



PSHEE and the Stuart Additional Curriculum Schemes of Work: St Dunstan's College 2023-2024

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PART 1: Junior School (Years 1-6) PSHEE/ Stuart Additional Curriculum Scheme of Work

Please see individual year group overviews of learning below.

Assemblies/College Themes		Stuart Curriculum
M1	<p>Beginnings</p> <p>Study Skills</p> <p>Politics and Responsibility</p> <p>Communication</p> <p>Black History Month</p> <p>Mental Health</p> <p>Healthy Living</p>	<p>Y1 and Y2 – Understanding rules, physical and emotional safety, coping with change and loss, recognising strengths and set goals, establishing classroom roles and rules</p> <p>Y3 – Maintaining positive and healthy relationships, understanding change, recognising strengths and set goal, working collaboratively</p> <p>Y4 – Protecting the body from inappropriate or unwanted contact, resolving disputes and conflict, understanding negotiation and compromise, identifying strengths and setting aspirational goals, making and changing rules</p> <p>Y5 – Keeping physically and emotionally safe online, reflecting on achievements and recognising strengths and targets, debating topical issues, problems and events concerning health and wellbeing.</p> <p>Y6 – Positive and negative effects on physical, mental and emotional health, reflecting on achievements and recognising strengths and targets, human rights</p>
M2	<p>Remembrance</p> <p>Careers Week</p> <p>Eco Awareness</p> <p>Disability Awareness</p> <p>Anti-Bullying</p> <p>Charity</p>	<p>Y1 – Parts of the body, healthy lifestyle, secrets and surprises, responsible adults</p> <p>Y2 – Naming parts of the body, secrets and surprises, recognising likes and dislikes, making choices about physical and emotional health, recognising choices can have positive and negative consequences, adult support networks</p> <p>Y3 – Making choices about food, deepening understanding about feelings, responsibilities at home, school, in the community and environment</p> <p>Y4 – Strategies for keeping safe on the road, understanding different relationships, role and purpose of rules, respect for others’ opinions</p> <p>Y5 – Realising the nature of discrimination, teasing, bullying and aggressive behaviour, understanding conflicting emotions, exploring and critiquing media</p> <p>Y6 – Protecting personal information, marriage, understanding emotions</p>
L1	<p>Community</p> <p>Human Rights</p> <p>Empathy</p> <p>Music</p> <p>E-Safety</p> <p>LGBT</p>	<p>Y1 – Respecting difference, how to deal with bullying/unkind behaviours, communicating feelings, empathising with others</p> <p>Y2 – Understanding dangers of household products (including medicines), recognising different types of teasing and bullying, recognising what is fair/unfair, kind/unkind, right/wrong, diverse groups and communities</p> <p>Y3 – Knowledge of school rules about health and safety, basic emergency procedures, understanding positive and healthy relationships, local and national community groups</p> <p>Y4 – A balanced lifestyle, understanding the consequences of bullying and discrimination, understanding habits, responsibilities and rights</p> <p>Y5 – Understanding of risk, asking for help and resisting pressures, understanding human rights</p> <p>Y6 – Understanding how to take care of myself and to avoid unwanted physical contact, marriage, independence and responsibility, understanding risk to build resilience, human rights</p>

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L2	STEM Literacy International Women’s Day Philosophy Scholarship	Y1 – Responsibilities, taking turns, keeping myself and others safe Y2 – Disease, personal health, working cooperatively with others, taking responsibility for safety, knowing where money comes from, making choices about money Y3 – Balanced diet, impact of actions upon others, responsibilities to keep healthy and safe Y4 – Positive, healthy relationships, showing empathy for others, making informed choices that impact others Y5 – Understanding emotional and physical changes through puberty, keeping safe on the road, recognising unhealthy relationships, understanding and avoiding different pressures Y6 – Understanding risk, recognising and challenging stereotypes, understanding of ‘interest’, ‘loan’, ‘debt’ and ‘tax’.
T1	Exploration Resilience Civilisations Old and New Sustainability Drama	Y1 – Identifying special people, recognising ‘good and not so good’ feelings, sharing opinions Y2 – Understanding the difference between acceptable and unacceptable physical contact, impact of behaviour upon others, give constructive support and feedback Y3 – Rail, water and fire safety, appreciation of national, regional, religious and ethnic identities in the UK (covering British Values) Y4 – Understanding risk and danger, explaining feelings, resolving differences, giving and receiving constructive feedback Y5 – Media vs reality, role of voluntary, community and pressure groups in relation to health and wellbeing. Y6 – Understanding emotional and physical change through puberty, human reproduction, understanding sex, gender identity and sexual orientation, sustainability
T2	Sun Safety Adventure Enterprise Identity Celebration	Y1 – Personal hygiene, recognising unkindness, looking after the environment Y2 – Changes as you get older, vocabulary to describe feelings, strategies to manage feelings, responding to increased independence Y3 – Concept of keeping something secret, aspirational goal setting, meaning of increased independence and responsibility Y4 – Effect of bacteria and viruses on our health, acceptable physical contact, understanding different cultures and values Y5 – Recognising and managing dares, aspirational goal setting, understanding of the role of money and enterprise Y6 – Dangers of drugs (legal and illegal), understanding changes through transition, aspirational goal setting.

Part 2: Senior School

PSHEE is embedded throughout the Senior School, and features in all 4 Curriculum. The Stuart Curriculum covers the RSE statutory curriculum through 3 strands: Relationships (including Sex Education), Critical Thinking (including Rhetoric) and Skills for the Future (including Careers). The Usherwood Curriculum focuses on student’s mental health and wellbeing, supported by our Theme of the Week and Assemblies. The Hecker Curriculum further teaches the importance of British Values and Social, Moral, Spiritual and Cultural Values. The Forder Programme offers students an opportunity to extend their understanding of their PSHEE knowledge outside of timetabled lessons.

The details of how each Curriculum contributes to the delivery of PSHEE is outlined below.

1. Hecker Core Curriculum

	British Values				
	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those with different faiths and beliefs
Art (and Photography)	Year 9 Dada unit			Y7 BHM Unit	
				Y8 BHM Unit	
				Y9 BHM Unit	
Biology					
Business	Y12, T1 The impact on changes of government on business activity	Y12, T1 Business regulation		Y12, M2 Ethical considerations on business activity	Y13, M2 Understanding the impact of different beliefs on business activity

		Y13, M2 PESTLE analysis of a business with the L being legal influences on a business		Y13, M1 Trip to a local social enterprise	
Chemistry	Y12, M2: Montreal Protocol to ban the use of CFC's when studying free radicals	Y7, M1: Hazards in Science and the safe disposal of chemicals that may be harmful to the environment.	Y11, M2: The Haber Process. Fritz Haber, a German Jew escaped to Poland after developing a method to make ammonia to feed the Germans during wartime.	Y7, M1: How to carry out scientific experiments safely	Y12, M1: Development of the Atom. Students look at Democritus and Newlands who based their development of the atom and periodic table on their own beliefs and imagination
Classical Civilisation	Yr 9, M2 How democratic were the ancient Athenians?			A Level - Politics of the late republic: diversity of the Roman world	Yr 9, M1 Hesiod's Theogony
	Yr 13 Cicero and the politics of the Late Republic	Yr 9 How did the Roman republic come to be?	Yr 9 T1 Why was Caesar assassinated?	A Level - Homer's Iliad respect for the dead, and for the enemy, the parents. Including funeral rites given to the enemy.	Yr 10 GCSE Myth and Religion - the Greek concept of the barbarian

