

**John Smeaton Academy PSHCE Curriculum Overview 2021-2022
(covering the statutory RSHE content)**

	UNIT 1 Physical and Mental Health & wellbeing (H)	UNIT 2 Living in the wider world (L)	UNIT 3 Relationships and Sex Education (R)	UNIT 4 Physical and Mental Health & wellbeing (H)	UNIT 5 Relationships and Sex Education (R)	UNIT 6 Living in the wider world (L)	<u>Citizenship</u> Link to statutory framework
Year 7	<p>Transition and safety Transition to secondary school: How is Year 7 different: What is resilience? Feelings and how to manage them. What do we mean by 'risk': Personal safety in and outside school, including online safety, first aid/ CPR</p>	<p>Planning for the Future Careers, teamwork and enterprise skill; raising aspirations</p>	<p>Identity, Equality, Inclusiveness and Diversity Understand what is meant by Identity, gender identity, diversity, equality, prejudice, and know how to identify and tackle prejudice-based HBT incidents and bullying extending to challenging gender-based stereotypes</p>	<p>Health and puberty Healthy mental and physical routines, influences on health, revisit and extend knowledge and understanding of puberty, how to respond to unwanted sexual contact (including online)</p>	<p>Building relationships Know there are different type of committed, stable relationships, including same-sex relationships. The characteristics of relationships with focus on healthy friendships (including online); understand relationship boundaries. Understand that different types of abuse occur within all types of relationships and know where to seek support and advice.</p>	<p>Money and Me Saving, borrowing, budgeting and making financial choices Understand poverty and assess the role of food banks and explain the increase in dependency.</p>	<p>UK Government – The role of Parliament Identify the role played by the house of Lords and the House of Commons; explain the role of the monarch within the UK's political system</p> <p>British Values Identify and explain British values and link to academy life; demonstrate how they are used in day to day life.</p> <p>Human Rights Analyse and understand human rights and international law.</p> <p>What makes a successful community Identify what a community is; suggest guidelines for community coherence; suggest improvements to community life. Recognise the role of charities in society</p> <p>Global Citizenship Take an active role in their community and work with others to make our planet more peaceful, sustainable and fairer.</p>

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Year 8	<p>Alcohol, Tobacco and other Drugs</p> <p>Alcohol and drug misuse and pressures relating to legal and illegal drug use; recognise and learn to manage different influences (including peer influence) on their decisions.</p>	<p>The World of Work</p> <p>Equality of opportunity in careers and life-choices, and different types and patterns of work</p> <p>Employability and online image – digital literacy</p> <p>How enterprising am I? Work with others to practice the skills of creating a new business; identify areas and methods to promote new business ideas; develop problem solving and action-planning skills</p>	<p>Prejudice & Discrimination</p> <p>Recognise bullying and discrimination in all its forms, including: racism, religious discrimination, disability discrimination, sexism, homophobia, biphobia and transphobia discrimination (includes hate incidents/ hate crimes, extremism and radicalisation)</p>	<p>Self-image and Mental Wellbeing</p> <p>Mental health and emotional wellbeing, including influences on body image and developing coping strategies</p>	<p>Relationships and Commitment</p> <p>Revisit the range of concepts developed in Year 7, and start to explore the theme of abuse in more detail, with a focus on: FGM, CSE, Criminal Exploitation, Peer on Peer abuse, coercive control.</p> <p>Revisit relationships, commitment, marriage and consent and understand the difference between arranged and forced marriage; understand the law relating to marriage and adoption extends to same sex couples.</p> <p>Know that some people may be less interested in romantic relationships or may not want to have a romantic relationship at all, and there's nothing wrong with this. Some people who aren't interested in having a romantic relationship may describe themselves as aromantic.</p>	<p>Media Literacy and Digital Resilience</p> <p>Online safety revisited extending to media literacy, gaming and gambling hooks</p>	<p>Community- The roles played by public institutions and voluntary groups in society, and the ways citizens can work together to improve their communities, including opportunities to take part in school-based community activities.</p> <p>UK Government – What do MPs do?</p> <p>Assess the role of MPs within constituencies; examine the relationship between MPs and constituents; investigate the work of the MP and academy</p> <p>Crime and Punishment</p> <p>Understand the nature of rules and laws and the justice system, including the role of the police and the operation of the courts and tribunals</p> <p>Journey of a refugee</p> <p>Develop an understanding of the route taken by refugees; understand how people gain refugees status and the difficulties faced</p>

