

Year 10

Autumn	Registration Focus: Equalities – protected characteristics introduction, age and sexism	<p>Consent</p> <p>Sexual Harassment and online safety</p> <p>Positive relationships</p> <p>Relationship values</p>	<p>Black History Month</p> <p>Self concept</p>	<p>Prevent Duty</p> <p>Health decisions</p>	<p>Personal Awareness and Safety – making appropriate choices</p> <p>Drugs, Alcohol, and Tobacco</p> <p>Daniel Spargo Foundation assembly and workshop</p>	<p>Anti-bullying– homophobic, biphobic, and transphobic assembly</p> <p>Domestic Violence awareness- PC Gunn drop in</p>	
Spring	<p>Equalities – protected characteristics. Focus on sexual orientation and disability.</p>	<p>LGBTQI+ History Month assembly and lesson</p>	<p>Social influences</p>	<p>Sexual health and fertility</p> <p>consent</p>	<p>Mental health-eating, self harm, anxiety, depressions</p>	<p>Body Image</p> <p>Cyber Bullying</p>	
Summer	<p>Registration Focus: Equalities – protected characteristics. Race and gender reassignment Learning skills</p> <p>Choices and pathways</p> <p>Work and career</p>	<p>Mental Health Awareness Week Session</p>	<p>LGBTQI</p>	<p>Basic First Aid</p>			

	British values and politics					
<b>Year 11</b>						
Autumn	Bullying and harassment Positive relationships	Equalities – protected characteristics intro and Sexism - Registration	Sexual Harassment and Violence  Domestic Violence – PG gunn and SOITT drop in	Black History Month  Prevent and radicalisation	Race and identity	Physical health  Drugs- Daniel Spargo workshop
Spring	Media literacy Financial education	Self concept  Mental health  Risk and personal safety	Health decisions	Consent  LGBTQI History Month assembly	CSE Awareness Week assembly  Fertility and contraception	Equalities – protected characteristics. Focus on sexual orientation and disability.
Summer			Registration Focus:		Relationship formation and consent	

			Equalities – protected characteristics. Race and gender reassignment			
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**Ursuline  
High School**  
**Proposal:  
KS3 and 4  
PSHE**

## Curriculum 2022-23

### Intent:

We are all members of a community committed to learning and working collaboratively to ensure our students learn about issues with real life relevance to them, at a crucial transition point in their lives. Furthermore, as a Catholic community, characterised by a spirit of respect, trust and joy, we promote excellence in every aspect of life. The ethos of the sixth form promotes inclusivity, tolerance, and respect for others within a supportive, caring community which values diversity. Many of our sixth form students come from different schools, and we value the knowledge and experiences they bring with them. When necessary, we revisit and reinforce earlier PSHE learning, but we connect this content to contexts that are relevant to this age group. We equip our students with knowledge and understanding, skills, strategies, and attributes they need for independent living and the next stage in their lives. In the Ursuline Sixth Form, our students learn skills for life, and it is our intention every student leaves us feeling empowered and ready to succeed as you go on to higher education and successful careers of their choice. We intertwine sessions on the core themes across each term to ensure our students receive an engaging PSHE education which prepares them for life in modern Britain. The personal development of our students is at the heart of our planning.

### Implementation:

In KS3 and 4, we have a clear and comprehensive scheme of work in line with the National Curriculum. The PSHE curriculum has three core learning themes:

- health and wellbeing

- relationships and sex education
- living in the wider world

Each PSHE session is connected to one of these core themes, and the objectives are linked to the KS3 and 4 guidance provided by the PSHE Association. Our students have a weekly session delivered by their tutor, and we actively seek out expert people and companies to speak to our students. Form tutors ensure there is a continuous dialogue by providing space and time for our students to share their reflections on their PSHE learning. To ensure our students feel empowered over their own learning, we actively seek their feedback and, if appropriate, we tailor our curriculum to meet their needs. Likewise, there is enough flexibility in our long term to plan to allow us to address issues that may arise in wider society which we feel our students need to reflect on.