	Yr 13 Greek Theatre, the City Dionysia		Y12 and 13 Politics of the late republic (Cicero's ideals)		
Computer Science	Y9, L1 - We examine the affect Big Data has on Democracy and the affect it can have on elections e.g. Cambridge Analytica	Y8, L2 - We examine various acts of parliament that relate to data security e.g. Data Protection, GDPR, Computer Misuse, Piracy Act	GCSE - Automation of systems. We examine the effect of automation of various aspects of society including the ability of individuals to make better, more informed choices	Y7, M1 - We investigate the history of Computer Science and examine important figures e.g. Alan Turing.	
	GCSE - We examine Blockchain technology and how it can be used to protect integrity of data e.g. elections	GCSE - We investigate cyber-security and how to stay safe online and the laws that surround these issues.	A Level - We examine how personal data is used by organisations, the monitoring of individual behaviour and the models that develop because of this.	A Level - We examine censorship, the internet, and the effect this has on social issues such as respect for one another.	GCSE - We examine the effect of social engineering and how it affects society e.g. degradation of tolerance for differing beliefs

<p>A Level - We examine censorship, the internet, and the effect this has on social issues such as democracy.</p>	<p>GCSE - We examine different data security techniques and how laws are implemented to enshrine security of our data.</p>			<p>A Level - We examine censorship, the internet, and the effect this has on social issues such as respect for one another.</p>
	<p>GCSE - We examine AI and Robotics and the changing laws and societal impacts around this including changes to law that may need occur and how we will handle growing autonomy.</p>			
	<p>A Level - We continue to develop students' understanding of automation and personal security and the laws around this in</p>			

		more detail. (Data Protection, Computer Misuse, Regulation of Investigatory Powers, Copyright Design and Patents.)			
		A Level - We examine piracy and offensive communications.			
Design Engineering		A level - we look at British and European legislation when it comes to designing products			Design styles - we look at designers from different cultures and beliefs design products
Drama (and Dance/Movement)	Y9, L1 - Exploration of Boal. As part of a unit on Devising we explore the work of Brazilian theatre practitioner Boal	Y9 - L2 - We analyse the play The Long Road which explores themes of legal justice set against restorative practice. Students are	Devising units in all year groups explore social issues relevant to the age group. Boundaries are set to ensure creative discussions are safe	From year 7 up students are coached in offering feedback and critique in a respectful manner. Peer feedback is structured around defined mark schemes	The expression of Faith and belief is often woven into personal responses to stimuli at both GCSE and A Level. Students are encouraged to respect each other's beliefs and

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	and how his work evolved to give a democratic voice to the oppressed.	encouraged to explore what the concepts mean and their implications for individuals.	places for students to express individual ideas. Work is student led and individual contribution recognised and rewarded. At GCSE students are required to research topics related to their work to set their own ideas in a wider context.	and criteria to ensure it is offered in a constructive manner that does not disrespect any individual through subjective opinion. Group dynamics are managed by staff to ensure all students work in an environment where their opinions are respected.	to perform extended research to ensure opinions are based on fact rather than a narrow-preconceived opinion.
	GCSE - We investigate the work of Brecht in the context of the rise of Nazism, and how his work sought to instigate political change.				
Economics	Y12&Y13 Throughout the course.	Y12, L1 Government intervention to	Y12, M1 Free market versus command		

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	Understanding of the views of different political viewpoints and political party views	correct environmental market failure	economy arguments		
		Y13, M2 Government intervention to protect consumers			
English Language & Literature	Y10- L1- Macbeth, Shakespeare play. Students discuss the idea of tyranny and democracy versus dictator through the exploration of the character.		Year 9- L1 one, political protest speeches and poetry. Students explore a range of writing and historical figures such Nelson Mandela and Martin Luther King and discuss how they have been deprived of liberty for fighting for their rights.	Y9, M1 – Novel: The Black Flamingo: Students discuss family relationships, friendship, LGBTQ+ identity, prejudice against race and sexual orientation.	Y8- T1- Global poetry. Students discuss study and discuss a range of different poems from different cultures and explore different religious beliefs.

		Y12,13- Crime fiction. Students discuss and explore different crimes in detective fiction as well the novel 'Atonement'. They explore the moral and legal implications of this.			
EPQ and GP (Y13)	Yr 13 GP and YR 12 EPQ				
	Students are taught the skills to research, analyse, and evaluate a range of contemporary issues. This develops their understanding of Democracy, Rule of Law, Individual Liberty, Mutual Respect and				

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<p>Tolerance. In the spirit of liberty and democracy they are chosen by each student - although with an awareness of British Values and Prevent</p>				
<p>The topics chosen have included: - LGBTQ+ rights, abortion, climate change and sustainability, the cost of living crisis, the social impacts of gentrification, the gender impact of colonialism, Black Lives Matter, different voting systems and different prison systems</p>				

MFL	Y13 - right to vote, political engagement, strikes, unions	Y13 - treatment of criminals including different types of punishment	Y13 - students conduct an independent research project on a topic of personal interest	Y13 - positives of diverse society, how to help marginalised groups (Anti-racism - German)	
	Y12 - values of modern democratic society / families	Y12 - discussion of cyber-crime, study of La Haine (French) - covers petty crime and police brutality	Y12- different types of family (single-parent, gay parents, adoption etc.)	Y12 - different types of family (single-parent, gay parents, adoption etc.), cyber-bullying & consequences, role of volunteering, artistic culture in other countries	
		IGCSE - school rules, appropriate use of media	Y8 - dangers of internet / social networks (French)	IGCSE - advantages of travelling abroad, environmental responsibilities	IGCSE - festivals in different countries
				Y8 - life in other countries, traditions	Y8 - festivals in different countries
				Y7 - life in other countries	Y12 Celebrating different faiths (customs and traditions)

