

KS4 PSHE

Curriculum Overview

Curriculum Intent

The aims for PSHE are to help students develop the knowledge, skills and understanding they need to keep themselves healthy, safe and prepared for life and work. The curriculum should contribute to students becoming respectful and responsible citizens who make a positive contribution to society. Students explore and develop their own values, whilst recognising that those of others may differ from their own.

The citizenship aims outlined in the national curriculum are also channelled through PD. These include students acquiring a sound knowledge and understanding of how the UK is governed, it's political system and how citizens participate in its democratic systems of government; developing knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced; developing an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take into adulthood; and helping equip students with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

These aims meet the needs of the national curriculum. The majority of PSHE education became compulsory in all schools in September 2020 with the introduction of statutory Relationships and Sex Education (RSE) and Health Education in key stages 3 and 4. The statutory content is covered by learning opportunities across the three core themes: 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World'. The Personal Development programme also covers economic wellbeing, careers and enterprise education, as well as education for personal safety.

The sequence of learning has been designed in accordance with PSHE Association guidance to ensure it is age and stage appropriate. A number of topics are repeated throughout the five years to allow for an increase in depth and thought and to provide important reminders on critical areas such as personal safety and RSE.

How is this curriculum assessed at THA?

Students are assessed on their attitude to learning (A2L) during each data capture.
Students complete exit tickets at the end of lessons, writing down what they believe are the key messages from the lesson. This allows teachers to gauge understanding and make informed decisions as to whether the class is ready to move on or require more time on a particular topic.

Cross Curricular Links

Personal Development offers opportunities for young people to develop oracy through class conversations and debates as well as confidence in the use of vocabulary, linking to English.

How this prepares students for their next stage of education/employment

As outlined in the PSHE Curriculum aims, we are here to help develop knowledge, skills and understanding they need to keep themselves healthy, safe and prepared for life and work. The curriculum should contribute to students becoming respectful and responsible citizens who make a positive contribution to society.



Teachers provide formative assessment in the form of sharing learning objectives, the use of effective questioning and providing feedback. Students are assessed on their attitude to learning (A2L) during each data capture

Links with PE, exploring topics such as the importance of healthy routines and exercise. Topics such as alcohol and drug misuse, diet, healthy choices and elements of RSE such as puberty, contraception, pregnancy and STI's link to science. Links with DT, in particular food technology, through exploring the importance of diet to a healthy lifestyle. Digital literacy content such as online safety links to computing. Financial decision-making content links with maths in the form of saving, borrowing and budgeting.

Enrichment Opportunities

Resources/Materials to Support Learning



**THE
HASTINGS
ACADEMY**

	<ul style="list-style-type: none">• External Theatre Productions• Emergency Services guest speakers• Know Knives• 'My Future Starts Here' – Careers• Work Experience opportunities.	PowerPoints Guest Speakers Theatre productions Assemblies
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Topic: Mental Health	Topic: Healthy relationships	Topic: Financial decision making	Topic: Healthy lifestyle	Topic: World of Work	Topic: Exploring Influence
	Key Knowledge: Mental health and ill health, stigma, safeguarding health, including during periods of transition or change.	Key Knowledge: Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography.	Key Knowledge: The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Key Knowledge: Sleep, the teenage brain, first aid, harmful sexual relationships	Key Knowledge: Careers – college, work experience, preparation for work/career	Key Knowledge: The influence and impact of role models and the media. Communities, belonging and challenging extremism
	Key Skills: Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers	Key Skills: Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers	Key Skills: Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers	Key Skills: Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers	Key Skills: Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers	Key Skills: Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers
	Assessment: How can help myself and /or others with mental health?	Assessment: How do I know where the boundaries are? And what is acceptable behaviour with media I choose?	Assessment: What financial decisions can impact my life and others around me?	Assessment: In what ways can I better myself in life and how can I help others?	Assessment: Which further education options do I need to take? What so I need to do to fulfil my next step towards working life?	Assessment: How do I recognise the impact of certain ideas within social media?
Year 11	Topic: Healthy lifestyle	Topic: Communication in Relationships	Topic: Building for the Future	Topic: Independence	Topic: Families	

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Key Knowledge:</p> <p>Sleep, the teenage brain, first aid, harmful sexual relationships</p>	<p>Key Knowledge:</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p>Key Knowledge:</p> <p>Stress management, college application processes, skills for further education, employment and career progression.</p>	<p>Key Knowledge:</p> <p>Responsible health choices, and safety in independent contexts</p>	<p>Key Knowledge:</p> <p>Different families and parental responsibilities, pregnancy, marriage, forced marriage and changing relationships.</p>	
<p>Key Skills:</p> <p>Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers</p>	<p>Key Skills:</p> <p>Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers</p>	<p>Key Skills:</p> <p>Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers</p>	<p>Key Skills:</p> <p>Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers</p>	<p>Key Skills:</p> <p>Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers</p>	
<p>Assessment:</p> <p>How can looking after myself both physically and mentally, benefit me during exams and relationships?</p>	<p>Assessment:</p> <p>How can I recognise abusive behaviour from a partner or with in a friend?</p>	<p>Assessment:</p> <p>Have I got everything in place for KS5? Do I have a plan 'B'? Am I on track to fulfil my aspirations?</p>	<p>Assessment:</p> <p>What is model behaviour when being a responsible young person?</p>	<p>Assessment:</p> <p>What responsibilities do I have as a parent/partner/spouse?</p>	