### **Impact:**

We measure the impact of our curriculum by providing opportunities for our students to reflect on their learning and its implications for their lives. We use student voice feedback to measure the success of sessions and revisit topics if necessary. Surveying of student knowledge is used to identify future learning needs and we provide opportunities in the sessions for students to demonstrate their progress. This ensures our staff know that learning has taken place and allows them to correct any gaps/misconceptions.

The impact of our curriculum is that our students acquire the following knowledge and skills.

#### Health and Wellbeing:

- Have skills and strategies to manage transitional life phases
- Are able to manage pressure and stress
- Recognise what constitutes positive mental health and emotional wellbeing
- Know how to maintain a healthy lifestyle
- Assess and manage risk and personal safety
- Develop a comprehensive understanding of sexual health
- Understand the impact of alcohol and drug abuse

## Relationships and Sex Education within a catholic ethos and values:

- Articulate their relationship values
- Challenge prejudice and discrimination
- Form and maintain respectful relationships
- Understand the concept of consent (legal and moral)
- Understand their rights in relation to harassment
- Recognise and manage different forms of abuse
- Celebrate cultural diversity

## Living in the Wider World

- Set ambitious and career and life goals
- Evaluate 'next step' options
- Identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities
- Learn their employment rights and responsibilities
- Recognise the importance of professional conduct
- Learn how to make good financial choices
- Develop media literacy and digital resilienc

## Scheme of Learning:

Year 10 Autumn A			
Topic	Objectives	Key skills and knowledge	KS4 PSHE Core Theme
<b>Positive Relationships</b>	R1, R3, R5, R8 <ul style="list-style-type: none"> <li>➤ The characteristics and benefits of strong, positive</li> </ul>	<ul style="list-style-type: none"> <li>- Nude pictures</li> <li>- Laws and legislation</li> <li>- Sexting</li> </ul>	<i>Relationships Living in the Wider World</i>

<p><b>2 lessons</b></p>	<p>relationships, including mutual support, trust, respect and equality. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</p> <ul style="list-style-type: none"> <li>➤ the legal rights, responsibilities and protections provided by the Equality Act 2010</li> <li>➤ to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>- LGBTQI relationships</li> <li>- Equality act 2010</li> <li>- -Cancel Culture</li> </ul>	
<p><b>Relationship values (2-3 lessons)</b></p> <p><b>SAFE SPACE LESSONS</b></p>	<p>R9, R10, R11, R12, R13, R16 AND 17</p> <ul style="list-style-type: none"> <li>➤ To recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours</li> <li>➤ To understand a variety of faith and cultural practices and beliefs concerning</li> </ul>	<ul style="list-style-type: none"> <li>-Cultures and faith</li> <li>-emotional resilience</li> <li>-awareness</li> <li>-grief</li> <li>-divorce</li> <li>-Harassment</li> <li>Equalities- Race</li> <li>Cancel culture</li> </ul>	<p><i>Relationships and Sex Education</i></p>

	<p>relationships and sexual activity; to respect the role these might play in relationship values</p> <p>Ensure catholic beliefs are integrated into sexual activity.</p> <ul style="list-style-type: none"><li>➤ To learn strategies to manage the strong emotions associated with the different stages of relationships</li><li>➤ To safely and responsibly manage changes in personal relationships including the ending of relationships</li><li>➤ ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them</li><li>➤ To recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</li></ul>		
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	<ul style="list-style-type: none"> <li>➤ Ways to access information and support for relationships including those experiencing difficulties</li> </ul>		
<b>Self concept</b> <b>Include Race and culture and LGBTQI</b>  <b>1 or 2 lessons</b>	<ul style="list-style-type: none"> <li>➤ To accurately assess their areas of strength and development, and where appropriate, act upon feedback, refer to race and identity and awareness off each other</li> <li>➤ how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this. How does race and racism fit into this?</li> </ul>	<ul style="list-style-type: none"> <li>-Social media</li> <li>-peer on peer</li> <li>-self reflection</li> <li>Mental health awareness</li> <li>-self confidence</li> <li>-self esteem</li> <li>-body image</li> <li>-Refer to support groups in school on race and LGBTQI and mental health</li> </ul>	<i>Health and Wellbeing Equalities- Race, LGBTQI</i>  <a href="#">Mental health resources for schools – Place2Be</a>
<b>Health related decisions</b>  <b>2 lessons</b>	<ul style="list-style-type: none"> <li>➤ H11. to make informed lifestyle choices regarding sleep, diet and exercise</li> <li>➤ H12. the benefits of having a balanced approach to spending time online</li> <li>➤ H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</li> </ul>	<ul style="list-style-type: none"> <li>-Cancer</li> <li>-health prevention and screening</li> <li>-self examination</li> <li>-</li> </ul>	<i>Health and wellbeing</i>



