



# CURRICULUM – PSHE

## Intent, Curriculum Map & Age Related Expectations

### Abstract

Students are carefully provided with feedback on their learning to enable them to improve. They gain the knowledge leading onto the skills that are necessary to enable them to become successful lifelong learners.

## Contents

Whole School INTENT .....	2
INTENT, IMPLEMENTATION & IMPACT .....	2
KS2 Links and Intent .....	2
CURRICULUM MAP .....	3
KS3 Links and Intent .....	4
KS4 Links and Intent .....	5
YEAR 7 .....	6
YEAR 8 .....	7
YEAR 9 .....	8
YEAR 10 .....	9
YEAR 11 .....	10
END OF COURSE EXPECTATIONS .....	11
DEPARTMENT FEEDBACK POLICY .....	12
NATIONAL CURRICULUM LINKS .....	13
PERSONAL DEVELOPMENT CURRICULUM .....	15
SMSC CURRICULUM LINKS .....	17
Equality, Diversity and Inclusivity Links .....	17

## Whole School INTENT

**Southchurch students embrace learning opportunities.**

## INTENT, IMPLEMENTATION & IMPACT

### Intent:

- Our PSHE curriculum acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence, through contributing to society in their adulthood. It teaches the knowledge and skills which equip them for the opportunities and challenges of life, including decision making and finding their own personal views and attitudes on a range of different issues that are continuously contemporary.

### Implementation

- Sequencing of the curriculum into themes
- Adaptive teaching (to take into account what is happening in the area that needs to be addressed)
- Extending opportunities for extracurricular and professional speakers

### Impact

- All students will be equipped to make a positive contribution to society

## KS2 Links and Intent

- [KS2 PSHE/RSE National Curriculum Topics](#)
- The PSHE curriculum at Southchurch is designed to develop and build upon knowledge students are given at KS2. For example, continuing the theme of keeping safe under the topic of RSE, which is taught across years 7-11.
- In year 7, students learn about friendships and relationships, including the change between primary and secondary friendships and what it means to be a good friend within the relationship. Therefore, we are continuing to explore the topic at KS2 'all around me' but focusing on the adjustment to secondary school life.
- The PSHE curriculum is now under three main themes across the year groups, to ensure consistency for students and lessons. This means that every year, students build upon the knowledge that they have gained at KS2, and have a better understanding and can contribute more in lessons.
- Local primary schools such as Fairways cover the same and similar topics, filtered down to suit the age of students. Such as going through class rules and responsibilities under the heading of behaviour and also the statutory requirement of keeping safe, which links to our curriculum at Southchurch.
- Primary schools in the area cover our first theme of relationships as part of their KS2 curriculum and we build upon this at KS3 and KS4 with our thematic topic of Relationships, which builds and develops on the content each group due to their age and what is appropriate.
- At KS2, primary schools are including the topic of Growing Up and developments in the body, which prepares the students for our KS3 topic of adolescent change and builds upon what they are already learning.