				ALL - celebration of cultural differences	ALL - celebration of cultural differences
Games					
Geography	Y7, Development - The role of democracy on development	Y7, development - The impact of different political systems on development	Y7 - Development and globalisation. The impact of governments on individual liberty in different countries	Y7, Development - students develop understand of others and their circumstances globally.	Y7 and 12 - Globalisation and migration - understanding global difference.
	Y8 China - Learning about China inc. a critical evaluation of the political system in different contexts		Y9 - The impact of population and migration policies on individual liberty (globally).	Y8, China - Respect for other cultures	Y9, Migration - The impact of migration and benefits of tolerance
	Y8, Climate change - The political challenges of solving climate change		Y8, China - Critical evaluation of China's political system	Y7, Globalisation - Respect for other cultures and ways of viewing the world	
	Y12 Global inter-dependence - How political				

	systems impact global interactions between countries				
History	Y8, L1 - Students study the development of Parliament over time from early consultative bodies to the Glorious Revolution;	Y8, L1 - students study the development of Parliament over time, including the changing nature of power and how even the king is subject to laws;	Y8, L1 - students study the development of parliament, which includes an understanding of how the institution developed to limit the power of the ruler over subjects;	Y7, L1 and 2 - students gain a broader appreciation of different cultures through examining African Kingdoms and looking at the history of the Silk Roads	Y8, M2 - students explore the religious policy of Elizabeth I to understand how she attempted to accommodate those of different Christian backgrounds after previous periods of religious intolerance under Edward and Mary
	Y9, M2 - Students study Civil Rights campaigns and evaluate the effectiveness of different forms of protest; Y	Y9, M2 - students study civil rights movements, understanding how they sought equal treatment of all under the law and how campaigners sought to challenge unjust laws;	Y9, L2 - Britain post WWII, students examine how the rights and status of different groups - migrants, LGBTQ citizens and others have changed over time;	Y8 L2 and Y9 T1 both involve the evaluation of multiple historians' interpretations using evidence, which demonstrates the validity of holding opposing views and understanding different viewpoints.	Y9, M1 - students learn how religious intolerance/insensitivity played a significant role in sparking the 1857 Indian Rebellion;

<p>10, T1 - Students examine the Weimar Republic and consider the strengths and flaws of its democratic system;</p>	<p>Y10 students study twentieth century international relations, which involved various (often failed) attempts to hold states to a set of international norms and laws e.g. League of Nations;</p>	<p>Y11, M1 - students study the Nazi state including how individuals were deprived of liberty in many forms;</p>		
<p>11, M1 - Students study the rise of Nazi Germany and the destruction of a democratic society;</p>	<p>Y13 students examine Civil Rights in the USA, examining the complex relationship of citizens seeking equal treatment under the law while also challenging laws they view to be unjust.</p>	<p>Y13 - students examine Civil Rights in USA, exploring the restrictions on, pursuit of and enjoyment of individual liberties</p>		
<p>Y13 - Students study 'Civil Rights in the USA, 1865-1992' exploring</p>				

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	how different social groups struggled for rights				
Latin	Yr 8, L2 Elections in Pompeii	Yr 12 Cicero's speech Pro Cluentio		GCSE Yr 10 Myth and Religion ideas surrounding consent and lack thereof	
			Yr 7, T1 Slaves and freedmen and freedwomen in Ancient Rome		
Mathematics (and Further Mathematics)	All years - We discuss throughout need for students to be numerate, critical thinkers and be able to interpret statistics to be an active citizen				All years - M1 2022 - Using TED Talk by Roger Antonsen to generate conversation and discussion of the need to be flexible in our thinking / understand different representations in Mathematics /and thereby better understand other people's way of

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					thinking and views / having empathy
	Y12/13 - M1 - Talk / workshop by PhD student studying impact on Brexit in Gibraltar. In addition to statistics and avoiding bias when conducting research				

<p>Music</p>	<p>Year 7-13 students discuss pioneers of various styles and genres of music, and leaders of innovative ideas and techniques.</p>		<p>Year 7-13 Development of self-confidence and self-esteem is highly supported and included in discussions surrounding performance in group and solo work.</p>	<p>Year 7-13 when playing and analysing music of different cultures students are highly encouraged to engage with the historical context and identities of different groups, treating all with equal respect.</p>	<p>Year 7 L2, Year 10 and 11 explore music of different religions and cultures.</p>
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				Mutual respect as key learning behaviour when completing groupwork or ensemble practical activities in KS3	GCSE - Rhythms of the World module analyses the different aesthetics of music from around the world, its place within society and critiques the Western hegemon of musical hierarchies in the process
Physics				Hinterland stories throughout SoLA from Year 7-13 about Physics from different genders, disabilities and sexualities. Eg Marie Curie and Hawking	Hinterland stories throughout SoLA from Year 7-13 about Physics from different races, religions, cultures. Eg Islamic Astronomy, Indian Astrophysics. With resources for teaching these.

Religion, Philosophy, & Ethics			Y7, M1 - Freewill and Determinism	Y7 - Discussions throughout the year fostering mutual respect for varying religious, philosophical and ethical opinions	Y7 - Study of Buddhism and Islam
	Y8, M1 - Social Philosophy - libertarianism, social contract, democracy, totalitarianism	Y8, M2 - Organ Donation and Saviour Sibling, medical ethics and law on donor siblings, organ donation	Y8, M1 - Social Philosophy - how liberty is affected by rule	Y8 - Discussions throughout the year fostering mutual respect for varying religious, philosophical and ethical opinions	Y8 - Study of Christianity - differing denominations and evaluation of theological beliefs
		Y9, Lent - UK Law on Abortion and Euthanasia	Y9, Lent - individual choice and arguments for and against abortion and euthanasia	Y9 - Discussions throughout the year fostering mutual respect for varying religious, philosophical and ethical opinions	Y9 - Arguments for and against the existence of God, religious and non-religious responses to abortion and euthanasia

	<p>Y10 - UK Law on abortion and euthanasia</p> <p>Y10 - Just War Theory, Peace and Pacifism</p> <p>Y10 - Islamic Shariah Law and Jihad</p>	<p>Y10 - Individual liberty over abortion, euthanasia</p>	<p>GCSE - Discussions throughout the year fostering mutual respect for varying religious, philosophical and ethical responses</p>	<p>Y10 - Christian and Islam Beliefs</p> <p>Y10 - Arguments for and against the existence of God</p>
	<p>Y11 - Law on capital punishment, prison, criminal offences, reformation, retribution, victim support and rehabilitation programmes</p>	<p>Y11 - Crime and Punishment in the UK - what liberties do we have and why are people punished and how</p>	<p>Y11 - Crime and Punishment - community service, aims of punishment</p>	<p>Y11 - Christian and Islam Practices</p> <p>Y11 - Different responses to capital punishment, prison</p>

			Y12 and Y13 - Normative Ethical Theories and their application, freewill and determinism, meta-ethics, conscience	Y12 and Y13 - Feminist theology Different interpretations and responses to the Bible, Jesus and Church as authority Arguments for and against the existence of God	Y13 - Secularisation, Religion and Science, Pluralism
SES	Year 7-9 Sports Leadership (different types of leaders within sport)	Year 7-9 Invasion Games (rules, fairness and respect)	Year 7-9 Athletics (make their own judgements surrounding performance)	Year 7-13 Sporting Provision (avoidance of stereotyping groups)	Year 7-9 Gymnastics (peer evaluation of skill)
	Year 10 & 11 GCSE- Leadership Styles	Year 10 & 11 GCSE- Injury Prevention	Year 10 & 11 GCSE- Characteristics of Skill	Year 10 & 11 GCSE- Ethics in sport	Year 10 & 11 GCSE- Factors affecting participation in sport.
		Year 12 & 13- Emergence &		Year 12 & 13- Types of Feedback	Year 12 & 13- Individual Differences

	Evolution of Modern Sport			
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	Careers	SMSC			
		Spiritual	Moral	Social	Cultural
Art (and Photography)			Y7 BHM Unit	Y7 BHM Unit	Y7 BHM Unit
			Y8 BHM Unit	Y8 BHM Unit	Y8 BHM Unit
			Y9 BHM Unit	Y9 BHM Unit	Y9 BHM Unit
Biology			Y7 Environmental Awareness Unit	Y8 Social Issues Unit	
			Yr 11, M1, Using Biology. Ethical use of other organisms for the benefit of humans for example pig insulin.	Yr 7, T1, Human Reproduction. Changes during puberty. Yr 8, T1, Microbes & Disease. Considering hygiene, contamination and passing on infection.	