	<ul style="list-style-type: none"> <li>➤ H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds</li> </ul>		
<b>Year 10 Autumn B</b>			
Topic	Objectives	Key skills and knowledge	KS4 PSHE Core Theme
<b>Consent</b> ½ lessons	<ul style="list-style-type: none"> <li>➤ To be clear about the concept of consent in maturing relationships</li> <li>➤ To recognise the impact of drugs and alcohol on choices and sexual behaviour</li> <li>➤ To develop the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</li> </ul> <p>Ensure catholic beliefs are integrated into sexual activity.</p>	-risky behaviours -critical -emotional resilience	<i>Relationships and Sex education</i>
<b>Bullying abuse and discrimination</b> 3-4 lessons	<ul style="list-style-type: none"> <li>➤ to recognise when others are using manipulation, persuasion or coercion and how to respond</li> </ul>	-peer on peer -exploitation -harassment- direct and in direct	<i>Relationships and Sex education</i>

<b>SAFE SPACE LESSONS</b>	<ul style="list-style-type: none"><li>➤ To understand the law relating to abuse in relationships, including coercive control and online harassment</li><li>➤ To recognise when a relationship is abusive and strategies to manage this</li><li>➤ To develop the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</li><li>➤ To learn about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them</li><li>➤ The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support</li><li>➤ To develop strategies to challenge all forms of prejudice and discrimination</li></ul>		
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<p><b>Drugs Alcohol and tobacco</b></p> <p><b>2 lessons</b></p>	<ul style="list-style-type: none"> <li>➤ H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities</li> <li>➤ H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle addictions</li> <li>➤ H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</li> </ul>	<p>Use the Resources from Daniel spargo for relevant drugs for KS4</p> <p><b>Book Daniel spargo assembly</b>- Need to confirm date for this</p>	<p><i>Health and Wellbeing</i></p>
<p><b>Prevent Duty</b></p>	<ul style="list-style-type: none"> <li>➤ <b>Terrorism and recruitment</b></li> <li>➤ explain how and why terrorist groups target the more vulnerable in society</li> <li>➤ explain how terrorist groups operate to recruit and why some people buy into the ideas of extremism</li> <li>➤ evaluate current means of preventing terrorist groups from recruiting in the UK</li> </ul>	<ul style="list-style-type: none"> <li>▪ Equality Act 2010</li> <li>▪ Protected characteristics</li> <li>▪ Rights and Responsibilities</li> <li>▪ British Values</li> </ul>	<p><i>Living in the Wider World</i></p>

