


# PSE Curriculum Plan 2023-2024 Version September 2023 (11)

Year	Autumn Term	Spring Term	Summer Term	
7	<p><b>How can I succeed at secondary school?</b> How can I manage change to secondary? What is my identity and how can I make a good first impression? What makes a relationship healthy?</p> <p><b>How can I build positive relationships?</b> Bullying and online bullying – how can I take a stand? Is everyone treated equally? What are stereotypes? How can we treat others? What support can I offer to other people?</p>	<p><b>How can I keep healthy?</b> What is health and can screen time affect health? Why is good quality sleep vital? What are the benefits of physical activity? How can I look after my personal hygiene? Is vaping harmful to the body?</p> <p><b>What happens during puberty? *RSE</b> What physical and emotional changes happen during puberty? What happens during menstruation? Where can I go for help and support for myself or others?</p>	<p><b>How can I manage risk?</b> What are risks and how can I be safe near roads, train lines and water? How can I be safe online?</p> <p><b>How can I be an active citizen?</b> How can people make a change? What is Parliament? What is a General Election and what is the role of MPs?</p>	
Assessment Method	Core knowledge check after modules and regular reviews	Assessment week – core knowledge checks and regular reviews	Assessment week – core knowledge checks and regular reviews	
 Opportunities	<p><b>CEIAG – Students think about their future aspirations and how they might achieve these through qualifications and skills that they develop at school and through enrichment opportunities.</b></p> <p><b>SMSC – Students work in pairs/ groups; students consider the importance of identity for those with faith and none, students consider cultural differences</b></p> <p><b>Enrichment- Students can take part in careers-based assemblies/ events, students reflect on the skills they have gained through enrichment opportunities.</b></p> <p><b>British Values – Students develop their self-esteem and responsibility for their behaviour. Students consider the importance of community, respect, and tolerance of others regardless of faith, belief, or background.</b></p> <p><b>E-safety – Use of computers, following school ICT policies and procedures. Students will consider how to stay safe online and sources of support.</b></p>			
8	<p><b>How do I protect myself from exploitation?</b> How do rules and laws work? What crimes are there? What is involved in the legal process? How am I influenced? What do I need to know about gangs and knife crime? What is 'county lines'? What is grooming and how can I keep myself safe?</p>	<p><b>How can I maintain my health?</b> What are the effects of caffeine and energy drinks on the body? What are the physical and social effects of alcohol consumption? How can I manage peer pressure around vaping and alcohol consumption?</p>	<p><b>How can we value one another?</b> What are prejudice and discrimination? How does the Equality Act 2010 promote inclusion?</p>	<p><b>What skills do I need for my future?</b> What careers and opportunities are there? What is debit and credit and are budgets useful?</p>
Assessment Method	Core knowledge check after modules and regular reviews	Assessment week – core knowledge checks and regular reviews	Assessment week – core knowledge checks and regular reviews	
 Opportunities	<p><b>CEIAG – Students think about their future aspirations and how they might achieve these through qualifications and skills that they develop at school and through enrichment opportunities.</b></p> <p><b>SMSC – Students work in pairs/ groups; students consider the importance of identity for those with faith and none, students consider cultural differences and discuss ethical issues.</b></p> <p><b>Enrichment- Students can take part in opportunity to raise money for charity. Students have access to careers-based assemblies/ events, and students reflect on the skills they have gained through enrichment opportunities.</b></p> <p><b>British Values – Students develop their self- confidence and self-esteem. Students consider the role of democracy, rule of law including Equality Act 2010, respect for public institutions and respect for other people.</b></p> <p><b>E-safety – Use of computers, following school ICT policies and procedures. Digital literacy, online safety and reliability of the media studied in focus.</b></p>			