				<p>Yr 9, T1, Inheritance & Natural Selection. Genetic diseases and how some genetic traits are more favourable</p> <p>Yr 10, M1, Human Reproduction. Puberty changes.</p> <p>Yr 12, L2, Genetic Diversity. Giving rise to differences in organisms.</p> <p>Yr 13, L1, Nervous control. Diseases causing nervous conditions.</p>
Business	<p>Y12 and Y13, M1: Event with recent Alumni on university pathways and careers</p> <p>Y12, L1 Understanding the</p>	<p>Y13, M2 Understanding the impact of different beliefs on business activity</p>	<p>Y12, M2 Ethical considerations on business activity</p> <p>Y13, M1 Trip to a local social enterprise</p>	<p>Y13, M2 Understanding the impact of different cultures on business activity</p>

	recruitment and selection process				
Chemistry	Y12, M1: Scientist research task outlining where famous atomic scientists studied and in which field.	Y12, M1: wave-particle duality and the Heisenberg principle. Scientific models have been based on Faith knowledge previously, the Church having influence in scientific models.	Y10, T2: Carbon dioxide in the atmosphere and why we should move to renewable forms of energy	Y10, T2: Chemical industries are based close to a town for a workforce and add value to the local economy	Y13, T1: Drug design must consider people from different cultures
			Y9, T1: Crude Oil and the combustion of fuels leading to pollution in the atmosphere		Y9, T2: Recycling is an important part of life to move towards a sustainable planet. We care for our planet to preserve it for future generations
Classical Civilisation		Y10 GCSE Myth and Religion	Y13 Oedipus Rex and the Bacchae tragedy	Yr 9 L2 Women in the Ancient World	Yr 9 M1 Creation myths from all over the world
		Yr 9 M1 How human were the	Yr 9 Tragedies of Agamemnon, Orestes and Clytemnestra	Y9 L2 How notorious was Cleopatra	

		<p>gods and goddesses?</p>	<p>Yr 12 A Level Cicero's speeches against Verres exposing corruption and extortion/bribery</p>	<p>Y9 M2 What was life like in ancient Sparta?</p>
<p>Computer Science</p>	<p>KS3 - Careers highlighted through the curriculum as we encounter relevant modern topics.</p> <p>GCSE and A Level - We provide career and post-school information</p>	<p>KS3 - We examine the effect of many emerging technologies include virtual reality, automation, and the Internet of Things - with a focus on the social, cultural, and spiritual impact it has - and the morality of expanding these technologies without restraint.</p> <p>KS3 - We endeavour to ask students tough questions such as</p>		<p>GCSE - We examine many modern technologies like AI, Robotics, and</p>

<p>Design Engineering</p>	<p>via the VLE as well as provide individual information to interested students on a 1-to-1 basis.</p>	<p>"Can a Computer Think?" and have them explore the underlying function of the mind through an algorithmic lens.</p>	<p>Automation and the social impact of these technologies.</p> <p>A Level - We further examine many modern technologies and their societal impact.</p> <p>A Level - We investigate the societal impact of personal data collection and the morality of this practice by many organisations.</p> <p>GCSE - we study sustainability and moral and social aspects of design and manufacture</p>	<p>A Level - We further examine many modern technologies and their societal impact.</p> <p>KS3 - we design products for cultures different to our own</p>
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<p>Drama (and Dance/Movement)</p>	<p>GCSE and A Level - Students are encouraged to explore different aspects of theatre making, including lighting, sound, costume, video, and props. These pathways are highlighted as potential career options and additional co-curricular help, and opportunities are offered to support those interested.</p>	<p>Racing Demon offers students the opportunity to explore the concept of spirituality and faith in the context of organised religion. The protagonist of the play journey through a spiritual struggle to make sense of their mission and their affiliation with the Church of England.</p>	<p>Texts and productions for analysis across all year groups are selected for their content, including the moral dilemmas and questions they raise. Y7, Face explores the treatment of those with disabilities, Y8 The Tempest raises themes of Colonialism, slavery, and power, Y9 Lovesong explores relationships, trust, and forgiveness, GCSE I love you Mum delves into the use of drugs and teenage culture, A Level Cat on a Hot Tin Roof lays bare familial relationships and challenges homophobia.</p> <p>Yr 9 students investigate the</p>	<p>Yr 8 - Theatre in Education is explored across the Lent term with students producing plays to communicate a social issue to a Yr 8 audience.</p> <p>Yr 9 - Boal's Theatre of the Oppressed is</p>	<p>KS3 - Movement and dance schemes of work explore the development and meaning behind cultural dances from around the world.</p> <p>Students at GCSE and A Level are taken to a</p>
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		creation of Social Experiments as a form of Invisible Theatre. Examples viewed look at the treatment of Muslim women wearing a hijab in public settings and violence towards women.	used as the framework for creating pieces of theatre that promote social and political change.	range of live performances to experience theatre from different practitioners.
			GCSE - Brecht's ideology is the basis for explorative and creative work as part of Component 1. Students explore social issues of importance to themselves.	
Economics	Y12&Y13 all year - Oxbridge support programme	Y12, T2 Reading (book club style) of Doughnut Economics		Y12, M1 Contrasting economics systems
	Y12&Y13, M1 Event with various alumni	Y12, L1 and Y13 L2 Poverty and inequality and arguments for and against government		

	<p>Y12&Y13 all year - Futures support programme</p>		<p>intervention to reduce it</p>		
<p>English Language & Literature</p>			<p>Y11- M1- Novel: Never Let Me Go: students discuss the morality and effects behind the idea of human cloning in the future.</p> <p>Year 9- Conflict poetry. Students discuss the ethical implications of war based on their study of a range of different poems based in different war zones and time periods.</p>	<p>Y7, T1 – Novel: She Speaks - Students explore speeches delivered by women exploring topics such as women’s rights and civil rights</p> <p>Year 9- L1 one, political protest speeches and poetry. Students explore a range of writing and historical figures such Nelson Mandela and Martin Luther King and discuss how they have been deprived of liberty for fighting for their rights.</p>	<p>Y8- T1- Global poetry. Students discuss study and discuss a range of different poems from different cultures and explore different religious beliefs</p>