# CURRICULUM MAP

	Autumn Term						Spring Term						Summer Term					
	1/2	3/4	5/6	8/9	10/11	12/13	15/16	17/18	19/20	21/22	23/24	25/26	27/28	29/30	31/32	33/34	35/36	37/38
Yr7	Theme: Relationships						Theme: RSE						Theme: Independence					
	Relationships and Friendships						Puberty and Adolescent Change						Active Citizenship: Contribution to school life					
	<ul style="list-style-type: none"> <li>Introduction</li> <li>Consent</li> <li>Respect</li> </ul>			<ul style="list-style-type: none"> <li>Quality Friendship</li> <li>Positivity and Self-Esteem</li> <li>Pressure and Influence</li> </ul>			<ul style="list-style-type: none"> <li>Change and Independence</li> <li>Girls Focus</li> <li>Boys Focus</li> </ul>			<ul style="list-style-type: none"> <li>Emotions and Behaviour</li> <li>Hygiene</li> <li>Body Modifications</li> </ul>			<ul style="list-style-type: none"> <li>Deciding your issue</li> <li>Research: Primary and Secondary</li> <li>Planning the Action</li> </ul>			<ul style="list-style-type: none"> <li>Taking the Action</li> <li>Assessing the Impact</li> <li>Evaluating the Impact</li> </ul>		
<b>Feedforward Assessments:</b>						<b>Feedforward Assessments:</b>						<b>Feedforward Assessments:</b>						
1. Fast five starter questions (retrieval practice)						1. Fast five starter questions (retrieval practice)						1. Fast five starter questions (retrieval practice)						
2. Knowledge quiz						2. Similarities and differences						2. Evaluating their success and impact						
Yr8	Relationships and Families						Media Manipulation						Money Matters					
	<ul style="list-style-type: none"> <li>Modern Families and Relationships</li> <li>Marriage</li> <li>Divorce</li> </ul>			<ul style="list-style-type: none"> <li>Loss and Bereavement</li> <li>Changing Relationship in Family Life</li> <li>Family Life and Family Tree</li> </ul>			<ul style="list-style-type: none"> <li>Cyber Security</li> <li>Managing Devices and Accounts</li> <li>Identifying Scams</li> </ul>			<ul style="list-style-type: none"> <li>Image Sharing</li> <li>Influencers</li> <li>Fake News</li> </ul>			<ul style="list-style-type: none"> <li>Saving and spending money</li> <li>Credit and Debt</li> <li>Cost of living</li> </ul>			<ul style="list-style-type: none"> <li>Outgoings/Taxes</li> <li>Investments</li> <li>Entrepreneurship</li> </ul>		
	<b>Feedforward Assessments:</b>						<b>Feedforward Assessments:</b>						<b>Feedforward Assessments:</b>					
1. Fast five starter questions (retrieval practice)						1. Fast five starter questions (retrieval practice)						1. Fast five starter questions (retrieval practice)						
2. Family Tree enquiry						2. Making inferences from sources						2. Understanding the value of money						
Yr9	Sexual Health						Religions and Beliefs						Wise Decisions					
	<ul style="list-style-type: none"> <li>Personal Relationships</li> <li>Consent</li> <li>Contraception</li> </ul>			<ul style="list-style-type: none"> <li>Dangers of Pornography</li> <li>Sexting and Image Sharing</li> <li>STI's</li> </ul>			<ul style="list-style-type: none"> <li>Identifying Religions</li> <li>What are Traditions and Beliefs</li> <li>Does God exist?</li> </ul>			<ul style="list-style-type: none"> <li>Pilgrimages and Places of Worship</li> <li>Religious Leaders</li> <li>Conflict over Religions</li> </ul>			<ul style="list-style-type: none"> <li>Smoking/Vaping</li> <li>Avoiding Gangs</li> <li>Carrying a Knife</li> </ul>			<ul style="list-style-type: none"> <li>Breaking Down Stereotypes</li> <li>Challenging Hate Crimes</li> <li>Knowing Human Rights</li> </ul>		
	<b>Feedforward Assessments:</b>						<b>Feedforward Assessments:</b>						<b>Feedforward Assessments:</b>					
1. Fast five starter questions (retrieval practice)						1. Fast five starter questions (retrieval practice)						1. Fast five starter questions (retrieval practice)						
2. Knowledge quiz						2. Significance of events and celebrations						2. Making judgements on the facts surrounding behaviour/acts						
3. Case study questions and implications																		
Yr10	Intimate Relationships						Being Safe in the Wider World						Criminal Activity and the Law: Crimes within the Criminal Justice System					
	<ul style="list-style-type: none"> <li>Love vs Lust</li> <li>Criminal Behaviours in relationship</li> <li>Sexual Harassment/Violence</li> </ul>			<ul style="list-style-type: none"> <li>Consent</li> <li>Pregnancy/Abortion</li> <li>Parenting</li> </ul>			<ul style="list-style-type: none"> <li>Dangers of Recreational Drug Use</li> <li>Grooming, Exploitation and coercion</li> <li>County Lines</li> </ul>			<ul style="list-style-type: none"> <li>Gambling</li> <li>Forced and Arrange Marriages</li> <li>FGM and support</li> </ul>			<ul style="list-style-type: none"> <li>Criminal Justice System</li> <li>Police</li> <li>Gathering Evidence</li> </ul>			<ul style="list-style-type: none"> <li>Role of Judiciary</li> <li>Punishment and Sentencing</li> <li>Youth crime</li> </ul>		
	<b>Feedforward Assessments:</b>						<b>Feedforward Assessments:</b>						<b>Feedforward Assessments:</b>					
1. Fast five starter questions (retrieval practice)						1. Fast five starter questions (retrieval practice)						1. Fast five starter questions (retrieval practice)						
2. Infer information from source questions						2. Explaining consequences and impacts of actions						2. Exploring gathering evidence for crimes						
Yr11	Celebrating Real Love						Reality Vs Media Views						Life in the Wider World					
	<ul style="list-style-type: none"> <li>Positive Law Changes</li> <li>Success Stories</li> <li>Power of Attorney</li> </ul>			<ul style="list-style-type: none"> <li>Love Language</li> <li>Celebrity Relationships</li> </ul>			<ul style="list-style-type: none"> <li>Influencer Endorsements</li> <li>Explicit Materials</li> <li>Exploitation</li> </ul>			<ul style="list-style-type: none"> <li>Legal Battles</li> <li>Social Media vs Real Life</li> <li>Obsessive Online Behaviours</li> </ul>			<ul style="list-style-type: none"> <li>Independent Living</li> <li>Finance and Money Management</li> <li>Cost of Living/Benefits</li> </ul>					
	<b>Feedforward Assessments:</b>						<b>Feedforward Assessments:</b>						<b>Feedforward Assessments:</b>					
1. Fast five starter questions (retrieval practice)						1. Fast five starter questions (retrieval practice)						1. Fast five starter questions (retrieval practice)						
2. Analysing text with theme of love (English GCSE)						2. Comparative and source skills/questions						2. Application questions (GCSE maths)						

## KS3 Links and Intent

- **Key Stage 3 National Curriculum Topics**
- The KS3 PSHE curriculum at Southchurch is designed to develop and grow students' knowledge of a wide range of topics that help them become an effective and successful individual. The content includes three main themes, which are embedded upon each group, which support the students developing their knowledge and application across the Key Stages.
- At the start of year 7, students learn about friendships and relationships to settle them better into secondary school life, helping them understand friendships are changing and what to look for in a good friend. This has shown to support the pastoral team in reducing the number of incidents under this heading.
- During Year 7, the themes develop onto RSE and they are learning about the changing body. We teach the lessons in this sequence to cover a wide range of information, so students gain more in-depth knowledge. This will help the students recognise their changes that will happen and have a better understanding of the processes and support out there.
- At the end of year 7, students take part in an Active Citizenship project, which gets them involved in making a positive change within the school. Students conduct research on a topic and present their findings back to the class, which will go to student council meetings. All students' voices are heard and considered, and they will all evaluate their success of their journey. This supports the engagement, as the discussions and findings help the students contribute to the school's day-to-day life.
- In Year 8, students develop on each theme and gain a better understanding of relationships in Term One, which supports the growth and change of students from entering Secondary school to becoming more settled. This investigates family life and supports the changing family homes which are more relevant in Southend areas, which helps to address this issue and build tolerance.
- Other themes in Year 8 are explored and built upon, which are Media Manipulation and Money Matters. Students are informed and explore how the media can negatively impact a person's life and what support is put in place. Students at the end of year 8 start to look into how to manage money and the different factors that could affect the income and outcome of the households.
- By Year 9, students should have developed a clear understanding of the rights and responsibilities in society, and what to look out for that they need to be careful of. Students explore what decisions they should make to be a better individual and contribute towards society. These schemes for learning also provide essential information to support their own personal growth and information that they can apply to their decisions.
- We want students to understand the main themes across the year groups and how they are built upon in KS4. For example, relationships will cover intimate relationships and how their knowledge will support from KS3 and built upwards.
- Our formative assessment at KS3 are knowledge quizzes and case study questions, to apply their knowledge to real life situations to better prepare them for life beyond school.

