

From September 2019 the Government is expecting to see a PSHE programme timetabled into each schools curriculum; this will become law from September 2020 and will form part of any external judgement of the schools performance.

#### For Key Stage 4

The course will build upon content from Key Stage 3 and has also been split into three key areas;

- Health and Wellbeing (H)
- Relationships (R)
- Living in the wider world (L)

<u>Topic</u>	<u>Where covered?</u>
H1. to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this	SRE\Year 9\Consent, body image & relationship abuse Humanities\History\MSS\SRE\Year 10\Body appearance
H2. to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism	Feedback on speaking and writing assessments - every half termly at KS4 ( French,German,Spanish) English - assessments - feedback/reaction tasks RE: assessments and exam feedback sheets Science - assessments and feedback sheets Geography - assessment and feedback sheet Maths - assessments and feedback sheets History - assessments and feedback sheets PE - feedback on exam questions Sociology - Assessments and exam feedback Computer Science/ICT-Assessments and exam feedback Food - Rotary Club young chef competition - self, peer and judges feedback Food & DT - assessments and feedback
H3. strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing	Year 10 - end term1 and start of term2 stress in school.( French) Yr 11 Planning for Success Evening - use of exercise to combat stress

<p>H4. the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)</p>	<p>As above and year 9 term 1- myself and my surroundings( French)  PE - Paper 2: Topic 4 - Health, Fitness and Wellbeing  Food - KS4 - Food, Nutrition and Health, deficiency and excess of macro and micro nutrients. Dietary fat - ways to reduce fat intake via food choice, preparation and cooking methods. Deficiencies and excess of fat  Food: Topic 2.3 Nutritional needs and health. - The eatwell guide - links to well being</p>
<p>H5. (reinforcing and building on key stage 3 learning) to recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it [NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the ‘benefits’ someone experienced from their self- harm/disordered eating, their weight change etc.) can be harmful and should always be avoided]</p>	<p>Discuss overnutrition and undernutrition in <b>Food</b> in yr 9 and Yr 10. Using food as a coping mechanism - links to eatwell guide  History\MSS\SRE\Year 9\Self Image</p>
<p>H6. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)</p>	<p>Computer Science/ICT-Copyright designs and Patents Act and its implications during coursework and classwork (bibliographies for sources) Throughout the course  Food - NEA’s how to research and ensure you are using reliable websites</p>
<p>H7. how to take increased responsibility for maintaining and monitoring their own health</p>	<p>Health and lifestyle - Year 9 Term 2 - leisure and activities ( how your lifestyle affects your health and well being. ( French)  Spanish healthy lifestyle Y10 Term 3  Yr 11 PE - Double PE - opportunity to go the local Fitness Gym  Computer Science/ICT-Ergonomics and Health &amp; Safety when using a VDU guidance (any lesson)  Food - Nutritional needs and health - Eatwell guide, energy needs, BMR, PAL, Nutritional analysis. Diet, nutrition and health (treating obesity, Cardiovascular disease, salt in the diet, bone health, dental health, anaemia, diabetes.</p>

H8. how lifestyle choices affect a developing foetus	Biology; Year 10
H9. about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk	Year 11 - term 1 in relation to world issues and health ( French ) RE Year 10 Term 2: Contraception lesson Biology - year 10
H10. to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes	Year 9 tern 2- description/health and well being.( French) Sociology 10 and 11 - Media influence on individuals but perhaps quite indirect.
H11. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning salons	History\MSS\SRE\Year 9\Body image
H12. how to recognise and follow health and safety procedures	Science - any practical lesson PE - any practical lesson Computer Science/ICT-Ergonomics and Health & Safety when using a VDU guidance (any lesson) Food & DT - practical lessons
H13. how to find sources of emergency help and how to perform emergency first aid, including cardio-pulmonary resuscitation (CPR)	Refresh by Lou Leeke and her form.
H14. about personal safety and protection, how to reduce risk and minimise harm in different settings (including social settings, the workplace, the street, on roads and during travel)	Social Media - year 9 -term 2 ( French,German ) Science - practical lessons PE - any practical lesson Sociology - throughout course - informal and formal agents of control Computer Science/ICT-Ethical, Cultural , environmental and Moral issues when using computer equipment. (Throughout our theory lessons and exam practice)
H15. the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of	Year 11 - world issues - term 1 ( French ) Spanish - Y10 Term 3 healthy lifestyle/unhealthy lifestyle