	<p>Y10- M1- Novel: Jekyll and Hyde. Students the discuss the ideas of good and evil and morality as explored within the duality of the protagonist.</p>	
	<p>Y12, 13- Othello, play: students explore racial discrimination, gender, possession, and betrayal through their analysis of the text.</p>	<p>Year 9-L2 Wilde. Students learn about the life of Oscar Wilde and his trial. LGBTQ+ Identity and discrimination about sexual orientation.</p>
	<p>Y7- M2- Novel, A Christmas Carol. Students discuss issues in the novel. Exploring the good morals of generosity and community.</p>	
		<p>Y12, 13- Othello, play: students explore racial discrimination, gender, possession, and betrayal</p>

<p>EPQ and GP (Y13)</p>		<p>through their analysis of the text.</p> <hr/> <p>Yr 13 GP and YR 12 EPQ</p> <p>Students are taught the skills to research, analyse, and evaluate a range of contemporary issues. This frequently requires a consideration of Spiritual Moral Social and Cultural perspectives in the spirit of liberty and democracy they are chosen by each student - although with an awareness of British Values and Prevent</p> <p>The topics chosen have included: - LGBTQ+ rights, abortion, climate</p>
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		<p>change and sustainability, the cost of living crisis, the social impacts of gentrification, the gender impact of colonialism, Black Lives Matter, different voting systems and different prison systems</p>			
<p>MFL</p>	<p>IGCSE - the world of work, future plans including gap years, volunteering etc.</p>	<p>IGCSE - festivals and traditions in different countries, including religious celebrations</p>	<p>Y13 - diverse societies, marginalisation, the justice system, voting, strikes</p> <p>Y12 - volunteering, charity work</p>	<p>Y13 - diverse societies, marginalisation, the justice system, voting, strikes</p> <p>Y12 - changes in family structures, impact of the internet</p>	<p>Y13 - diverse societies, immigration, foreign literature, and film</p> <p>Y12 - artistic culture in foreign countries e.g. music, film</p>
			<p>IGCSE - environmental responsibilities</p>	<p>IGCSE - media, environment, volunteering</p>	<p>IGCSE - festivals and traditions in different countries</p>

		Y8 - festivals in other countries	Y8 - media/advertising, issues for teenagers	Y8 - life in other countries, festivals Y7 - daily life in other countries ALL - celebration of cultural differences
Games				
Geography				
History		Y7 M2 - Medieval life; students look at the importance of religion in medieval life and its manifestation through doom paintings, which they then recreate, L1 African Kingdoms - the importance of Islam in Mali and Animism in Benin is discussed	Y8, T1 - Transatlantic Slave Trade, students gain an understanding of the consequences of dehumanising systems and the ways in which injustice can be challenged	Y7 L1 &2, African Kingdoms & Silk Roads, students study other cultures in depth

	<p>Y8, L2 - students examine the witch craze in Early Modern Europe, understanding how particular religious beliefs resulted in patterns of persecution</p> <p>Y9, M1 - British in India, Y9, M2 - Civil Rights in both topics students develop an understanding of how spiritual values inspired movements for social change</p>	<p>Y9, M2 - Civil Rights, students learn about efforts to overcome historical injustices</p> <p>Y10, M2 - Origins of WWII, students debate the moral dilemma facing leaders in the 1930s</p> <p>Y11, M1 - The Nazi State, students gain an understanding of the consequences of the immoral abuse of power</p>	<p>Y8, M1 - The Renaissance, study of the influences over and extent of cultural change during a key period of European History,</p> <p>Y9, L1 - Impact of WWI, students not only study the war but also its impact on British society,</p> <p>Y9, L2 - Britain after WWII, students examine the experience of different groups since 1945 and how different influences have shaped modern Britain</p>
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				<p>Y12 - Cold War in Asia, in depth study of how the Cold War was experienced in and affected Asia</p> <p>Pretty much the whole of the history curriculum...</p>
<p>Latin</p>		<p>Yr 7, T2 Roman beliefs about the afterlife</p> <p>A Level Tacitus Annales IV (How justified is murder when seeking power?)</p> <p>Yr 8, M1 Gladiators (human and animal rights)</p>	<p>Yr 7, M1 The concept of the Roman Familia / household</p> <p>Yr 8, L1 Education of Roman children</p>	<p>Pretty much the whole of the Latin curriculum...</p> <p>Yr 8, M2 The Roman baths</p>
<p>Mathematics (and Further Mathematics)</p>	<p>Throughout talking about need for numeracy for most basic jobs, use of Maths in most jobs and more advanced</p>	<p>Y7-8 - M1 2022 - Mondrian Art - appreciation of art and puzzles</p>		<p>Y7-13 - Links to origin of different aspects of Mathematics (Algebra to Ancient Babylonians and Muslim / Pythagoreans in Greece)</p>

applications in
some careers

Y9-10 - M1 2022 -
Golden Ratio -
appreciation of the
link to nature, art
and architecture

Y7-13 - Emphasis
on more open-
ended questions,
working in non-
threatening
environment where
students can try
and express
themselves

Music

Public performances through co-curricular music can be a spiritual experience for students. This includes performance of religious music and ceremonies such as choral evensong (chapel choir), performances at prestigious historic venues e.g. Southwark Cathedral, Cadogan Hall

Y7- Samba and Reggae. Explores music in its social context.

Trips to prestigious venues e.g. ROH, Cadogan Hall, Royal Festival Hall

		<p>Y8 - Blues module. Explores music in its social context and within racial developments in 20th century</p>	<p>Educational visits to Horniman Museum as part of GCSE course</p>
	<p>Y13 - Art Music module - Explores sacred choral music in the 21st century</p>	<p>GCSE - Rhythms of the World module. Music in its social context</p>	

Physics

Careers in Physics highlighted at the start of every topic.

Y9 and Y11 - Astronomy - Awe and wonder of our place in the universe.

Y10 and Y13 - Radioactivity - Consequences of use of nuclear power and non-renewable fuel.

Y9 - Energy Resources - Considerations of renewable and non-renewable energy sources.
 Y11 - Mains Electricity - Safe use of electricity in the home.

Y7-13 - How Science Works - Understanding of the scientific method, respect for logic and evidence.

Psychology

Y12, L1 - University Prep Forder' - run throughout Lent Term with guest speakers from different psychology related careers come into school to discuss their career with the students.

Y13, M2 - Issues & Debates topic: Students discuss determinism, specifically biological determinism in relation to crime. Is it right to sanction a behaviour that is already biologically pre-determined?
Y13, L2 - Aggression topic: Students explore causes of aggression and crime

Y12, M1 - Social Influence topic: Students explore how society affects behaviour for example, conformity, obedience, and the effect of minority influence.