## KS4 Links and Intent

- [Key Stage 4 National Curriculum Topics](#)
- [GCSE Citizenship Specification](#)
- Southchurch does not offer a qualification in PSHE at Key Stage 4 but builds upon the knowledge at KS3 and supports them for life beyond Secondary school. However, GCSE citizenship topics are linked to the PSHE curriculum in order to develop more mature and in-depth conversations in lessons which supports their higher education.
- In the KS4 Curriculum, the main themes are still followed to ensure consistency and information is embedded each year. These lessons are discussed-based focused to make sure all voices are heard and misconceptions are addressed.
- Year 10 starts with Intimate Relationships, as it has shown that this is when relationships start to develop and what to expect when they get into a more mature relationship. This explores a range of headings to cover the entire topic such as, sexual harassment, consent and pregnancy, which informs the students of the key signs to look for and how to help in different scenarios.
- Year 10 continues with Being Safe and Criminal Activity, which both topics explore the rights that young people have in society and how to challenge stereotypes and different viewpoints.
- In Year 11, more mature topics and lessons are looked at to support their future relationships and decisions outside of school life. They look into Celebrating Real Love and the stories that we should be idolizing over what they have typically gone through or viewed in the media. The theme of love links to the GCSE English Curriculum, in relation to Romeo and Juliet which is supporting the knowledge of the students for their future exams.
- Year 11's will continue to explore the views of the media and compare this to the reality views and everyday life. Recent and ongoing documentaries are also tackling this problem, which supports learning in the lesson as tis links to more current affairs for this age group.

## KS5 Links

### A-Levels (PSHE linked topics)

- Key Stage 5 PHSE is not offered, but other A-Levels have similar topics and links too where students can choose to study, such as Psychology, Law and Sociology.

## YEAR 7

	Topics / Units	Relationships and Friendships	Puberty and Adolescent Change	Active Citizenship
4	<b>EXPERT</b>	<ul style="list-style-type: none"> <li>• I can full recall information using full sentences</li> <li>• To consistently use the key terms appropriately within written answers</li> <li>• To explain the different friendships traits</li> <li>• To explain different scenarios of how pressure and influence has affected a person</li> </ul>	<ul style="list-style-type: none"> <li>• I can full recall information using full sentences</li> <li>• To consistently use the key terms appropriately within written answers</li> <li>• To fully explain the changes for both boys' and girls' puberty</li> <li>• To explain why the emotions and behaviour could be affected through hormones</li> </ul>	<ul style="list-style-type: none"> <li>• I can full recall information using full sentences</li> <li>• I can successfully work in a group and take on a leadership role</li> <li>• To complete both primary and secondary research independently</li> <li>• To successfully evaluate the impact of the group project</li> </ul>
3	<b>ADVANCED</b>	<ul style="list-style-type: none"> <li>• I can recall the majority of information using full sentences</li> <li>• To use the key terms appropriately within written answers</li> <li>• I can use scenarios to help explain my answer</li> <li>• I can describe the different friendship traits</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall the majority of information using full sentences</li> <li>• To use the key terms appropriately within written answers</li> <li>• I can explain the main differences between the changes for girls' and boys' puberty</li> <li>• To describe the different emotions and signs of behaviour that are affected through hormones</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall the majority of information using full sentences</li> <li>• I can support the group leader with delegating roles to their group</li> <li>• I can complete both primary and secondary research with support from my group leader</li> <li>• To successfully evaluate the impact of the group project</li> </ul>
2	<b>DEVELOPING</b>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with some prompts</li> <li>• I can identify the key terms used</li> <li>• I can identify the negative and positive friendship traits</li> <li>• I can use describe what is happening in a scenario</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with some prompts</li> <li>• I can identify the key terms used</li> <li>• I can recognise the main differences between the changes for girls' and boys' puberty</li> <li>• I can identify the different moods and behaviour from someone going through puberty</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with some prompts</li> <li>• I can contribute to my group by the tasks I am given</li> <li>• I can evaluate the successes and weaknesses of the project</li> <li>• I can complete both primary and secondary research</li> </ul>
1	<b>POTENTIAL</b>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with prompts</li> <li>• I recognise when key terms are used</li> <li>• To understand how pressure and influence could affect a decision</li> <li>• To state some friendship traits</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with prompts</li> <li>• I recognise when key terms are used</li> <li>• I know that behaviour and moods are affected by puberty</li> <li>• I understand that the body changes due to puberty</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with prompts</li> <li>• I can follow the instructions from the group leader</li> <li>• I can identify what went well in my project</li> <li>• I completed a type of research to support my group</li> </ul>

