

PSHE 5 Year Curriculum Plan

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Trust Curriculum Policy Extract

The Trust curriculum ensures all pupils in the Trust experience a rich, broad and balanced experience, reflecting the FMAT mission of 'Enriching lives, transforming futures'. **We want all our pupils to experience the joy and wonder of learning.**

We place a strong emphasis on nurturing the spiritual, moral, social and cultural development of pupils, along with a firm commitment to developing pupils' resilience and character **through the acquisition of life skills**. We are preparing all our pupils to contribute positively to modern British society **and have a suitable career and destination**. All pupils have the entitlement to study a rich and varied curriculum

The Trust values permeate the curriculum

Excellence: a curriculum of the highest quality to ensure excellent outcomes

Dedication: we believe there is dignity in hard work

Ambition: we want the very best for all of our students.

Integrity: moral purpose will underpin the curriculum decisions we make for our pupils

Tradition: British values, literacy and numeracy underpin the curriculum

A well-constructed curriculum will lead to good results because these results will reflect what pupils have learned. The curriculum is the progression model, enabling pupils to **know more, remember more and be able to do more**.

Teaching and Learning Vision

Knowledge is power. Information is liberating.

Kofi Annan

We believe all students, whatever their background, are able to become experts in the disciplines that they study. Their expertise will be achieved through quality teaching and the dissemination of deep knowledge by highly skilled and knowledgeable subject experts – in every classroom, every lesson, every day.

Our students have the right to be introduced to deep knowledge and a wealth of information from the spectrum of subjects that they study. They will be introduced to, and understand, theories and principles that have influenced, continue to influence, and will influence in the future, the world in which they live. They will be prepared to fully engage in academic discussion about their learning.

This learning will secure a successful place in society for our students. They will go further than they ever thought possible.

Teaching and Learning Vision for the **PSHE** Department

We are successful if we have equipped our students with the knowledge and skills to make informed decisions about their lives now and in the future.

PSHE at Smith's Wood Academy aims to create ambitious young people who take their place in the world as confident and resilient citizens; making informed choices about their physical, social and emotional wellbeing.

We can turn every learner into an expert in **PSHE**, at the same time as developing a love for the subject.

At the end of Year 11 students in **PSHE** will....

Know...

- Different types of relationships; how they contribute to their wellbeing; the roles different people play within them; the characteristics of healthy and unhealthy relationships; and how to negotiate these relationships for good.
- The law in relation to different areas of their personal, school, and social lives, including relationships (e.g. around abuse and consent), online behaviour (e.g. cyberbullying), drug and alcohol use, and discrimination.
- Different drugs and their risks and effects.
- What constitutes physical, digital, sexual, and mental wellbeing and what is considered abuse and/or abusive behaviour.
- Financial terminology such as budgeting, debit, credit, APR, etc.
- The different human, political, legal, consumer and workplace rights that they and others have and different ways that they can exercise them.
- Different methods of direct and indirect action that they can take to make change in their communities and the wider world.
- The names and policies of different political parties in the UK; the role of Parliament and the House of Commons; how voting works; the role of local government and pressure groups.
- The difference between civil and criminal law and the different roles of the people within them (e.g. police).

Understand...

- The effects of relationships on their wellbeing and how to keep themselves happy and safe.
- What can go wrong in relationships and how to access support.
- How to keep themselves safe from the unwanted effects of sexual activity.
- How to stay safe online.
- How to keep themselves physically and mentally healthy.
- The consequences of drug and alcohol use – physically, emotionally, on relationships and in wider society.

- The challenges they may face in school and their personal lives and how to access support.
- The plight of refugees, asylum seekers and others whose human rights are being abused.
- How the political and legal institutions of the UK work.
- Financial terms and how to make financial decisions.
- The different options available to them for their GCSEs and for further study and/or training.
- That wellbeing is holistic.

Be able to...