	<ul style="list-style-type: none"> <li>➤ <b>Impact of terrorism on society and response</b></li> <li>➤ explain three ways in which terrorism affects society</li> <li>➤ explain the range of responses to terror in society</li> <li>➤ evaluate the range of responses in society</li> </ul>		
<b>Year 10 Spring A</b>			
Topic	Objectives	Key skills and knowledge	KS4 PSHE Core Theme
<p><b>Race and Identity</b></p> <p><b>2-3 LESSONS- Work with the students on this topic what else do they want to cover that is relevant?</b></p> <p><b>SAFE SPACE LESSONS</b></p>	<ul style="list-style-type: none"> <li>➤ <u>Multiculturalism</u></li> <li>➤ Identify different views about multiculturalism including reference to British values</li> <li>➤ Explain if multiculturalism is a success in the at UHS?</li>   <li>➤ <u>Respecting differences</u></li> <li>➤ explain why the UHS community does not tolerate racism and your role within challenging prejudice and discrimination</li> <li>➤ evaluate if our society does enough to challenge racism and discrimination</li> <li>➤ consider how stereotypes encourage prejudice and how to challenge bigotry</li> </ul>	<p>Multiculturalism, British Values, diversity, assimilation, integration systemic, institutional, bigotry, White fragility</p>	<p><b>Living in the wider world</b></p>

	<p>and prejudice in the wider community/work place</p> <ul style="list-style-type: none"> <li>➤ To understand systemic and institutionalised racism and knowing how to identify it</li> </ul>		
<p><b>Mental Health and emotional wellbeing</b></p> <p><b>3-4 lessons</b></p>	<ul style="list-style-type: none"> <li>➤ the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health</li> <li>➤ H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences</li> <li>➤ H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns</li> <li>➤ H8. to recognise warning signs of common mental and emotional health concerns (including stress,</li> </ul>	<ul style="list-style-type: none"> <li>-self harm</li> <li>-eating disorders</li> <li>-stress</li> <li>Anxiety and depression</li> <li>-coping strategies</li> <li>-NHS</li> <li>-CAMHS</li> <li>-psychological and biological treatments</li> <li>-safety plans</li> </ul>	<p><i>Relationships – inclusion, respect, and</i></p>

	<p>anxiety and depression), what might trigger them and what help or treatment is available</p> <ul style="list-style-type: none"> <li>➤ H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</li> <li>➤ H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the</li> </ul>		
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	most appropriate sources of help		
<b>Identity and inclusivity</b> <b>SAFE SPACE LESSONS</b>	<ul style="list-style-type: none"> <li>➤ Correctly identify countries where far more needs to be done to improve LGBT rights as a protected characteristic</li> <li>➤ Describe what is currently being done by activists and organisations and the progress they've made.</li> <li>➤ Explain the everyday issues the LGBT global community face and how they overcome them</li> <li>➤ What is meant by gender and what does gender mean to you</li> <li>➤ What are the psychological gender theories and how has society changed with accepting more than 2 genders</li> </ul>	<ul style="list-style-type: none"> <li>-LGBTQI</li> <li>-Pronouns</li> <li>-gender identity</li> <li>-Psychological theories of gender</li> </ul>	

**Year 10 Spring B**

<b>Topic</b>	<b>Objectives</b>	<b>Key skills and knowledge</b>	<b>KS3 PSHE Core Theme</b>
<b>Sexual Health and Fertility</b>	<ul style="list-style-type: none"> <li>➤ H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)</li> <li>➤ H27. about specific STIs, their treatment and how to</li> </ul>	<ul style="list-style-type: none"> <li>-STI's (cat archer spectra resources)</li> </ul> <p>Possible workshop from outside support- Spectra contact for support and school nurse</p>	<i>Relationships and Sex Education</i>

	<p>reduce the risk of transmission</p> <ul style="list-style-type: none"> <li>➤ H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)</li> </ul> <p>Ensure catholic beliefs are integrated into sexual activity.</p>		
<b>Social Influences-Contextual SG</b>	<ul style="list-style-type: none"> <li>➤ R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs</li> <li>➤ R36. skills to support younger peers when in positions of influence</li> <li>➤ R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help</li> <li>➤ R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knife crime</li> <li>▪ Gangs</li> <li>▪ Gatherings</li> <li>▪ Contextual Safeguarding</li> </ul>	<p><i>Use resources from St Giles trust- They can offer workshop on this too and assembly</i></p>