## YEAR 8

	Topics / Units	Relationships and Families	Media Manipulation	Money Matters
4	<b>EXPERT</b>	<ul style="list-style-type: none"> <li>• I can full recall information using full sentences</li> <li>• I can explain the reasons why couples get married and divorced</li> <li>• To know the different family households and dynamics this is made from</li> <li>• To investigate and create my own family free and inherited links</li> </ul>	<ul style="list-style-type: none"> <li>• I can full recall information using full sentences</li> <li>• I can successfully identify the scams that are circulating</li> <li>• I can explain the dangers of image sharing and the effects on a person</li> <li>• I can explain the different processes to manage different devices and accounts</li> <li>• I can identify using sources when fake news is happening</li> </ul>	<ul style="list-style-type: none"> <li>• I can full recall information using full sentences</li> <li>• I can explain the meaning of credit and debt using sources</li> <li>• I can explain how the cost of living has affected households</li> <li>• I can name different taxes we have to pay and other outgoings</li> <li>• I can describe why people make investments and how this contributes to entrepreneurs</li> </ul>
3	<b>ADVANCED</b>	<ul style="list-style-type: none"> <li>• I can recall the majority of information using full sentences</li> <li>• I can explain some reasons why couples get married and divorced</li> <li>• To understand the different family households in the UK</li> <li>• To investigate and create my own family tree</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall the majority of information using full sentences</li> <li>• I can identify the scams that are circulating</li> <li>• I can explain the dangers of image sharing and the effects on a person</li> <li>• I can explain the different processes to manage different devices and account</li> <li>• Using sources, I can spot what is fake news</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall the majority of information using full sentences</li> <li>• I can explain the meaning of credit and debt</li> <li>• I can describe how the cost of living will affect households</li> <li>• I can name the main taxes we have to pay</li> <li>• I can describe why some people would invest their money for a career</li> </ul>
2	<b>DEVELOPING</b>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with some prompts</li> <li>• To understand the meaning and reasons why couples get married and divorced</li> <li>• To understand that all families are different and make up of different members of the family</li> <li>• To create a family tree with research given from my parent/carer</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with some prompts</li> <li>• I can describe that image sharing has negative consequences</li> <li>• I can describe some methods to manage accounts and devices to keep you safe</li> <li>• I know when scams are being used</li> <li>• I can recognise when fake news is being shared</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with some prompts</li> <li>• I can describe the meaning of an investment</li> <li>• I can list some taxes people pay</li> <li>• I know the difference between credit and debt</li> <li>• I can describe the cost-of-living crisis</li> </ul>
1	<b>POTENTIAL</b>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with prompts</li> <li>• I can recall what being married means and what get getting divorced means</li> <li>• I am aware that not all families are the same</li> <li>• I can make a family free with the people I live with</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with prompts</li> <li>• I understand that image sharing has negative consequences</li> <li>• I can identify what scams are</li> <li>• I can recall some methods to help manage devices to keep you safe</li> <li>• I can sometimes recognise when fake news is being shared</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with prompts</li> <li>• I can understand what an investment is</li> <li>• I can name a type of tax people pay</li> <li>• I know the difference between credit and debt</li> <li>• I know what the cost-of-living crisis means when spoken about</li> </ul>



**YEAR 9**

	Topics / Units	Sexual Health	Religions and Beliefs	Wise Decisions
4	<b>EXPERT</b>	<ul style="list-style-type: none"> <li>• I can full recall information using full sentences</li> <li>• I can compare the different methods of contraception and weigh up the pros and cons</li> <li>• I can explain the negative impact of pornography on real life relationships</li> <li>• I can explain the negative association with image sharing and sexting</li> <li>• I can explain the different STI's and how they are passed</li> </ul>	<ul style="list-style-type: none"> <li>• I can full recall information using full sentences</li> <li>• I can explain multiple different religions, including their traditions and beliefs</li> <li>• I can make constructive arguments about the existence of God</li> <li>• I can describe the different places of worship and associate them with their religion</li> <li>• I can name different religious leaders and what they promote</li> <li>• I can explain why there is ongoing and past conflict over religion</li> </ul>	<ul style="list-style-type: none"> <li>• I can full recall information using full sentences</li> <li>• I can explain the difference between smoking and vaping with the negative connotations</li> <li>• I can explain the dangers and implications of carrying a knife</li> <li>• I can confidently challenge hate crimes using the correct terminology</li> <li>• I can name the main human rights of a UK citizen</li> </ul>
3	<b>ADVANCED</b>	<ul style="list-style-type: none"> <li>• I can recall the majority of information using full sentences</li> <li>• I can compare the different methods of contraception that are available and why some are favoured over others</li> <li>• I can explain the negative impact of pornography on real life relationships</li> <li>• I can describe why image sharing and sexting are not appropriate</li> <li>• I can explain the different STI's and how they are passed</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall the majority of information using full sentences</li> <li>• I can explain 5 main religions, including their traditions and beliefs</li> <li>• I can make a planned argument about the existence of God</li> <li>• I can describe the different places of worship and associate them with their religion</li> <li>• I can name some different religious leaders and what they promote</li> <li>• I can explain why there is ongoing and past conflict over religion</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall the majority of information using full sentences</li> <li>• I can explain the difference between smoking and vaping with the negative connotations</li> <li>• I can describe the dangers and implications of carrying a knife</li> <li>• I can start to challenge hate crimes using the correct terminology</li> <li>• I can name the main human rights of a UK citizen</li> </ul>
2	<b>DEVELOPING</b>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with some prompts</li> <li>• I can name the different methods of contraception and why some are used more</li> <li>• I can describe why pornography is negative to real-life relationships</li> <li>• I can describe why people should not share an image or inappropriate messaging</li> <li>• I can explain some of the STI's and know how they are passed</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with some prompts</li> <li>• I can briefly describe 5 main religions, including their traditions and beliefs</li> <li>• I can contribute to an argument about the existence of God</li> <li>• I can describe the different places of worship</li> <li>• I can name some different religious leaders</li> <li>• I can explain why there is ongoing and past conflict over religion</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with some prompts</li> <li>• I can describe the difference between smoking and vaping</li> <li>• I can describe the dangers of carrying a knife</li> <li>• I can attempt to challenge hate crimes using the correct terminology with prompts</li> <li>• I can name the main 5 human rights of a UK citizen</li> </ul>
1	<b>POTENTIAL</b>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with prompts</li> <li>• I can recall some methods of contraception, and which one is the most used</li> <li>• I can understand why pornography is negative for a real-life relationship</li> <li>• I know people should not share an image or exchange inappropriate messaging</li> <li>• I can list some of the STI's and know how they are passed</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with prompts</li> <li>• I can list the 5 main religions</li> <li>• I can make an informed opinion about existence of God</li> <li>• I can spot the different places of worship and what religion attends</li> <li>• I can name at least one religious leader</li> <li>• I can understand that there is conflict over religions</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with prompts</li> <li>• I know the difference between smoking and vaping</li> <li>• I know that there are dangers of carrying a knife</li> <li>• I can listen to an argument of challenging hate crimes and give an informed opinion</li> <li>• I can name a human right of a UK citizen</li> </ul>