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Year 9	<p>Peer influence, substance use and gangs</p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse impact on individuals and families.</p> <p>Strategies around dealing with pressure linked to gangs and insight into why there has been a rise in knife crime and legal aspects of this</p>	<p>Setting Future Goals</p> <p>Learning strengths, career options and goal setting. CVs and personal statement writing.</p>	<p>Respectful and Healthy Relationships</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes, including how to end relationships.</p> <p>Understand how to deal with risky or negative relationships (including all forms of bullying and abuse within relationships (including on-line)</p> <p>Revisit and extend understanding of all forms of abuse and violence within relationships – specific focus on teen domestic abuse/ violence and honour based violence/ abuse, abuse within social media use and coercive control</p>	<p>Emotional wellbeing & Mental Health</p> <p>Understanding the teenage brain and the link to decision making.</p> <p>How to deal with loss and Bereavement.</p> <p>Recognising the signs of poor mental health: stress, anxiety and depression.</p> <p>Ways to look after poor mental health</p> <p>Who can help? – Support services</p>	<p>Intimate relationships and sexual health</p> <p>Relationships and sex education including: sex and the law, choices around sex, sexual health contraception, the risks of STIs, sexting and attitudes to pornography.</p> <p>Pregnancy: choices and miscarriage.</p>	<p>Social Media/new technology Influences and abuse</p> <p>Understand how social media can offer opportunities to engage with a wide-variety of views on different issues, to recognise how social media can distort situations or issues and lead to abuse (include stalking-behaviours) and can narrow understanding and appear to validate narrow views. Understand rights and responsibilities online. Know how to challenge stereotypes and abuse</p>	<p>UK Government- Political Parties</p> <p>Examine the key priorities of the UK's major political parties. Understand the fundamentals of democracy</p> <p>Fairtrade</p> <p>Analyse the impact of products that are not fair trade, compare the global and local economy; discuss business ideas</p> <p>Government Expenditure</p> <p>Analyse the government's budget and assess expenditure; evaluate the extent of national debt and discuss if money is split in a fair and ethical way</p> <p>Crime and Punishment – Shoplifting</p> <p>Describe the social and economic impact of shoplifting on the community; examine the key UK laws and consequences surrounding the issues</p> <p>Consumer Rights</p> <p>Understand about the legal protection available to consumers in a number of different settings; investigate the financial support that is available to students accessing further and higher education</p> <p>Absolute and Relative Poverty</p> <p>To compare and analyse different types of poverty in the UK; analyse reasons for poverty and know the help and support available</p>

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Year 10	<p>Mental health</p> <p>Mental health and ill health, understand the stigma of mental health conditions, safeguarding health, including the impact of substance misuse, addiction and dependency (unhealthy coping strategies) extend to self-medication, self-harm and suicidal idealisation.</p> <p>Bereavement:</p> <p>Know about the number of people affected by grief. Be able to explain the five stages of grief. Know coping strategies and be able to offer support.</p>	<p>Financial decision making</p> <p>The impact of financial decisions, gambling and the impact of advertising on financial choices</p>	<p>Developing Healthy relationships</p> <p>Relationships and consent in maturing relationships, know about the impact of the media towards sexual assault. Recognise when a teenage relationship is unhealthy or abusive – coercion, sexual harassment, sexual violence (including rape) and boundaries within relationships. Unacceptability of emotional and/or physical abuse or violence, including revisiting ‘honour’ based abuse, forced marriage.</p> <p>NOTE:</p> <p>Revisit FGM – extend to power imbalance and sexual violence</p>	<p>Exploring influence</p> <p>The influence and impact of drugs, gangs, knife-crime, role models and the media. The drug economy. Analyse laws relating to carrying an offensive weapon (including motivation to carry one and the consequences))</p>	<p>Extremism and Radicalisation</p> <p>To think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism).</p>	<p>The world of Work and Careers</p> <p>The range of opportunities available for career progression including education, training and employment</p>	<p>UK Government Democracy and Voting</p> <p>Analyse different voting systems including first past the post and proportional representation; understand why voting matters</p> <p>Immigration</p> <p>Explain the different reasons for immigration; describe the impact of immigration on the wider community; analyse positives and negatives associated with immigration</p> <p>Crime and Punishment: Legal Aid and Court Cases</p> <p>Understand the legal system in the UK, different sources of law and how the law helps society deal with complex problems</p> <p>Develop a fundraising project</p> <p>Develop team-work skills, communication, budgeting and project management; plan and develop a fundraising task</p>

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Year 11	Mental Health and wellbeing Know the indicators of stress, anxiety disorders and depression and strategies and treatments for these. Know the types of support available and how they can be accessed	Work and career Choices, pathways, careers, employment rights and responsibilities	Sex, sexuality and sexual health Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse, the impact of pornography on relationships and self-image	Responsible Health Choices Responsible health choices, and safety in independent contexts Understand the wider risks and consequences of legal and illegal drug use. Know where to access relevant support Develop key knowledge about self-checking for cancer. Have strategies for seeking help and being a confident user of the NHS. Understand influences on health including media campaigns	Promoting community cohesion: challenging extremism and radicalisation and developing principals of tolerance; understand that tolerance can be undermined by the media – know how to challenge discrimination	Financial decision making Budgeting Responsible consumerism Ethical consumerism and giving Credit and debt Money stresses and pressure	UK Government Petitions and Committees Analyse the way that the voice of the people can be exercised as part of democracy Inclusiveness Equality Act and Rights Examine protected characteristics within the the Equality Act' explain how workplaces have to adjust to help enable accessibility and equality for all Crime and Punishment: UK laws Understand the difference between civil and criminal law, and other laws relating to young people; understand the meaning of civil liberties; analyse laws relating to the carrying of offensive weapons (including motivation to carry one and the consequences) Being Part of your local community: Living in Britain Explain different experiences that can unite people from different backgrounds positively; know the benefits of citizen service schemes; revisit British Values; describe positive perceptions that people have about being British; describe key issues within the community and develop solutions to deal with issues; examine volunteering opportunities

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