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9	<b>What are the risks of drugs and alcohol on my health and wellbeing?</b> What are the effects of drugs on the body? What does the law say about drugs? How can I manage peer pressure and influence? What is addiction? How does the media affect my body image and self-esteem?	<b>What future options do I have?</b> What are my strengths and how do they help when picking my options? How can I prepare for my future? What study and employment opportunities are there? What are employment rights and responsibilities?	<b>What is the difference between healthy and unhealthy relationships? *</b> What are the characterises of healthy romantic relationships? How can I communicate and recognise consent? What does the law say about sharing nudes and semi-nudes? What are the potential signs of abuse?
Assessment Method	Core knowledge check after modules and regular reviews	Assessment week – core knowledge checks and regular reviews	Assessment week – core knowledge checks and regular reviews
 Opportunities	<b>CEIAG – Students think about their future aspirations and how they might achieve these through qualifications and skills that they develop at school and through enrichment opportunities.</b> <b>SMSC – Students work in pairs/ groups; students consider the importance of identity for those with faith and none, students consider cultural differences</b> <b>Enrichment- Students can take part in an entrepreneurship challenge. Students have GCSE options and careers-based assemblies, and at options evening students reflect on the skills they have gained through studies and enrichment opportunities.</b> <b>British Values – Students continue to develop self- confidence and self-esteem. Students consider the role of democracy and rule of law, tolerance and respect for other people and communities.</b> <b>E-safety – Use of computers, following school ICT policies and procedures. Students consider developing their ICT skills, and appropriate use of social media.</b>		
10	<b>What does good mental health look like?</b> What is emotional and mental health? How can challenges affecting mental health? How can I recognise depression, anxiety, and stress? What are healthy coping strategies to manage anger and pressures? How can I develop resilience and prepare for challenges? What are the effects of drugs, alcohol, and vaping?	<b>How do I keep healthy and safe in relationships? *</b> What are personal boundaries and risks involved in sexual relationships? How is sexual harassment defined? What is contraception and what factors affect fertility? What is forced marriage and honour-based violence?	<b>What financial pressures are there?</b> How do loans and mortgages work? What are taxes and how are they calculated? Do I need to take out insurance? How can I create an impactful CV?  <b>How can I become an active citizen?</b> What are human rights? How do courts decide on sentences? Should privacy be protected at all costs?
Assessment Method	Core knowledge check after modules and regular reviews	Assessment week – core knowledge checks and regular reviews	Assessment week – core knowledge checks and regular reviews
 Opportunities	<b>CEIAG – Students prepare for careers by researching and applying for work experience, researching careers, completing a CV, and analysing successful interview techniques.</b> <b>SMSC – Students work in pairs/ groups; students consider the importance of relationships and identity, considering the importance of tolerance and understanding cultural similarities and differences.</b> <b>Enrichment- Students complete careers-based assemblies and prepare to complete work experience.</b> <b>British Values – Students continue to develop self- confidence and self-esteem. Students consider the role of democracy and rule of law, tolerance and respect for other people and communities.</b> <b>E-safety – Use of computers, following school ICT policies and procedures. Students consider the appropriate use of social media and develop ICT skills through researching careers and create a CV.</b>		
11	<b>What are my post-16 options?</b> What are the options and choices available after SHS? How do I complete applications forms and personal statements for college/ Sixth Forms? What are apprenticeships? How can I manage stress and prepare for exams?	<b>How can I keep optimum health?</b> How can I look after my health through diet, exercise, and sleep? What is cancer? What are blood, organ and stem cell donations? How can I balance the time that I spend online?	<b>How can I maintain healthy relationships?*</b> What are the impacts of viewing pornography? How can I access sexual health services?
	Study Leave/ Exams 		

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Assessment Method	Assessment week – core knowledge checks and regular reviews	Assessment week – core knowledge checks and regular reviews	
 <b>Opportunities</b>	<p><b>CEIAG – Students prepare for their next steps researching college course, making applications and investigation into higher education opportunities.</b></p> <p><b>SMSC – Students work in pairs/ groups; students consider the importance of relationships and identity. Students consider the moral issues within relationships and families.</b></p> <p><b>Enrichment- Students complete careers-based assemblies to prepare them for their next careers steps.</b></p> <p><b>British Values – Students continue to develop self- confidence. Students consider the role of communication, respect, and tolerance in building relationships with families and the wider school and local communities.</b></p> <p><b>E-safety – Use of computers, following school ICT policies and procedures. Students consider the appropriate use of social media and develop ICT skills through researching their next career step and reviewing their CV.</b></p>		