Y13, M2 - Issues & Debates topic: Students explore cultural bias within psychological studies and discuss problems with this.
Y13, M2 - Schizophrenia topic - Students discuss diagnoses of schizophrenia and if cultural affects this.
Y12, M2 - Psychopathology topic: Students discuss how to define abnormality and if culture influences this.
Y12, L1 - Attachment topic: Students discuss cultural variations in attachment

<p>Religion, Philosophy, & Ethics</p>		Y7 - Meaning of Life, Spiritual Identity and the Self (spirituality of Buddhism)	Y7 - Freewill and Determinism		Y7 - Buddhist and Islamic beliefs and practices
		Y8 - Social Philosophy, Miracles	Y8 - Applied Ethics - Organ Donation and Saviour Siblings	Y8, M1 - Social Philosophy	Y8 - Christian Beliefs
		Y9 - Arguments for and against the existence of God	Y9 - The Problem of Evil, Abortion, Euthanasia, Ethical Theories		Y9 - Holocaust Philosophy - Primo Levi
		Y10 - AQA - Theme B - Matters of Life and Death	Y10 - AQA - Theme B - Matters of Life and Death		
	TSA Forder for Oxbridge Candidates PPE Forder for KS5 Students	Y10 - AQA - Christianity and Islam Beliefs Y10 - AQA - The Existence of God	Y10 - AQA - Crime and Punishment		Y10 - Christianity and Islam Beliefs

		<p>Y11 - AQA - Christianity and Islam Practices</p>	<p>Y11 - Peace and Conflict Y11 - Crime and Punishment</p>		<p>Y11 - Christianity and Islam Practice including festivals of Christmas, Easter, Eid, Ashura</p>
<p>SES</p>		<p>Key stage 3 SES- expression of feelings through Gymnastics</p>	<p>Key stage 3 SES- Invasion Games (sportsmanship)</p>	<p>Key stage 3 SES- Group Feedback (Swimming & Athletics)</p>	<p>GCSE- Factors that affect participation in sport</p>
			<p>GCSE PE- Ethics in Sport</p>	<p>GCSE PE- Types of Guidance & Feedback</p>	<p>A-Level- Emergence of sport throughout the ages</p>
			<p>A-Level PE- Violence in Sport</p>	<p>A-Level PE- Leadership Styles</p>	

2. Stuart Additional Curriculum

In the Lower School and Middle School, students have a weekly timetabled Stuart Additional Curriculum Lessons delivered by specialist teachers. They study each strand of the Stuart Programme (Relationships, Skills for the Future and Critical Thinking) on a carousel that rotates every 10 weeks. In Years 7-10, students have 10 lessons per strand. In Year 11, students have 8 lessons per strand. These tables represent simplified versions of our lesson-by-lesson foci for the Stuart Additional Curriculum – further detail on specific lesson content and activities can be found in our SOLAs. Although we aim to teach these lessons in order, they may vary due to the availability of resources, teacher discretion and on the needs of each group.

Year 7

	Relationships	Skills for the Future	Critical Thinking
1	The History of Kindness and Emotional Intelligence	Personal Safety Workshop (safety on public transport, basic first aid – 999, ask for help, check for safety etc.)	Current Affairs
2	Bullying and Cyber Bullying	Digital Literacy	Where do we find out the news? How can we tell a news source is reliable?
3	What is the equality act and why is it important?	Internet Safety – Cyber Security	What are the dangers of social media?
4	What do healthy relationships look like? Different types of families and committed relationships	Careers: The Real Game	What is democracy and why is it important? How does it compare to different systems of government?
5	What might an unhealthy family relationship look like? - Divorce and Separation - Abuse	Careers: The Real Game	How does the political system in the UK work?

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6	How to spot if an adult poses a threat to you	Careers: Recognising interests and Dream Job	British Values
7	Puberty in Female Bodies	Careers: Identifying Skills for the Workplace	Human Rights
8	Puberty in Male Bodies	HSBC - Personal Finance – Banking 101	What does a debate look like?
9	Consent: Communication and Personal Space	Sewing	Research for a debate
10	How do you deescalate difficult situations? - Peer Pressure - Parental Conflict	Pitching a tent and cooking on a stove OR Washing a car	Conducting a debate

* Lessons to skip in 2023/24 academic year to allow for ‘Working with Boys’ project

Year 8

	Relationships	Skills for the Future	Critical Thinking
1	Gender stereotypes	Careers: Adaptability	The Future of AI
2	Toxic Masculinity	Careers: Creativity	Recognising Bias in the News
3	Identifying and challenging microaggressions	Careers: Aiming High	Social and Antisocial Media
4	Religious Tolerance and Understanding	First Aid – Assessing Risk, Emergency Services, Recovery position	What makes a good argument? How to present a counter argument successfully and respectfully?
5	Disability Awareness	Drugs Education (Alcohol and Risk – PSHE Association)	The Art of Public Speaking

Reviewed: Michaelmas 2023
Next review: Michaelmas 2024

ISI 2d – PSHEE Scheme of work

6	FGM	Drugs Education (Caffeine and Tobacco – PSHE Association)	Individual Public Speaking
7	Consent	Digital Footprints and Keeping your Data Safe Online	UK v. US elections
8	Sexting and Nudes	Financial Education – HSBC – Savvy Shopping	What are the main UK political parties and what do they stand for? – Mock Election Preparation
9	Introduction to Healthy Sexual Relationships	Cooking	Mock Election Preparation
10	Child on Child Abuse	Flat Pack Furniture	Mock Election

Year 9

	Relationships	Skills for the Future	Critical Thinking
1	What is sexual harassment and why is it always harmful?	Careers: CVs, Cover Letters, and Interviews	Current News Stories - What differences of opinion are there? Whose is most reliable? What are our opinions based on these sources?
2	Child on Child Abuse	Careers: Enterprise, Entrepreneur and Starting a Business	What is rhetoric? How can you tell when rhetoric is being used? How is rhetoric used to manipulate public opinion?
3	Managing emotions around loss and grief	Careers: Enterprise Lesson 2	Fake News Research Project/Debate
4	Challenging Prejudice and Discrimination	Gambling	Fake News Formal Presentation
5	Peer Pressure – Drugs and Alcohol	Vaping	Fake News Formal Presentation

ISI 2d – PSHEE Scheme of work

6	Consent	Types of Drugs (PSHE Association 1)	The Importance of the Rule of Law and Individual Liberty
7	Dating and Relationships	The Law on Drugs (PSHE Association 2)	Gangs – PSHE Association with Medway Resource - Lesson 1
8	How can we stay safe when having sex?	What makes a good parent and how do you care for a child?	County Lines
9	Pornography	Financial Skills – HSBC – Household Budgeting	Grooming, Exploitation and Coercion
10	What options are available in pregnancy?	Self Defence	Introduction to Extremism and Radicalisation (focus on online opinions)

Year 10

	Relationships	Skills for the Future and Careers	Critical Thinking, Diversity and Equality
1	Gender Stereotypes and Toxic Masculinity	Careers: Recognising Skills for the Workplace	Human Rights
2	Gender Identity	Careers: Leadership	British Values
3	Power, Control and Harassment	Careers: Teamwork and Communication	Knife Crime
4	Honour Based Violence	Drugs Education – Alcohol and Cannabis – PSHE Association	Gangs Lesson 2 – Risks and Consequences
5	Managing emotions when relationships end	Substance Use and Assessing Risk	Gangs Lesson 3 – Getting Out
6	Fertility and Menopause Education	Drugs Education – Seeking Support	Sex and Gender (to be planned by the diapasen)
7	Consent	Financial Skills – HSBC – Kickstart your Finances	Race (to be planned by the diapasen)

