 Healthy Relationships

Why this?	It is important that students know and understand the differences between a healthy, positive relationship and a coercive one
Why now?	Relationships affect everything we do in our lives and that relationship skills have to be learned and practised

2 Celebrating Difference

Why this?	Helps students to explore and understand key areas and to challenge own and others attitudes/values accepting difference in others
Why now?	Supports tolerance and understanding of how respect impacts on relationships with understanding of school rules and also equality laws

5 Healthy Relationships

Why this?	An awareness of key behaviours and attitudes which could make a relationship healthy or unhealthy is important
Why now?	Students to have an understanding of behaviours and attitudes that could make an relationship healthy or unhealthy

3 Dreams & Goals

Why this?	Students will reflect and identify their personal strengths and health goals along with areas they would like to improve
Why now?	Work will support the 'options' process and the students selecting their GCSE courses for Year 10 and 11

6 Changing Me

Why this?	Students to be aware of how different types of change can affect mental health and to develop strategies to help develop resilience
Why now?	Students to understand the importance of managing change and emotions as well as lifestyle with sleep an important part of development

3 Dreams & Goals

Why this?	Students to know what their long term goals are and how they can achieve them supported by their short and medium goals
Why now?	Students to have an understanding of how choices they make now can affect their future life chances and opportunities

6 Changing Me

Why this?	Students to know the different types of relationships people can have and that feelings and emotions can change
Why now?	Students to be able to express their own opinions on relationship issues and what behaviours / attitudes make un/healthy relationships

3 Dreams & Goals

Why this?	Students will identify their dreams and goals along with key skill that may benefit them in the future while being responsible
Why now?	Students will develop an understanding of how choices they make affect relationships, health and their future

6 Changing Me

Why this?	Students to understand key body changes and how to access support and help each other cope with the changes during puberty
Why now?	Building upon the previous work during primary school students will be aware of the changes they will experience and how to manage this

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Year 11

1 Being Me in My World	
Why this?	It is important that students are able to consider what it means to be an adult and legislation which affects them in terms of sex and relationships, equality act, online activities and purchasing alcohol/tobacco
Why now?	Students need to know the rights, responsibilities and laws which affect them and what they need to do to be responsible citizens as they develop into young adults

2 Dreams & Goals	
Why this?	Students will consider their aspirations for the future in terms of jobs and relationships and consider the skills and attributes needed for success as well as what to do if things go wrong or they are in need of help and support
Why now?	Students will develop coping techniques for when they feel overwhelmed so that they can control situations and focus on being successful in their studies as they pursue their goals

3 Healthy Me	
Why this?	Students to understand how they can manage their health including hygiene, stress and self-examination as well as staying safe in sexual relationships so that they may be confident and be healthy and safe young adults
Why now?	It is important that students are able to make safe and healthy choices as they develop into young adults and that they are also aware of how to access support

4 Relationships	
Why this?	Students need to know how to protect their sexual and reproductive health along with an understanding of intimate romantic relationships, diversity and sexual orientation as understanding young adults
Why now?	It's important that students understand and consider how power in relationships can affect people and that they understand issues relating to inclusion, equality and human rights as they become young adults

5 Exam Preparation	
Why this?	Students are to explore a range of revision techniques and methods to support their final preparations for their GCSE exams this term
Why now?	GCSE exams start this term so support and guidance re exam preparation is essential to support student success

6 GCSE Exams	
Students will be working to complete their GCSE exams	

Year 10

1 Being Me in My World	
Why this?	Students to understand how to keep themselves safe in their online and off line relationships and to respond to different virtual, social and life experiences with confidence.
Why now?	Students have increased social and virtual interaction and its important that they continue to understand behaviours that people exhibit and how to keep themselves safe.

2 Celebrating Difference	
Why this?	Students are to consider equality and what this means in the UK and the workplace alongside being part of a multicultural society as well as how to challenge inequality
Why now?	Some students may begin to look for job opportunities and it is important that they are aware of these key areas and know how to challenge inequality if they encounter it

3 Dreams & Goals	
Why this?	Students will understand how relationships and being part of a community can help them and other to be successful and to achieve their goals and aspirations
Why now?	Students will need to be self reflective and resilient to be successful in their GCSE studies, clear goals and ambitions linked with positive health will help secure success

4 Healthy Me	
Why this?	Students are to recognise how health choices can impact on feelings and emotions along with how the people around us can also have an effect on how they feel
Why now?	Students to further develop an understanding of the importance of looking after themselves in terms of both physical and mental health and the links between these two aspects of personal health

5 Relationships	
Why this?	Students will learn about healthy, long-term relationships and what is required to make them sustainable as well as negative factors such as coercive behaviours/exploitation
Why now?	It is important that students are able to recognise their own emotions and that they are able to identify when a relationship is good for them or not as well as how and who to approach for help if the need it

6 Changing Me	
Why this?	Students will explore changes and decision making and consider how some people may experience change with regard to gender and sexual identity
Why now?	Students to identify some of the changes in society and how they will affect them along with the role of the media on social change as well as their own emotions and life experiences.

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