**YEAR 10**

	Topics / Units	Intimate Relationships	Being Safe in the Wider World	Criminal Activity and the Law
4	<b>EXPERT</b>	<ul style="list-style-type: none"> <li>• I can full recall information using full sentences</li> <li>• I can explain the difference between a love and lust feeling and relationship</li> <li>• I can explain when a relationship involves criminal behaviour and the methods for support</li> <li>• I can explain the meaning of consent and apply this to different scenarios</li> <li>• I can explain the process of pregnancy and the reasons for an abortion</li> <li>• I can describe different methods of parenting and evaluate the success</li> </ul>	<ul style="list-style-type: none"> <li>• I can full recall information using full sentences</li> <li>• I can explain multiple dangers of recreational drug use</li> <li>• I can explain how grooming, exploitation and coercion can impact a person</li> <li>• I can explain the meaning of county lines and the process of this</li> <li>• I can explain dangers about gambling</li> <li>• I can explain the difference between a forced and arranged marriage and how FGM could be linked</li> </ul>	<ul style="list-style-type: none"> <li>• I can full recall information using full sentences</li> <li>• I can explain the purpose of the criminal justice system and who is involved</li> <li>• I can explain the roles and responsibilities of the police in their ranks</li> <li>• I can explain in detail the role of the judiciary, involving the key terms</li> <li>• I can explain the range of different punishments and sentencing for crimes</li> <li>• I can explain how the youth justice system works and compare to an adult court</li> </ul>
3	<b>ADVANCED</b>	<ul style="list-style-type: none"> <li>• I can recall the majority of information using full sentences</li> <li>• I can describe the difference between a love and lust feeling and relationship</li> <li>• I can describe the criminal behaviours in a relationship</li> <li>• I can explain the meaning of consent and apply this to different scenarios</li> <li>• I can describe the process of pregnancy and the reasons for an abortion</li> <li>• I can describe different methods of parenting and comment on the success</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall the majority of information using full sentences</li> <li>• I can explain some different dangers of recreational drug use</li> <li>• I can explain how grooming, exploitation and coercion can impact a person</li> <li>• I can explain the meaning of county lines</li> <li>• I can describe dangers over gambling</li> <li>• I can explain the difference between a forced and arranged marriage and how FGM could be linked</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall the majority of information using full sentences</li> <li>• I can explain the purpose of the criminal justice system and who is involved</li> <li>• I can explain the roles and responsibilities of the police</li> <li>• I can explain the main role of the judiciary, including the key terms</li> <li>• I can describe the different punishments and sentencing for crimes</li> <li>• I can explain how the youth justice system works</li> </ul>
2	<b>DEVELOPING</b>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with some prompts</li> <li>• I can state the difference between a love and lust feeling and relationship</li> <li>• I can describe the criminal behaviours in a relationship</li> <li>• I can define the meaning of consent and apply this to different scenarios</li> <li>• I can describe the process of pregnancy and understand what an abortion is</li> <li>• I can name different methods of parenting and make an informed opinion on the success</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with some prompts</li> <li>• I can list some different dangers of recreational drug use</li> <li>• I can define the meaning of grooming, exploitation and coercion</li> <li>• I can describe what county lines means</li> <li>• I can name some dangers linked to gambling</li> <li>• I can explain the difference between a forced and arranged marriage and how FGM could be linked</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with some prompts</li> <li>• I can state the purpose of the criminal justice system and name who are involved</li> <li>• I can name some the roles and responsibilities of the police</li> <li>• I can state the reason for the judiciary for the UK court system</li> <li>• I can list the different punishments and sentencing for crimes</li> <li>• I can recall how the youth justice system works</li> </ul>
1	<b>POTENTIAL</b>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with prompts</li> <li>• I can identify when a relationship is love and lust</li> <li>• I can identify the criminal behaviours in a relationship</li> <li>• I can define the meaning of consent</li> <li>• I understand the meaning of pregnancy and abortion</li> <li>• I understand not all parents have the same methods at home</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with prompts</li> <li>• I can identify dangers of recreational drug use</li> <li>• I can understand the key terms; grooming, exploitation and coercion</li> <li>• I understand the meaning of county lines</li> <li>• I know gambling can be dangerous</li> <li>• I can identify the difference between an arranged and forced marriage</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with prompts</li> <li>• I know the purpose of the criminal justice system</li> <li>• I can name the main roles and responsibilities of the police</li> <li>• I understand the role of the judiciary in the UK</li> <li>• I can list the different punishments for crimes</li> <li>• I understand who is involved in the youth justice system</li> </ul>