individuals, families and communities, including the health risks related to second-hand smoke	Science - Biology year 10 PE Paper 2: Health, fitness and well-being - Lifestyle choices
H16. understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and where and how to access support if they have concerns	Year 11 -term1 ( French )
H17. the wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle	Sociology - Year 11 Crime and deviance
H18. about checking themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS	History\MSS\SRE\Year 9\Movember and mens health
R1. strategies to manage strong emotions and feelings	History\MSS\SRE\Year 9\Positive relationships Humanities\History\MSS\SRE\Year 10\Healthy Relationships
R2. the characteristics and benefits of positive, strong, supportive, equal relationships	Feedback and assessment support - KS4 - termly (French,German,Spanish ) English - drama texts studied RE Year 10 Term 2: Relationships and Families topic Sociology - Throughout course but particularly families and education
R3. that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other	Future - year 10 - term 3 ( French ) RE Year 10 Term 2 Lessons on marriage, divorce, cohabitation, same sex relationships etc Sociology - Families and households German- Family and friends chapter 3 Year 9 Summer term
R4. parenting skills and qualities and their central importance to	RE Year 10 Term 2 The Family / relationships in the family

family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding)	Sociology - Families and Households
R5. to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including ‘honour’ based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk	RE Year 10 Term 2 Divorce, and considering arranged marriage vs forced marriage in Hinduism Sociology - Families and Crime
R6. managing changes in personal relationships including the ending of relationships	RE Year 10 Term 2 Divorce Sociology - Families
R7. to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support	Year 10 -term 2 ( French ) English - drama texts studied Sociology - Families and Crime Computer Science/ICT-Moral and ethical aspects during theory and examination practise.
R8. about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3	RE Year 10 Term 2 Contraception lesson, ‘The Moral Minefield’ discussion about extra-marital sex and adultery
R9. about the impact of domestic abuse (including sources of help and support)	Sociology - Families and Crime
R10. the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances	Year0 - term1 ( family structure) French RE Year 10 term 2 Divorce, Family relationships Sociology - Families
R11. about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as	RE Year 10 term 2 work of Relate considered, also the role of churches and individual Christians Sociology - Families - women’s refuges, childline, counselling etc

relationship breakdown, separation, divorce, or bereavement	
R12. how to access such organisations and other sources of information, advice and support	Computer Science/ICT-Ethical, Cultural , environmental and Moral issues when using computer equipment. (Throughout our theory lessons and exam practice)
R13. about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them	RE YEAr 10 term 2 Same sex relationships Sociology - Families
R14. to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)	Sociology - Throughout course History\MSS\SRE\Year 10\Sex Education
R15. how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity	Sociology - Crime and deviance, Feminism, Families History\MSS\SRE\Year 10\Sex Education
R16. to recognise when others are using manipulation, persuasion or coercion and how to respond	History\MSS\SRE\Year 10\Sexual Bullying History\MSS\SRE\Year 9\Consent, body image & relationship abuse
R17. to understand the pernicious influence of gender double standards and victim-blaming	Sociology - Crime and Deviance (double deviance towards women in the CJS)
R18. to recognise the impact of drugs and alcohol on choices and sexual behaviour	Lifestyle - Year11 term1 world issues( French) English - drama texts studied History\MSS\SRE\Year 10\Sex Education
R19. to manage unwanted attention in a variety of contexts (including harassment and stalking)	Computer Science/ICT-Implications of using social media etc during exam practise and theory

R20. to understand and respect others' faith and cultural expectations concerning relationships and sexual activity	RE Year 10 Term 2 - this is a constant underlying expectation, with different views within + between religions taught, as well as links made to non-religious views. Use of 'The Moral Minefield' clip, as well as lessons on marriage / relationships in Hindu traditions and Christian traditions. Sociology - throughout Computer Science/ICT-Ergonomics and Health & Safety when using a VDU guidance
R21. to assess readiness for sex	RE Year 10 Term 2 - Lesson on sex and relationships
R22. about accessing and the correct use of contraception (including emergency contraception), negotiating condom use, reinforcing and building on learning in Key Stage 3	RE Year 10 Term 2: Lesson on contraception
R23. to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)	RE Year 10 Term 2: Families and their role with bringing up children RE Term 1: Lessons on abortion
R24. the reasons why parents choose to adopt/foster or to place children for adoption/fostering	RE Year 10 Term 1: Abortion
R25. about abortion, including the current legal position and the range of beliefs and opinions about it	RE Year 10 Term 1: At least two lessons on abortion, looking at British abortion laws, different religious and non-religious viewpoints, considering when life begins. An exam question on abortion is set as the assessment for the first half term, students are required to consider two different religious perspectives and their own. Sociology - Families
R26. the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support	RE Term 1: Lessons on abortion. 'Belief File' video.