- Make informed choices about what is best for them in their personal and social lives.
- Empathise with others that are different from them and in different circumstances.
- Exercise their rights in different contexts – e.g. personal, political and in the workplace.
- Communicate their needs and wants in different areas of their lives – e.g. relationships, careers, and communities.
- Access support and guidance on a multitude of personal issues for themselves and others.
- Design a healthier lifestyle for themselves and those around them.
- Keep themselves safe and healthy, physically, sexually, emotionally, and digitally.
- Make financial decisions around budgeting, spending and use these to plan ahead for the future.
- Manage change and transition in their lives at different points – e.g. through puberty, through relationships, through GCSE options and through exams and onto further study.

Have been exposed to the following knowledge, theories, texts and experiences that span beyond the GCSE specification

- Regular opportunities to view current news pieces related to the topics – especially on topics such as human rights.
- Texts related to growth mindset and mindset training from books such as 'The Talent Code' by Daniel Coyle; 'Feel The Fear And Do It Anyway' by Susan Jeffers.
- Dramas related to topics on domestic violence (e.g. 'Murdered By My Boyfriend') and documentaries on gangs and knife crime (e.g. 'London's Moped Gangs), effects of alcohol (e.g. Ross Kemp), and teenage pregnancy (e.g. 'Underage and Pregnant').
- Opportunities to read poems and wider cultural texts related to ideas of belonging and communities (e.g. 'British' by Benjamin Zephaniah).
- Students will study the workings of British democracy (e.g. Parliament, and the House of Commons) and the legal system of the UK – all of which may provide them a good foundation for further study in these topics post-16 in subjects such as Law and Government and Politics.

Developed their cultural and social capital through the following extra-curricular work

- PSHE will link with Careers Education to expose our students to resources such as Barclays Life Skills and the 'Skills For The Future' programme.
- Enrichment Days that will further develop their social, moral, spiritual, and cultural capital.

5 Year Curriculum Plan

Year 7 PSHE at Smith's Wood Academy

The Smith's Wood Year 7 PSHE curriculum prepares all pupils to build a solid foundation for their life going forward – personally, in school, online and in the community.

Our students are studying these units because it introduces them straight away to the foundational concepts and skills that will help them manage their personal and school lives and begin to develop core values that we want to inculcate in them, such as empathy, respect and dedication. Year 7 will build the base for helping them to structure their lives and their habits in such a way as to set them up for success in the wider academic work – for example, learning how to keep your mind and body healthy and how to stay safe online will help them to anticipate ahead of time and eventually navigate issues they will inevitably face as they move forward. Findings from the Lancaster Model Health and Wellbeing questionnaire conducted by our students told us that students wanted more information on smoking, alcohol and solvents, which we've sought to explicitly address through our curriculum in Year 7 through Drugs Education. In the same survey, a worrying number of students indicated that they struggled with happiness at school, which is another reason why issues such as the purpose of school and happiness; coping with friends and feelings are addressed straight away through the mental health topic in Autumn 1, as part of their transition into school and to create a sense of belonging.

These units are studied in this order because the first term is about helping them to manage their transition into secondary school and also get the right mindset we want them to develop straight away for their future success. The second autumn and the beginning of the spring term anticipates the changes and the challenges they will go through during puberty and it also anticipates issues that they will start to be introduced to in terms of alcohol and drugs, and online safety – making sure that they have the knowledge and tools beforehand to make the best decisions on these issues. After this reflection on their personal lives, we then start to open their eyes to the wider world and human rights, beginning to develop those skills of empathy about others' situations (not just their own that they've already looked at). We then start to get them thinking about their futures in terms of skills they will need for the future and also basic financial education, before introducing them to the idea of campaigning and developing a sense of agency and ability to change the world around them.

The enrichment opportunities available to year 7 pupils are the 'Skills For The Future' programme. These are aimed at introducing students to the different skills and attributes they will need to continue to develop in preparation for the workplace, such as determination, organisation and leadership.