ISI 2d – PSHEE Scheme of work

8	Safe Sex (focus on physical and mental health)	Online Safety	Sexual Orientation (to be planned by the diapason)
9	How does contraception work? What are the pros and cons of each type?	Cooking	Religion and Belief (to be planned by the diapason)
10	The facts about Pregnancy	First Aid (Bandaging and Slings)	Disability (to be planned by the diapason)

Year 11

	Relationships	Skills for the Future	Critical Thinking/Diversity and Equality
1	Marriage and Forced Marriage	Careers: Competencies and Resilience	AI and Academic Integrity
2	Different types of Committed Relationship and their Legal Status	Careers: Problem Solving	Valuing Diversity
3	Domestic Abuse	Careers: Using the Unifrog Careers Library (students will need the mobile phones or laptops)	Understanding and Preventing Extremism
4	Sex Ed on the Cards – Recap of prior knowledge (ensure consent is covered)	Online Safety – CEOP – Online Blackmail	Radicalisation
5	Identifying and Managing Sexual Pressure – delay sex and enjoy intimacy without sex	Financial Skills – HSBC – Borrowing Money	Public Speaking – Wedding Speeches
6	Drugs, Alcohol and Consent	Financial Skills – HSBC – Introduction to Investing	Debating – Preparation and Research
7	Rape Culture	Looking after your health (to include health checks, diet, drug use, dental check-ups, signs of physical illness, dangers of sun,	Debating

		importance of sleep, immunisation and vaccination)	
8	Positive Sexuality	First Aid (Resuscitation and Defibrillation)	The Importance of Voting

3. Usherwood Curriculum

Throughout the senior school, students have timetabled lessons every Monday dedicated to the Usherwood curriculum, primarily delivered by their form tutors. In the Lower School, these lessons take place every week and in the Middle School and Sixth form, they have one lesson a fortnight. In the Sixth Form, the Usherwood Curriculum forms part of the Sixth Form Tutorial Programme, which is delivered in tutor times and a weekly timetabled lesson.

*Scenario sessions will be based on trends in pupil behaviour

Year 7

	Michaelmas term	Lent term	Trinity term
1	Initial Usherwood session – form boards and games	What is self-care? Establishing things which work for you and activities you can do as a form	Study skills
2	Health Education – PSHE Association 7I and 7H mindfulness	What is dysgraphia?	Study skills
3	Health Education – PSHE Association 7I and 7H mindfulness	What is neuroplasticity?	Study skills
4	5 ways to wellbeing – be active	5 ways to wellbeing – connect	Study skills

ISI 2d – PSHEE Scheme of work

	7I and 7H mindfulness		
5	Healthy eating – what is nutrition and how to take care of your diet 7I and 7H mindfulness	5 ways to wellbeing – connect	Study skills
6	Introduction to neurodiversity 7J and 7F mindfulness	Compassion challenge	Exam week
7	Neurodiversity – what is autism? 7J and 7F mindfulness	Compassion challenge	Adventure week
8	Neurodiversity – what is dyslexia? 7J and 7F mindfulness	Learning skills – time management, focusing on how to deal with homework	How to make the most out of feedback week
9	Scenario session 7J and 7F mindfulness	Scenario session	Scenario session
10	What is self-compassion? 7G and 7K mindfulness	Promoting emotional wellbeing – PSHE Association	5 ways to wellbeing – take notice (mindful art approaches)
11	Understanding emotional wellbeing 7G and 7K mindfulness		
12	5 ways to wellbeing – learning something new 7G and 7K mindfulness		
13	5 ways to wellbeing – learning something new 7G and 7K mindfulness		

Year 8

Reviewed: Michaelmas 2023
Next review: Michaelmas 2024

ISI 2d – PSHEE Scheme of work

	Michaelmas term	Lent term	Trinity term
1	Initial Usherwood session – form boards and games	Self-care – Every Mind Matters	Study skills
2	Health Education – PSHE Association	What is self-care? Establishing things which work for you and activities you can do as a form	Study skills
3	5 ways to wellbeing – be active	How to deal with stress	Study skills
4	Health Education – PSHE Association	5 ways to wellbeing – connect	Study skills
5	Mindfulness colouring	5 ways to wellbeing – connect	Study skills
6	Knowledge check – neurodiversity (going over dyslexia, dysgraphia, and autism)	Scenario session	Exam week
7	Neurodiversity – what is ADHD?	Compassion challenge	Adventure week
8	Study Skills	Compassion challenge	How to make the most out of feedback week
9	Study Skills	Scenario session	Scenario session
10	Neurodiversity – what is anxiety?	Digital resilience – PSHE Association	5 ways to wellbeing – take notice (mindful art approaches)
11	Promoting emotional wellbeing – PSHE Association		
12	Attitudes to mental health – PSHE Association		
13	5 ways to wellbeing – learning something new		

Year 9

	Michaelmas term	Lent term	Trinity term
1	Initial Usherwood session – form boards and games	Self-care – Every Mind Matters	Study skills
2	Knowledge check – neurodiversity (going over dyslexia, dysgraphia, and autism)	What is self-care? Establishing things which work for you and activities you can do as a form	Study skills

Reviewed: Michaelmas 2023
 Next review: Michaelmas 2024

ISI 2d – PSHEE Scheme of work

3	Learning skills – what is behaviour for learning	How to deal with stress	Study skills
4	Neurodiversity – what is depression and how can we recognise some of the signs?	5 ways to wellbeing – learning something new	Study skills
5	5 ways to wellbeing – be active	Change, grief and loss – PSHE Association	Study skills
6	Attitudes to mental health – PSHE Association	5 ways to wellbeing – learning something new	Exam week
7	5 ways to wellbeing – connect	Compassion challenge	Adventure week
8	Study Skills	Compassion challenge	How to make the most out of feedback week
9	Study Skills	Scenario session	Scenario session
10	Digital resilience – PSHE Association	How to deal with worry – Every Mind Matters	Promoting emotional wellbeing – PSHE Association
11	Unhealthy coping strategies – PSHE Association		
12	Healthy coping strategies – PSHE Association		
13	5 ways to wellbeing – take notice (mindful art approaches)		

Year 10

	Michaelmas term – Wellbeing, mental health, and resilience	Lent term - Individual learner characteristics and neurodiversity	Trinity term - Pastoral care and a compassionate community
1	Initial Usherwood session – form boards and games	SEND presentations – group presentation on a topic they have been allocated	Study skills – how to revise
2	Wellbeing and resilience course	SEND presentations – group presentation on a topic they have been allocated	Study skills – time management and organisation