R27. that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age	Sociology - Look at fertility patterns over time and age
R28. about the options open to people who are not able to conceive	Sociology - families (family diversity)
R29. the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)	KS4. Half termly - discussion / peer marking / assessments MFL Computer Science/ICT-Ethical, Cultural , environmental and Moral issues when using computer equipment. (Throughout our theory lessons and exam practice) Yaer 9 Friends and family, role models -Summer term German
L1. to evaluate their own personal strengths and areas for development and to use this to inform goal setting	Assessment preparation and feedback - half termly KS 4 RE assessments / exams PE Assessments/ exams/ Smiths Proformas Maths - assessment feedback sheets Sociology - Assessments, exam sheets Computer Science-Assessments/ exams/ Smiths Proformas Who am I ? German yr 9 Summer term Food & DT assessments and exams
L2. about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace	Year 11 - term1 ( the wider world ) French RE Year 10 Term 3: racism is considered RE Year 10 Term 2: gender prejudice, the role of women, the issues surrounding the ordination of women priests. History: Nazi Germany covered in Year 10-11 including treatment of minority groups PE Paper 2 - Topic 3: Socio-cultural influences - gender, race and disability in sport Sociology - Families, education, crime, social stratification
L3. to think critically about extremism and intolerance in	Term 1 - year 11 ( French )

whatever forms they take (including religious, racist and political extremism, the concept of 'shame' and 'honour based' violence)	RE Year 10 Term 3: racism and racial prejudice, links made to the Civil Rights Movement in the USA and to Apartheid in South Africa Sociology - Families, Crime, Stratification
L4. to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern	RE Year 11 Term 1: Terrorism and Holy War are discussed, as well as pacifism and Just War.
L5. how to recognise a 'cult'; how it differs from other types of group; how cults recruit; how to seek help if they are worried for themselves or for others	History\MSS\SRE\Year 10\Cults
L6. how social media can offer opportunities to engage with a wide variety of views on different issues	Year 9 - technology ( French,German ) Sociology - Throughout Computer Science/ICT-Ethical, Cultural , environmental and Moral issues when using computer equipment. (Throughout our theory lessons and exam practice)
L7. to recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views	Year 9 ( french ,German) Sociology - Throughout - Gender, ethnicity, sexuality stereotypes and prejudices. Computer Science/ICT-Ethical, Cultural , environmental and Moral issues when using computer equipment. (Throughout our theory lessons and exam practice)
L8. the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks	Computer Science/ICT-Ethical, Cultural , environmental and Moral issues when using computer equipment. (Throughout our theory lessons and exam practice)
L9. about harassment and how to manage this (including in the workplace); the legal consequences of harassment	MSS\SRE\Year 10\Sexual Bullying History\MSS\SRE\Year 10\Healthy Relationships History\MSS\SRE\Year 9\Positive relationships
L10. how their strengths, interests, skills and qualities are changing and how these relate to future employability	French.Year 10 - terms 3 and 4 future aspirations ( French )Year 9 term 4 German Year 10 The world of work - terms 2 and 3

L11. about the information, advice and guidance available to them and how to access the most appropriate support	French,German Year 10 - term terms 3 and 4 ( future plans).
L12. to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)	French,German - year 10 - future plans Computer Science/ICT-Systems life cycles & use of planning tools(Throughout our theory lessons and exam practice)
L13. about the range of opportunities available to them for career progression, including in education, training and employment	French,German - year 10 term 3 . Careers and work experience. Spanish Y10 Term 3 World of work Sociology - Education
L14. about changing patterns of employment (local, national, European and global); about different types of business, how they are organised and financed	Unit 1.3 Business Ownership Year 10 Computer Science/ICT-Impact of technology. (Throughout our theory lessons and exam practice) Geography - Year 10 (but could also be taught in year 9). Changes in the UK economy. This includes the classification of different types of work and how certain types of jobs have declined (heavy industry) while others have increased (retail, banking) and the need for the population to reskill.
L15. to research, secure and take full advantage of any opportunities for work experience that are available	
L16. about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)	Unit 3 people in business - Employment Law (year 10 Business ) Sociology - Stratification Computer Science/ICT-Ethical, Cultural , environmental and Moral issues when using computer equipment. Also use of legislation(Throughout our theory lessons and exam practice)
L17. attitudes and values in relation to work and enterprise (including terms such as ‘customer service’ and ‘protecting corporate or brand image’)	Unit 4 - Operations (year 11 Business) Computer Science/ICT-Importance of branding, Copyright implications (Throughout our theory lessons and exam practice)
L18. about confidentiality in the workplace, when it should be	Unit 3 people in business - (year 10 Business)

kept and when it might need to be broken	Computer Science/ICT-Ethical, Cultural , environmental and Moral issues when using computer equipment. (Throughout our theory lessons and exam practice)
L19. to develop their career identity, including how to maximise their chances when applying for education or employment opportunities	French. Applying for jobs - year 9 term3 German - jobs and future plans - Year 10 Term 2
L20. to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms); to access appropriate support for financial decision-making and for concerns over money, gambling etc.	Maths - finance SLDs. Debt is also discussed in lessons (what is a debt etc) ICT-Spreadsheets Oct-July
L21. to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices	RE Term 3 Year 10: Fair Trade and Ethical consumerism covered as part of the <i>erty / Wealth</i> work. nch - year 11 term 3- consumer implications ( wider world term 3) Purchases return of goods - year 9 ( term2 ) Unit 4.4 Consumer law (business year 11)
L22. their consumer rights and how to seek redress	t 4.4 Consumer law (business year 11)