Year 7 Units of Study		Length of unit
Unit 1	Mental Health and School Transition	16
Unit 2	'Growing Up' (Year 7 RSE and Drugs Education)	8
Unit 3	Healthy Me	6
Unit 4	E-Safety	12
Unit 5	Human Rights, Refugees and Asylum Seekers	12
Unit 6	Financial Education and Skills for the Future	10
Unit 7	Think Global, Act Local (Food Poverty)	10

Year 8 PSHE at Smith's Wood Academy

The Smith's Wood Year 8 PSHE curriculum prepares all pupils to build on the knowledge and skills they gained in Year 7, by studying the same core PSHE themes of mental health, Relationships and Sex Education (RSE), and Drugs Education.

Our students are studying these units because of two reasons. First, RSE, mental health and drugs education are core themes delivered through all years and they address different issues that students will face at this stage of their personal development – e.g. RSE moves on from puberty to starting to look at 'romantic' relationships and what is healthy and unhealthy behaviour in relationships. One of the top five student issues highlighted through 'MyConcern' at our school is around sexualized behaviour and language (including sexting), which is addressed this year so that students are educated on this early on and hopefully before it becomes an issue as they develop relationships going forward. We then want to continue to introduce wider issues like British politics and law and order, giving students a sense of understanding of the world around them and the forces that shape their lives. Research shows that in 2018, nearly 3,000 people were treated for drink and drug abuse in Solihull. In the same year, more than 50,000 incidents of domestic abuse and violence were recorded by West Midlands police. The Child Safeguarding Practice Review Panel Annual Report (published March 2020), in its evaluation of 538 'rapid review' cases (Rapid reviews are undertaken by the local authority safeguarding partners in cases where a child dies or is seriously harmed and abuse is known or suspected) showed:

- In 13% of cases children were on a child protection plan and 15% were looked after at the time of the incident;
- In 35% of cases domestic abuse was a contributing factor in the harm or neglect inflicted on the child and in 21% of cases alcohol or substance addiction was a factor;
- In 17% of cases mental health featured as an issue for at least one of the parents in the family home;
- 13% of children were known or suspected to be suffering from sexual abuse.

Data from MyConcern also highlights domestic violence as a concern for our students. Given this, and that we have a higher percentage of vulnerable students in our school, it's vital that topics such as domestic abuse, substance abuse and characteristics of healthy/unhealthy relationships are taught to our students as part of safeguarding – all of which are woven into the curriculum through Year 8 and developed further in Year 9.

These units are studied in this order because we have stuck to the pattern of starting with personal issues (mental health, RSE, etc) and then moving onto wider issues in the country and the world. This is to keep a sense of coherency in the curriculum.

The enrichment opportunities available to year 8 pupils will be access to speakers on the topics of domestic violence. There may be an opportunity for local politicians to speak to the year group as part of their introduction to British politics.

Year 8 Units of Study		Length of unit
Unit 1	Year 8 Mental Health	8
Unit 2	Year 8 RSE	8
Unit 3	My Life	14
Unit 4	Year 8 Drugs Education	5
Unit 5	Year 8 Healthy Me	7
Unit 6	Introduction to British Politics	7
Unit 7	Marriages and Domestic Violence	5

Unit 8	Financial and Careers Education	10
Unit 9	Law and Order	10

Year 9 PSHE at Smith's Wood Academy

The Smith's Wood Year 9 PSHE curriculum prepares all pupils to continue to develop their knowledge and skills on the topics that they have studied throughout previous academic years.

Our students are studying these units because they are now old enough to appreciate the topics and concepts planned. Mental health this year focuses on new challenges and transition, with a view to equipping our students with a toolkit of strategies to ensure their mental wellbeing at a time when they are looking at choosing their GCSE options and making the transition into KS4. A DFE report on mental health in schools (2018) highlights that "schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing" and the SEND Code of Practice states, "schools need to be alert to how mental health problems can underpin behaviour issues in order to support pupils effectively". Our higher proportions of SEND students may need more support at times of transition and as they're thinking about their future direction and options, so emotional wellbeing and coping with challenges are addressed here.