Reviewed: Michaelmas 2023
 Next review: Michaelmas 2024

ISI 2d – PSHEE Scheme of work

3	Wellbeing and resilience course	SEND presentations – group presentation on a topic they have been allocated	How to deal with exam stress
4	Wellbeing and resilience course	Unhealthy coping strategies – PSHE Association	Scenario session
5	Wellbeing and resilience course	Healthy coping strategies – PSHE Association	Scenario session
6	Wellbeing and resilience course		

Year 11

	Michaelmas term – Wellbeing, mental health, and resilience	Lent term - Individual learner characteristics and neurodiversity	Trinity term - Pastoral care and a compassionate community
1	Initial Usherwood session – form board and games	Assembly on SEND and neurodiversity – what is the difference between anxiety and exam stress? Run by sixth form with Q&A	Study skills – how to revise
2	How to deal with exam stress	Self-care – Every Mind Matters	Study skills – time management and organisation
3	Mindful art approaches /Mindfulness – yoga	Neurodiversity – what is OCD?	<i>Study leave</i>
4	Mindful art approaches /Mindfulness – yoga	Neurodiversity – what is bipolar disorder?	<i>Study leave</i>
5	Mindful art approaches /Mindfulness – yoga	Talk on eating disorders	<i>Study leave</i>
6	Mindful art approaches /Mindfulness – yoga		

4. Sixth Form Tutorial Programme

The Sixth Form Tutorial Programme is delivered through tutorial sessions and through one timetabled lesson a week. It combines aspects of the Stuart Additional Curriculum and Usherwood Programme. In addition to these sessions, students also have regular drop down afternoons for RSE.

Year 12

Reviewed: Michaelmas 2023
 Next review: Michaelmas 2024

ISI 2d – PSHEE Scheme of work

		Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
Tutor times		Becoming a Sixth Former: SDC values & Community; Presentational & Debating Skills; Study Skills	Developing the Self: Identity, physical & mental health; career preparation (interviews, CVs, world of work)	Social impact: Community engagement; British values understanding the political landscape;	Understanding difference: International communities; LGBTQ+; issues around race, sex, violence, neurodiversity	Love of learning: Academic Project development; resilience; application of revision strategies; critical thinking & debate	Personal Development presentations: self-review; critical analysis, creative application
RSE Drop Down Afternoons - held on ad hoc Wednesdays			Family Life (routes to parenthood, effective parenting, different types of committed relationships, healthy relationships)		Discrimination Carousel led by the Diapason		Sex Education (to include consent, sharing explicit images, pornography)

Year 13

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	

Reviewed: Michaelmas 2023
 Next review: Michaelmas 2024

Tutor Time	Realising potential: University finance, mental health renewal; personal safety; facing the future	Understanding Culture & Society: British values; multi- national values; bereavement & grief	Living independently: Personal finance, internet safety, part-time work; emotional wellbeing	Preparing for post-College: becoming an alumnus; Post college life: race, faith, and class; dealing with stress, burnout	Freedom of expression	
RSE Drop Down Carousel Afternoons	Sexual Health (to include contraception, STI awareness, options in pregnancy, managing sexual pressure)		Unhealthy Relationships (Domestic Abuse, Abuse and Assault, Forced Marriage, and HBV)	Personal Health (fertility and menopause, health screenings and checks, impact of legal drugs)	Study Leave and Exams	

5. Themes of the Week and Assemblies

Each week, students have an assembly and a tutorial dedicated to the theme of the week. They are listed below:

Week	Theme of the Week
1A	Curiosity
2B	Learning Skills
3A	Politics and Responsibilities

ISI 2d – PSHEE Scheme of work

4B	Languages
5A	World Mental Health Day
6B	Black History Month
7A	Confidence
8B	Remembrance
9A	Anti-Bullying
10B	Futures Week
11A	Disability Awareness
12B	Resilience
13A	Charity
14B	Creativity
15A	Music
16B	E-Safety
17A	Community
18B	Chinese New Year
19A	Compassion
20B	Literature
21A	International Women’s Day
22B	STEM Week
23A	Philosophy
24B	Challenge
25A	Curiosity
26B	Sustainability – Earth Day
27A	Mental Health Awareness
28B	Kindness
29A	Human Rights
30B	Album Exorna
31A	Adventure
32B	Windrush Day
33A	LGBTQ+ Day

34B	Celebration
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6. Forder Co-Curricular Programme

Students are able to extend their PSHEE learning through attending Forder Co-Curricular activities which address PSHEE content, such as:

- Race Diapason
- Senior and Junior debating clubs
- Pride Society
- Current Affairs Discussion Group
- Volunteering
- Politics Society
- CCF & Corp of Drums
- Feminist Soc
- Junior and Senior Philosophy Club
- Faith and Belief Diapason
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7. Online Safety

Online Safety

	4 C's			
Yr Gr p	Content	Contact	Conduct	Commerce

<p>Senior School - Stuart Additional Curriculum</p>	<p>7</p>	<p><i>Critical Thinking: How to know if a news source is reliable</i></p>	<p><i>Relationships: How to spot if an adult poses a threat to you. Critical Thinking: The Dangers of Social Media</i></p>	<p><i>Relationships: Cyber Bullying</i></p>	<p><i>Skills for the Future: Cyber Safety</i></p>
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8			<i>Relationships: Sexting and Nudes, Child on Child Abuse</i>	<i>Skills for the Future: Digital Footprints and Keeping your Data Safe Online</i>
9	<i>Relationships: The dangers of pornography and the harm it can cause. Critical Thinking: Extremism and Radicalisation - Fake News</i>	<i>Relationships: Child on Child abuse. Critical Thinking - Grooming, Exploitation and Coercion</i>		<i>Skills for the Future: Gambling</i>
10	<i>Relationships: Students study discrimination, looking at the protected characteristics of race, gender, sexuality, religion and belief and disability. These sessions are likely to include links to discrimination online.</i>			<i>Skills for the Future: Online Safety</i>
11			<i>Relationships: Child on Child Abuse</i>	<i>Skills for the Future: Online Blackmail</i>
12	<i>Understanding the dangers of pornography</i>		<i>Sharing Sexual Images</i>	

	13				<i>Internet Safety</i>
Senior School - Computer Science	7				
	8			<i>Digital Literacy - Learning about Social Networking</i>	<i>Digital Literacy - Learning about threats on the internet and how to keep your identity secure</i>
	9				
	10		<i>GCSE: Students are introduced to the concept of Fake Identities in the context of Cyber-Security and the reasons as to why they may be</i>		<i>GCSE: Students are introduced to the concept of Phishing, Pharming, and numerous other Cyber Security threats from a technical viewpoint to understand how they operate.</i>

ISI 2d – PSHEE Scheme of work

	11		<i>seeking your trust/information e.g. the Nigerian Prince Scam.</i>		
	12				<i>A Level: Students are introduced to the complexities of Cyber Security and the various threats that exist. This is expanded upon the content taught at GCSE.</i>
	13				
Senior School - Usherwood (Assemblies and Form Time)	Whole School	Understanding self-harm	Scenario sessions - based on pastoral trends which is likely to focus on online safety.	Scenario sessions - based on pastoral trends which is likely to focus on online safety.	
		Understanding emotional wellbeing		Digital Resilience	