<b>Learning skills</b>	<ul style="list-style-type: none"> <li>➤ L1. to evaluate and further develop their study and employability skills</li> <li>➤ L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting</li> <li>➤ L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</li> </ul>		<i>Living in the Wider World</i>
<b>Year 10 Summer A</b>			
<b>Topic</b>	<b>Objectives</b>	<b>Key knowledge and skills</b>	<b>KS3 PSHE Core Theme</b>
<b>Choices and pathways</b>	<ul style="list-style-type: none"> <li>➤ L4. about the range of opportunities available to them for career progression, including in education, training and employment</li> <li>➤ L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities</li> <li>➤ L6. about the information, advice and guidance available to them on next steps and careers; how to</li> </ul>	▪	<i>Living in the Wider World</i>

	access appropriate support and opportunities		
<b>Work and Career</b>	<ul style="list-style-type: none"> <li>➤ L7. about the labour market, local, national and international employment opportunities</li> <li>➤ L8. about employment sectors and types, and changing patterns of employment</li> <li>➤ L9. to research, secure and take full advantage of any opportunities for work experience that are available</li> <li>➤ L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities</li> <li>➤ L11. the benefits and challenges of cultivating career opportunities online</li> <li>➤ L12. strategies to manage their online presence and its impact on career opportunities</li> </ul>	-Speak to careers lead to see what they cover	<i>Living in the Wider World</i>
<b>Employment rights and responsibilities</b>	<ul style="list-style-type: none"> <li>➤ L13. the skills and attributes to manage rights and responsibilities at work</li> </ul>		

	<p>including health and safety procedures</p> <ul style="list-style-type: none"> <li>➤ L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken</li> <li>➤ L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</li> </ul>		
<b>Year 10 Summer B</b>			
<b>Topic</b>	<b>Objectives</b>	<b>Key knowledge and skills</b>	<b>KS3 PSHE Core Theme</b>
<b>Media Literacy and Digital resilience</b>	<ul style="list-style-type: none"> <li>➤ L22. that there are positive and safe ways to create and share content online and the opportunities this offers</li> <li>➤ L23. strategies for protecting and enhancing their personal and professional reputation online</li> <li>➤ L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events</li> </ul>		<i>Living in the Wider World</i>

<p><b>Britain and the World</b> <b>British Values</b></p>	<ul style="list-style-type: none"> <li>➤ identify the 'British Values' and explain they mean in terms of human behaviour.</li> <li>➤ Explain how each of the British Values positively contribute to a fair community.</li> <li>➤ Evaluate whether 'British Values' are unique to Britain or shared by others using global examples.</li> <li>➤ <b>Britain and the UN</b></li> <li>➤ explain when and why the United Nations were founded.</li> <li>➤ explain the advantages and disadvantages of belonging to the United Nations.</li> <li>➤ evaluate, and come to a conclusion, on how effective the United Nations is in the modern world.</li> <li>➤ <b>Britain and the Commonwealth</b></li> <li>➤ explain the origins of The Commonwealth</li> <li>➤ explain the 16 core principles of the commonwealth</li> <li>➤ evaluate the 16 core principles of the commonwealth and how these can be replicated at the Ursuline</li> </ul>		<p><i>Living in wider world</i></p>
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			<i>Living in wider world</i>
<b>Year 11 Autumn A</b>			
<b>Topic</b>	<b>Objectives</b>	<b>Key knowledge and skills</b>	<b>KS4 PSHE Core Theme</b>
<b>Bullying abuse and Discrimination</b>  <b>SAFE SPACE LESSONS</b>	R32, 33, 34 <ul style="list-style-type: none"> <li>Be able to identify an exploitative relationship, also known as Child Sexual Exploitation (CSE)</li> <li>To know how to get out of an exploitative relationship</li> <li>Be able to assess risk and identify abuses of control in relationships, on and offline.</li> <li>Ensure reference to LGBTQI relationships here too</li> </ul>	<ul style="list-style-type: none"> <li>➤ Online Exploitation</li> <li>➤ Imagery</li> <li>➤ CEOP</li> <li>➤ Cultural differences and expectation</li> <li>➤ Peer pressure</li> <li>➤ Peer on peer abuse</li> <li>➤ Safety</li> </ul> Disrespect nobody resources- PSHEC association lesson plans to guide	<i>Relationships and Sex education</i>
<b>Bullying abuse and Discrimination</b>	<ul style="list-style-type: none"> <li>Domestic Violence, benefits to positive strong, supportive and equal relationships, and see advice and support</li> <li>The law relating to honour based violence and forced marriage, the consequences for</li> </ul>	<ul style="list-style-type: none"> <li>➤ Online Exploitation</li> <li>➤ Imagery</li> <li>➤ CEOP</li> <li>➤ Cultural differences and expectation</li> <li>➤ Peer pressure</li> <li>➤ Peer on peer abuse</li> <li>➤ Safety</li> <li>➤</li> </ul>	<i>Relationships and Sex education</i>