**YEAR 11**

	Topics / Units	Celebrating Real Love	Reality vs Media Views	Life in the Wider World
4	<b>EXPERT</b>	<ul style="list-style-type: none"> <li>• I can full recall information using full sentences without support</li> <li>• I can explain the positive law changes in the UK to support relationships</li> <li>• I can explain the process of power of attorney and who would be mine</li> <li>• I can explain the different love languages and what I would like within a relationship</li> <li>• Using real stories, I can explain positives and negatives of a relationship</li> <li>• I can analyse text using love as the theme</li> </ul>	<ul style="list-style-type: none"> <li>• I can full recall information using full sentences</li> <li>• I can explain the negative impact of media views to different scenarios provided</li> <li>• I can construct an argument on different legal battles in the current news</li> <li>• I can explain how influencers get endorsements through promoting and explicit material</li> <li>• I can explain the difference of social media to real life and how this could damage someone's mental health</li> <li>• I can explain why obsessive online behaviours look like</li> </ul>	<ul style="list-style-type: none"> <li>• I can full recall information using full sentences</li> <li>• I can explain the different factors that allow someone to have an independent living situation</li> <li>• I can budget and manage an average income on different lifestyles</li> <li>• I can explain how the cost living will affect income</li> <li>• I can explain the benefit system</li> </ul>
3	<b>ADVANCED</b>	<ul style="list-style-type: none"> <li>• I can recall the majority of information using full sentences without support</li> <li>• I can describe the positive law changes in the UK to support relationships</li> <li>• I can describe the process of power of attorney</li> <li>• I can describe the different love languages and make an informed opinion on my future one</li> <li>• I can identify positives and negatives of a relationship when given a scenario</li> <li>• I can analyse text using love as the theme with support</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall the majority of information using full sentences without support</li> <li>• I can describe the negative impact of media views to different scenarios provided</li> <li>• I can plan an argument on different legal battles in the current news</li> <li>• I can describe how some influencers get endorsements through promoting and explicit material</li> <li>• I can describe the difference of social media to real life and how this could damage someone's mental health</li> <li>• I can describe why obsessive online behaviours look like</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall the majority of information using full sentences without support</li> <li>• I can describe the different factors that allow someone to have an independent living situation</li> <li>• I can budget and manage an average income on different lifestyles</li> <li>• I can explain how the cost living will affect income</li> <li>• I can describe the different benefits people receive</li> </ul>
2	<b>DEVELOPING</b>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with some prompts</li> <li>• I can define the meaning of power of attorney</li> <li>• I can name the positive law changes in the UK to support relationships</li> <li>• I can describe the different love languages in a relationship</li> <li>• I can identify positives and negatives of a relationship when given a scenario</li> <li>• I can analyse text using love as the theme with scaffolding and support</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with some prompts</li> <li>• I can describe the negative impact of media views to different scenarios provided</li> <li>• I can contribute to an argument on different legal battles in the current news within a group</li> <li>• I know how some influencers get endorsements through promoting and explicit material</li> <li>• I can state the difference of social media to real life and how this could damage someone's mental health</li> <li>• I can identify what an obsessive online behaviours look like</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with some prompts</li> <li>• I can list most of the factors that allow someone to have an independent living situation</li> <li>• I know how to budget money on a scenario</li> <li>• I can state how the cost living will affect income</li> <li>• I can name the different benefits people receive</li> </ul>
1	<b>POTENTIAL</b>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with prompts</li> <li>• I understand the meaning of power of attorney</li> <li>• I can state the positive law changes in the UK to support relationships</li> <li>• I can name the different love languages</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with prompts</li> <li>• I understand when the media can be negative</li> <li>• I can make an informed opinion on different legal battles in the current news</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall some information using full sentences with prompts</li> <li>• I know the main factors needed to be living alone</li> <li>• I know how to budget money on a scenario</li> </ul>

		<ul style="list-style-type: none"> <li>• I understand positives and negatives of a relationship when given a scenario</li> <li>• I can pick out love connections and conversations of a text</li> </ul>	<ul style="list-style-type: none"> <li>• I understand influencers get endorsements through promoting products and explicit material</li> <li>• I know the difference of social media to real life and how this could be negative</li> <li>• I can identify what an obsessive online behaviours looks like</li> </ul>	<ul style="list-style-type: none"> <li>• I know the cost of living has increased and how this will affect me</li> <li>• I understand some households are on benefits for different reasons</li> </ul>
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## END OF COURSE EXPECTATIONS

The aims and objectives of the PSHE are to enable students to:

- Build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase
- Addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence.
- Teaches the knowledge and skills which will equip them for the opportunities and challenges of life.
- Learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.
- Deepen 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 students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

## DEPARTMENT FEEDBACK POLICY

### Formative Feedback

The department will provide continuous formative feedback to students every lesson and track progress each lesson using a holistic 1-4 age related expectation grade.

The department will set topic / unit summative assessments at the end of the topic / unit at set points throughout the year. These will be marked in green pen and improvements fed back to students. These marks will go towards the holistic 1-4 age related expectations formative assessment grade.