RSE now builds on the introduction to relationships in year 8 and explores the different pitfalls of sexual relationships and what students can do to keep themselves safe – i.e. from STIs and unwanted/unplanned pregnancy. Students have spent the previous two years in drugs education looking at legal/illegal drugs and how to manage personal drug-related situations and now they go on to explore the effects of drugs on a social level and what the law has to say. They are also now introduced to the concept of rights, as the years moving forward will start to give them many of those legal and political rights, such as being able to work part time from the age of 14. We also explore the idea of community and belonging, with students analysing issues around racism – building on from the foundation built in earlier years on human rights and empathizing with the plight of others such as refugees and asylum seekers.

We specifically look at gangs and their associations with gun and knife crime here in response to reports of a sustained rise in gang-related violence in the West Midlands, which has been highlighted by some government reports as the 'gun crime capital' of the UK. The 2017 'Commission on Gangs and Violence' called for a multi-faceted approach to this issue, with education playing a major role – our curriculum is a response to this. Student voice at Smith's Wood Academy and data from MyConcern has indicated that they worry about youth violence in the community, gangs, exploitation, and the association with drugs and alcohol, and so Year 9 addresses all of these issues, with safeguarding and protection at the core of each of the units through this year group.

These units are studied in this order to adhere to the previous theme of going from personal issues and challenges to wider social ones. Gangs and knife crime, and the wider drugs education topics are placed at the end because so that they can be looked at through the lens of rights and responsibilities that are studied in the middle part of this academic year.

The enrichment opportunities available to year 9 pupils are access to the 'Start Profile' for careers education, which will help them build their CVs and catalogue their skills in preparation for thinking about options at GCSE and ultimately in preparation for leaving school and going onto further education or the workplace.

Year 9 Units of Study		Length of unit
Unit 1	Mental Health and Careers	8
Unit 2	Relationships and Sex Education	7
Unit 3	Communities and Identities	6

Unit 4	Rights and Responsibilities	6
Unit 5	Gangs and Knife Crime	5
Unit 6	Drugs Education	5

Year 10 PSHE at Smith's Wood Academy

The Smith's Wood Year 10 PSHE curriculum prepares all pupils to continue to address the themes of mental health, relationships and drugs education in a manner that is age-appropriate. Mental health here looks at the issues of feelings, emotions and stigma at a time when our students tend to consider themselves too grown up to show their emotions, so we are trying to encourage them and equip them with the tools to handle the emotions that they will go through as they grow up and continue to face new challenges, especially now that they are in their GCSEs; they are a lot more physically developed and may be facing issues of masculinity/femininity and appropriate behaviour. RSE looks at the effects of the media and pornography on relationships, as well as issues of consent and safer sex and how to access sexual health services because research shows that this is the age at which they are more likely to face such issues. Drugs Education in Year 10 looks at how drug and alcohol affects personal relationships and sexual health and how students can make better decisions around drug and alcohol related activity, which builds on what they learnt in Year 9 on binge drinking and the law.

Our students are studying these units because they are the core units that are studied across all year groups and PSHE is sharing a timetable with Religious Education (RE), which means that curriculum time is limited to three half terms for each subject.

These units are studied in this order to adhere to the running order of units found in previous years. The timetable will be rotated between PSHE and RE every half term, which means PSHE will start the year in Autumn 1; RE in Autumn 2; PSHE in Spring 1, etc.

The enrichment opportunities available to year 10 pupils are opportunities to gain guidance on careers, as part of their overall preparation for GCSEs and any work experience they may be undertaking. We will also seek to have a speaker from a local sexual health clinic come and speak to classes as part of their work around sexual health in the RSE unit of work.

Year 10 Units of Study

Length of unit

Unit 1	Mental Health	8
Unit 2	Relationships and Sex Education	6
Unit 3	Drugs Education	6

Year 11 PSHE at Smith's Wood Academy

The Smith's Wood Year 11 PSHE curriculum prepares all pupils to better prepare for the challenges specific to this year and then life beyond secondary school.