	individuals and wider society and ways to access support		
<b>Positive Relationships &amp; long-term commitments</b>	<p>R1, 2, 4, 5, 6, 7, 8</p> <ul style="list-style-type: none"> <li>➤ The importance of stable committed relationships, including the rights and the protections provided within legally recognised marriages and civil partnerships and the legal status of other long term relationships</li> </ul> <p>Ensure catholic beliefs are integrated into sexual activity.</p>	<ul style="list-style-type: none"> <li>➤ Protected characteristics</li> <li>➤ Gender stereotyping in relationships</li> <li>➤ Gendered roles</li> <li>➤ Sexism</li> <li>➤ Women and mens roles in traditional relationship and non traditional relationships</li> <li>➤ Society expectations of relationships</li> </ul>	<i>Relationships and Sex education</i>
<b>Positive Relationships</b>  <b>2 lessons</b>  <b>SAFE SPACE LESSONS</b>	<ul style="list-style-type: none"> <li>➤ The legal responsibilities and protections of the equality act 2010 trust, respect and equality</li> <li>➤ To consider the role of pleasure in intimate relationships, including orgasms</li> <li>➤ About diversity in romantic and sexual attraction and developing sexuality including sources of support and reassurance on how to access them</li> <li>➤ Strategies to access reliable accurate and appropriate advice and</li> </ul>	<ul style="list-style-type: none"> <li>➤ Protected characteristics</li> <li>➤ Gender stereotyping in relationships</li> <li>➤ Gendered roles</li> <li>➤ Sexism</li> <li>➤ Women and mens roles in traditional relationship and non traditional relationships</li> <li>➤</li> </ul>	<i>Relationships and Sex education</i>

	<p>support with relationships, and to assist others to access it when needed.</p> <p>Ensure catholic beliefs are integrated into sexual activity.</p>		
<b>Physical Health</b>	<p><b>FGM</b></p> <ul style="list-style-type: none"> <li>➤ understand that the cultural roots for FGM are difficult to tackle in the UK</li> <li>➤ explain why and how the British Government is trying to stop FGM across the world</li> <li>➤ explain that criminal convictions are difficult in this area due to cultural ties within the community</li> </ul>		<i>Physical and Mental health</i>
<b>Year 11 Autumn B</b>			
<b>Topic</b>	<b>Objectives</b>	<b>Key knowledge and skills</b>	<b>KS4 PSHE Core Theme</b>
	<b>Joint PSHEC</b>		
<b>Prevent</b>	<p>Online radicalisation</p> <ul style="list-style-type: none"> <li>➤ identify the different types of radical groups</li> <li>➤ describe how a group may try to radicalise someone &amp; explain why online radicalisation is a problem</li> <li>➤ evaluate if current responses to online radicalisation are effective</li> </ul> <p>Tackling radicalisation</p>	<ul style="list-style-type: none"> <li>➤ CEOP <ul style="list-style-type: none"> <li>▪ Addressing extremism lessons PSHEC association lesson plans.</li> </ul> </li> </ul>	<i>Living in the Wider world</i>