A formative assessment data drop will be completed once per half term.

### Assessment Feedback Frequency

KS3 will sit a Summative end of year assessment where the percentage achieved in the assessment will be reported to parents/carers as well as a holistic 1-4 formative assessment grade.

In KS4 Year 10 will continue with summative assessments throughout the year, focusing on exam techniques to support with their end of year examination rehearsal.

Year 11 will not sit any examinations in year 11, but formative assessments are ongoing to support exam techniques for their GSCE's.

### Planning for Feedback

- Feedback must be planned for using the **FEEDFORWARD ASSESSMENT** planning sheets
- This needs to be completed on a specific independent learning activity undertaken in the students' books which should happen every 6 lessons.
- Books should be checked at the same time for presentation with an acknowledgement to the student that you have seen their work.
- Feedback should be provided in the following lesson using DIRT (Dedicated Improvement and Reflection Time) activities.
- Red pen by the students should be used to highlight any work done during DIRT activities.

### Feedback Expectations

- **Verbal feedback** - Either one to one or as a class. Misconceptions can be addressed easily.
- **Live Feedback** - The teacher gives feedback as they circulate the room. This feedback is then acted on immediately.
- **Questioning** - The teacher uses a range of questioning techniques (cold call, no opt out, say it again better etc) or mini whiteboards to check understanding.
- **Modelling** - The teacher demonstrates what success looks like and scaffolds how to get there. This can be done verbally or in a written format.
- **Visualiser** - This can be used to do a "we write" model answer, to showcase good work or to address misconceptions.
- **Whole class feedback** - After reading all the books and making notes, the teacher gives feedback on strengths, areas for improvement and misconceptions. Time is given to act on improvements.
- **Written feedback** - Teachers use individual written feedback on a specific piece of work and give students time to act on it (DIRT). The time cost here should be carefully considered.

### Presentation in Books

- Books should be able to be used as **revision aids** by the students.
- Look for **common misconceptions** in all books; assessing the **quality** of the books; ensuring that **high expectations** for **presentation** are upheld and **SPAG** is addressed.
- Selective independent work will be checked using the **FEEDFORWARD ASSESSMENT** Planning sheet

## NATIONAL CURRICULUM LINKS

### **Purpose of Study**

The PSHE is a necessary part of all pupils' education and is an important part of student's lives. PSHE is not an assessed subject but has a high expectation to cover a range of different topics to address any issues that are raised. Teachers are best placed to understand the needs of their pupils and adapt and support where needed to get the best outcome. Our programme is tailored to reflect the needs of their pupils, and this programme will equip pupils with a good understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Students should seek to use PSHE to build, where appropriate, on the statutory content outlined in the national curriculum amongst other topics to support their overall experience at secondary school.

### **Aims of Study**

The national curriculum for PSHE aims to ensure that all pupils:

- Know and understand consent at all stages of relationships, along with understanding what a positive relationship is, what contributes to this and what support is out there
- Understand what factors are needed to be safe in the wider world, what to look out for and avoid and what are the more appropriate choices to make to support your lifestyle and outlook
- Know the human rights as a UK citizen for all aspects including the criminal justice system and the treatment of the police
- Understand how the media is constantly changing and the impact this has on people's lives, both positively and negatively and how the perception on people have changed and altered
- Gain different perspectives and viewpoints of different religions, what traditions and beliefs they have and how to be tolerant and expecting within the society they live in
- Know how to manage money in terms of the salary and the outgoings that people have, linking this to the cost-of-living crisis and drawing their own conclusions as to how this affected different households
- Know what it takes to become independent and how to contribute positively to society
- Can make informed opinions and contribute to questions and debates

### **Computer Science National Curriculum Links**

#### [Computing National Curriculum](#)

All pupils must have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career.

In PSHE students are taught to:

- Use computing to complete purposeful research for specific topics, such as family tree data in KS3. Students are encouraged to use trusted websites that provide accurate information, such as BBC news
- Complete recall and opinion-based activities online using different platforms such as mentimeter and Carousel Learning

### **Religious Education National Curriculum Links**

#### [Agreed Syllabus for Religious Education](#)

#### [Religious Education in English Schools: Non-Statutory Guidance](#)

- Within the PSHE curriculum we focus on developing an understanding of 'worldwide' views through discussion around religious, cultural and social influences, to contribute to the British Values of mutual respect and tolerance of others.
- We cover a range of topics which cover in depth and allow discussions under the RSE bracket which is the main theme for Term 2 for all Southchurch High School students. This allows a broad range of issues and thesis' to be explored and built upon, which encourages and supports students to give an informed opinion on the subject matter
- The topics are subject to change and can be altered due to the demographic current affairs and issues that could arise, so the theme is interchangeable and adaptive to what is needed for the student's information, such as conflict over religions and support over FGM.
- We hope students studying these religious divisions in PSHE will give them the opportunity to address their own misconceptions and become accepting and respectful of religious faiths as their knowledge has evolved and developed.
- The demographic of our students influences how we develop our students' understanding and develop their own views of worldwide religious views to ensure that students have a balanced interpretation of different religions and not just the most common religion in the UK which are explored in year 9.
- All pupils receive RE as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural development.

# PERSONAL DEVELOPMENT CURRICULUM

## Aims

The PSHE curriculum is designed to support and promote the vision of Southchurch High School, “A community of Opportunity, Learning and Aspiration”. The curriculum recognises not only the importance of allowing students to flourish academically but also our wider role in preparing our students for their adult life beyond school. Our Personal Development programme is underpinned by five core pillars;

- **Equality and Diversity**
- **Cultural Capital**
- **Community and Wellbeing**
- **Careers and Employability**
- **Character Development.**

**Character Development:** All members of the school community (regardless of background or ability) understand, develop and demonstrate the values that underpin our student mission of a Community of Opportunity, Learning and Aspiration.