Our students are studying these units because they are the core units that are studied across the year groups. The lessons found in these units will round off all the previous learning the students would have been doing in previous years and makes sure that each topic is age-appropriate the challenges of Year 11 and beyond. RSE is important to start off with, as students will have just come back from the summer holidays and may be engaged in sexual behaviour, so it's a reminder of how to stay safe and also what unintended consequences may arise through such behaviour and how they might have to deal with that in life beyond school. Drugs Education here explores where our own views on drugs come from and how they shape our behaviour; their effects on personal relationships; as well as analysing who benefits from drug use in society. In Spring 1, we come back to PSHE and focus on mental health during exam season. This time will be just after their first round of mock exams, leading into their second mock exams after February, and I feel that it's a good time to address this issue here as they will have experienced their first

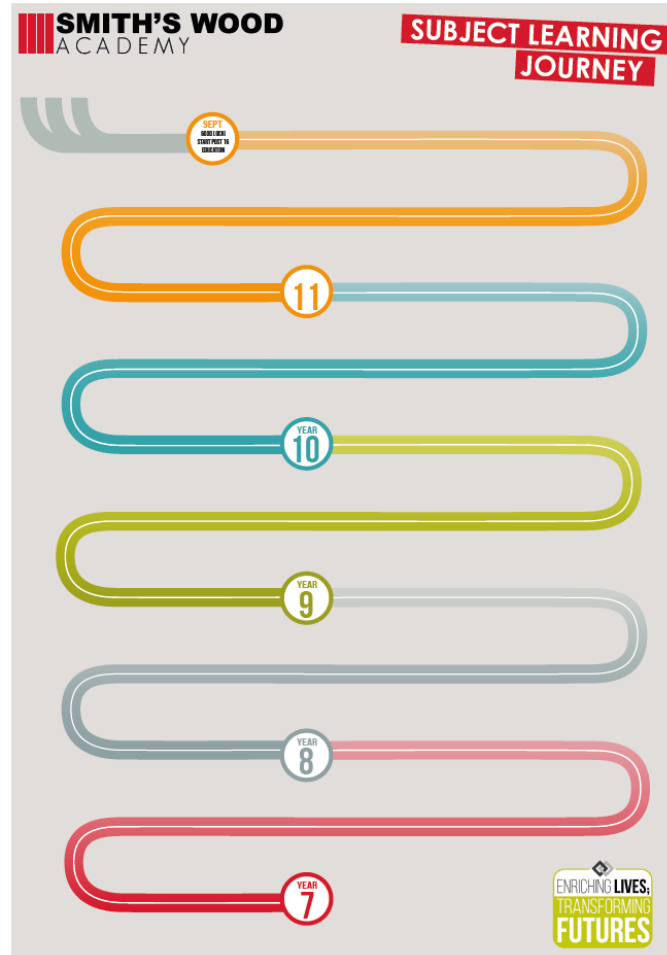
go at preparing for their GCSEs and are more likely to take the second round of mock exams more seriously. Financial Education is addressed in the final half term of Year 11 (Summer 1), as this topic is more likely to retain their interest this late into the academic year and it also covers some very 'grown up' issues they need to be aware of beyond school, such as banking, pay-day loans and ID fraud.

These units are studied in this order because again, PSHE is sharing a timetable with RE this academic year, which means that curriculum time is limited and will rotate between PSHE and RE each half term.

The enrichment opportunities available to year 11 pupils are taking part in future planning for sixth form/college applications; preparing their CVs for any employment or supporting statements they may have to write. This is aimed at preparing our Year 11 students for the next phase in their lives.

Year 11 Units of Study		Length of unit
Unit 1	RSE and Drugs Education	8
Unit 2	Exams and Mental Health	6
Unit 3	Financial Education	5

The PSHE Department Learning Journey at a glance



To include – topics, purpose of study and assessment points. To show how and why the curriculum is sequenced in the way in which it is.