	<ul style="list-style-type: none"> <li>➤ identify the most common methods used to radicalise people and what extreme ideas sound like</li> <li>➤ describe what radicalisation of an individual might look like.</li> <li>➤ explain why certain people are vulnerable to radicalisation and</li> <li>➤ what you should do if you suspect it's happening to someone you know</li> </ul>		
<p><b>Identity and Race</b></p> <p><b>2 lessons</b></p>	<p>Race, Equality and Diversity</p> <p>Lesson 1 Hate Crime and Race</p> <ul style="list-style-type: none"> <li>➤ Correctly identify if hate crime exists</li> <li>➤ Describe why hate crime is on increase</li> <li>➤ Explain using key terminology why hate crime is unacceptable</li> <li>➤ Sociological explanations for hate crime <a href="#">Sociological Perspectives on Hate Crime – ReviseSociology</a></li> </ul> <p>Lesson 2 Racism Media and Critical race Theory</p> <ul style="list-style-type: none"> <li>➤ Describe whether you think Racism is on the increase</li> </ul>	<p>Key terms to be explored: increment to hatred, physical and verbal abuse related to the below:</p> <ul style="list-style-type: none"> <li>➤ race or ethnicity</li> <li>➤ religion or beliefs</li> <li>➤ sexual orientation</li> <li>➤ disability</li> <li>➤ transgender identity.</li> </ul>	<p><i>Living in the wider world</i></p>



	<ul style="list-style-type: none"> <li>➤ explain critical race theory and why some agree and disagree</li> <li>➤ Discuss whether Ideologies make it harder for us to reach the truth and accuracies.</li> <li>➤ How reflective can we be on our own Biases.</li> <li>➤ What are sociological theories?</li> </ul> <p><a href="#">Theories of Race and Ethnicity   Introduction to Sociology (lumenlearning.com)</a></p> <ul style="list-style-type: none"> <li>➤</li> </ul>	<p>Key terms to be explained: ideology, systemic racism, privilege, critical race theory, BAME</p> <ul style="list-style-type: none"> <li>▪</li> </ul>	
		<ul style="list-style-type: none"> <li>▪</li> </ul>	<i>Health &amp; Wellbeing</i>
	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<i>Health &amp; Wellbeing</i>
<b>Year 11 Spring A</b>			
<b>Topic</b>	<b>Objectives</b>	<b>Key knowledge and skills</b>	<b>KS4 PSHE Core Theme</b>
	Radicalisation & Extremism		
<b>Fertility, contraception and parenthood</b>  <b>3 lessons</b>  <b>Must make resources with RE department AHT</b>	Lesson 1 Fertility Covered in Year 10 <ul style="list-style-type: none"> <li>• explain how fertility changes over a person's lifetime and some of the factors affecting this</li> <li>• explain how to maintain a healthy pregnancy</li> <li>• describe different routes to parenthood</li> </ul>	To learn about how fertility changes over time and about the different routes to becoming a parent  To learn about the possible outcomes in the event of an unplanned pregnancy  	<i>Relationships and sex education</i>  <i>PSHEC resources on fertility and pregnancy choices</i> <i>Catholic ethos slide</i>

	<p>Lesson 2 Unplanned Pregnancy</p> <ul style="list-style-type: none"> <li>• identify the range of options available in the event of an unplanned pregnancy</li> <li>• describe the range of emotions someone might feel in the event of an unplanned or unwanted pregnancy</li> <li>• evaluate the different influences that might affect decisions about pregnancy</li> <li>• recognise that miscarriage can occur and where to access support in the event of a miscarriage</li> <li>• describe where and how to access impartial advice and support in relation to pregnancy</li> </ul> <p>Ensure catholic beliefs are integrated into sexual activity.</p>		<p><i>included and to ensure encompasses catholic beliefs. To work with RE department</i></p>
<p><b>Self concept</b> <b>2 LESSONS</b></p>	<ul style="list-style-type: none"> <li>➤ H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this</li> <li>➤ H4. strategies to develop assertiveness and build</li> </ul>		<p><i>Health and wellbeing</i></p>

	resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing		
<b>Health related decisions</b>  <b>2 LESSONS</b>	<ul style="list-style-type: none"> <li>➤ H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health</li> <li>➤ H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help</li> <li>➤ H15. the purpose of blood, organ and stem cell donation for individuals and society</li> <li>➤ H18. the ways in which industries and advertising can influence health and harmful behaviours</li> </ul>		<i>Health and wellbeing</i>
<b>Managing risk and manage personal safety</b>  <b>3 LESSONS</b>	<ul style="list-style-type: none"> <li>➤ H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online</li> <li>➤ H23. strategies for identifying risky and</li> </ul>		<i>Health and wellbeing</i>

	<p>emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)</p> <ul style="list-style-type: none"> <li>➤ H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</li> <li>➤ H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms , and how to access support for themselves or others</li> </ul>		
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**Year 11 Spring B**

<b>Topic</b>	<b>Objectives</b>	<b>Key knowledge and skills</b>	<b>KS4 PSHE Core Theme</b>
<b>Mental health and emotional wellbeing</b>  <b>2 LESSONS</b>	<ul style="list-style-type: none"> <li>➤ a broad range of strategies — cognitive and practical — for promoting their own emotional</li> </ul>	Will be also Covered in year 10 so check what was covered and what needs to be gone over or added here	<i>Health and Wellbeing</i>

	<p>wellbeing, for avoiding negative thinking and for ways of managing mental health concerns</p> <ul style="list-style-type: none"><li>➤ to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available</li><li>➤ how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help</li></ul>		
	H7-9		

<p><b>Financial choices</b></p> <p><b>3 LESSONS</b></p>	<ul style="list-style-type: none"> <li>➤ how to effectively budget, including the benefits of saving</li> <li>➤ how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks</li> <li>➤ to recognise and manage the range of influences on their financial decisions</li> <li>➤ to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights</li> <li>➤ the skills to challenge or seek support for financial exploitation in different contexts including online</li> <li>➤ to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts</li> </ul> <p>L16-21</p>		<p><i>Living in the wider world</i></p>
<p><b>Media literacy and digital resilience</b></p> <p><b>3 LESSONS</b></p>	<ul style="list-style-type: none"> <li>➤ how personal data is generated, collected and shared, including by</li> </ul>		<p><i>Living in the wider world</i></p>

	<p>individuals, and the consequences of this</p> <ul style="list-style-type: none"> <li>➤ how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this</li> <li>➤ strategies to critically assess bias, reliability and accuracy in digital content</li> <li>➤ <b>Covered in SPR A</b> to assess the causes and personal consequences of extremism and intolerance in all their forms</li> <li>➤ to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern</li> <li>➤ L25-29</li> </ul>		
<b>Year 11 Summer A</b>			
<b>Topic</b>	<b>Objectives</b>	<b>Key knowledge and skills</b>	<b>KS4 PSHE Core Theme</b>
<b>Forming and maintaining relationships</b>	<ul style="list-style-type: none"> <li>➤ R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks</li> </ul>	<b>Covered in detail in Year 10</b>	<i>Relationships and Sex education</i>

	<ul style="list-style-type: none"> <li>➤ R15. the legal and ethical responsibilities people have in relation to online aspects of relationships</li> <li>➤ R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</li> <li>➤ R17. ways to access information and support for relationships including those experiencing difficulties</li> </ul>		
<p><b>Consent</b></p>	<ul style="list-style-type: none"> <li>➤ R18. about the concept of consent in maturing relationships</li> <li>➤ R19. about the impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse occurs online</li> <li>➤ R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour</li> <li>➤ to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</li> </ul>		<p><i>Relationships and Sex education</i></p>



	Ensure catholic beliefs are integrated into sexual activity.		
<b>Year 11 Summer B</b>			
<b>Topic</b>	<b>Objectives</b>	<b>Key knowledge and skills</b>	<b>KS4 PSHE Core Theme</b>
	Exams Leave		