- **Community of Opportunity** – All students are supported and encouraged to perform in front of their peers and watched with mutual respect. Students are provided with various, collaborative group tasks each lesson in which all learners are supported to engage equally and freely share their ideas and opinions.
- **Learning** – All students have equal opportunity to access the curriculum. Students are taught and placed into mixed ability classes, ensuring all students are supported with adapted practice, where necessary, to ensure curriculum access. All students are invited to an array of enrichment opportunities including; clubs, trips and visits and workshops.
- **Aspiration** – Students are encouraged to develop their love of design through careers talks, trips and external speakers. They take every opportunity within lesson to learn and take control over their own personal development.

**Equality & Diversity:** The PSHE curriculum aims to develop an understanding and appreciation of how people of different faiths, convictions, ability, gender, heritage and ethnicity have impacted our world. Some key examples are:

- Identifying the different beliefs and traditions in a wide range of religions to create tolerance and acceptance of others
- The big questions of Does God Exist, which supports students in thinking about their own beliefs and understanding others' opinions and viewpoints
- The influence and impact of different places of worship and their support to the community
- The effects and influence of religious leaders and how they affect society
- Understanding conflict over religions and the impact of the people
- How arranged and forced marriages are different and the effects on the women involved
- Understanding FGM and the severe impacts on the body

**Wellbeing & Community** – The PSHE curriculum recognises the importance of our students knowing how to care for themselves both mentally and physically, whilst they also develop personal traits and virtues that will motivate and guide students with confidence and resilience.

- All students in Term Three focus on independence as the core theme, which allows students to develop each year the skills needed to be a well-rounded individual
- Kindness is demonstrated and celebrated. Pupils are expected to care for each other and themselves.
- Teachers provide KCSS (kind, courteous, smart, successful) cards to students to praise them for demonstrating the above attributes.

**Cultural Capital** – The PSHE curriculum supports the school's vision in ensuring that all students gain the knowledge and cultural capital they need to succeed in life through a wealth of experiences both in and outside the taught curriculum.

- **Trips & Visits that are being considered for next year:**
  - Places of worship

- **British Values:**

- **Individual Liberty:** Students are encouraged to express themselves and form opinions in PSHE lessons due to the topics being in discussion. Moreover, we ask students to reflect and evaluate misconceptions they may have about the topics and how they would support this in future lessons.



- **Mutual Respect:** Students are respectful when listening to the opinions and views of other students, including debates.
- **The Rule of Law:** The classroom rules enable all students to develop their skills in an environment where equipment and each other's feelings are respected. The classroom rules ensure students are all responsible for the learning environment and are discussed and agreed on by each class.
- **Tolerance:** Students are tolerant of the opinions and creative ideas of each other. Students value the wide variety of cultures that we explore from all over the world and are tolerant of different faiths and beliefs in the styles we study.
- **Democracy:** Students are all part of the learning experience and are listened to. Students assess each other's work and celebrate each other's successes. All students are granted autonomy and have the opportunity to make choices on how to develop their own creativity.

**Careers & Employability** – The PSHE curriculum is designed to ensure students have a breadth of opportunities and experiences that our pupils can start to build their own future pathways on. Through the PSHE curriculum, our students are supported to develop the following skills;

- Communication
- Confidence
- Promoting high self-esteem.
- Teamwork and Leadership
- Listening and Responding
- Creativity
- Critical thinking and problem solving
- Time management
- Research
- Structured debates

## Events

- Outside speakers on consent for single sex and separate year groups for age-appropriate content

## SMSC CURRICULUM LINKS

### **Spiritual development**

Through the topics we study, students learn about a variety of different faiths and their belief systems and are taught how to research these in depth. We explore the impact of conflict from disagreements over religions and cultural practises which are embedded. Students are encouraged to respect others' beliefs and cultures regardless of difference. Pupils are encouraged to develop their thinking skills and explore the wider natural world around them. They are taught to reflect upon what they see and develop ideas and solutions to problems which are both workable and innovative.

### **Moral development**

Pupils are faced with moral decisions throughout the PSHE curriculum, through the topics that are covered. Students are encouraged to understand and accept the different viewpoints of others and understand when they are wrong and the consequences as a result of their actions. Within the classroom and the wider community, the pupils are expected to show respect to others and take responsibility for their own actions and for those around them.

### **Social development**

Pupils are asked to share their thoughts and feelings with others in PSHE lessons. Students are also asked to share these with the rest of the class to form the basis for discussions and debate in the classroom. This promotes oracy skills and builds students' confidence to express themselves.

### **Cultural development**

Pupils are taught that their PSHE work, and opinions should be sensitive to the needs and beliefs of others to ensure they do not cause offence, which is structure and advised in lessons. Pupils must consider how their actions and opinions can impact the world around them. Students are encouraged to understand that culture encompasses different aspects of people's lives and that diversity should be celebrated where applicable.

## Equality, Diversity and Inclusivity Links

### **Aims**

Within the different topics on the PSHE curriculum, we look to ensure that there is a broad range emphasising equality, diversity and inclusivity. This is embedded throughout the curriculum and have included topics to ensure that issues are addressed, and students feel included.

During lessons, we ensure that all students work together within pairs, groups and teams to strengthen professional relationships within the classroom and promote an acceptance for all students and the wider world around them.