



**Hebburn Comprehensive**

**KS4 PSHE Mapping Document**

**PSHE Association Core themes:**

**Core theme 1: Health and Wellbeing**

**Core theme 2: relationships**

**Core theme 3: Living in the wider world**

**Defining spiritual, moral, social and cultural development**

**Pupils' spiritual development is shown by their:** beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values

sense of enjoyment and fascination in learning about themselves; others and the world around them including the intangible use of imagination and creativity in their learning; willingness to reflect on their experiences.

**Pupils' moral development is shown by their:**

ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives; understanding of the consequences of their actions; interest in investigating, and offering reasoned views about, moral and ethical issues.

**Pupils' social development is shown by their:**

use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds; willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively; interest in, and understanding of, the way communities and societies function at a variety of levels.

**Pupils' cultural development is shown by their:**

understanding and appreciation of the wide range of cultural influences that have shaped their own heritage; willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities; interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

British Values:

- Tolerance
- Rule of Law
- Democracy
- Respect
- Individual Liberty

## Citizenship Programme of Study

Subject content **Key stage 3** Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Pupils should be taught about:

Pupils should be taught about:

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent

PSHCE content overview

RSHE in red  
purple

Citizenship/British Values in green

Economic Wellbeing in blue

Careers Information, Education and Guidance in purple

3 x additional RSE specific lessons will take place during the year, delivered by the in-house specialist team

Year 10

Term 1	RSHE Content	PSHE Association PoS Refs	Category	Topic	In this lesson, students learn	Link to SMSC/British values	Literacy/Numeracy
Lesson 1	Relationships	H4 H10 H22 H23 H26 R1 R3 R7 R8 R8 R15 R16 R17 R18 R19 R22 R28 R29 R31 R35 L22	My Choices	Revenge Porn	<ul style="list-style-type: none"> <li>To correctly identify what to do to prevent revenge porn and what to do if you become a victim.</li> <li>To describe the long and short term consequences of sharing intimate images with partners or friends.</li> <li>To explain, using new terminology in the correct context the legal, short and long-term consequences for perpetrators and victims.</li> </ul>	SMSC Rule of Law Respect Discrimination	<b>Key Words:</b> Revenge porn Take down policy Up-skirting Top blousing  RWC

		L23 L25					
<b>Lesson 2</b>	Relationships	H1 H2 H4 H5 H7 R1 R7 R11 R12 R13 R17 R28	My Choices	Conflict management	<ul style="list-style-type: none"> <li>To identify strategies to resolve and manage conflict as well as the different situations these can be used in.</li> <li>To explain why some conflict strategies would work better than others in particular situations and analyse what the likely outcome would be.</li> </ul>	SMSC Respect Tolerance	<b>Key Words:</b> Conflict Resolution Conflict management  RWC
<b>Lesson 3</b>	Diversity Tolerance Relationships	H2 H4 H5 H7 R5 R9 R34	My World	Diversity – Overt and Covert Racism	<ul style="list-style-type: none"> <li>To identify examples of racism</li> <li>To explain some reasons why racism is wrong</li> <li>To explain in detail whether certain cases are racist or not</li> </ul>	SMSC Respect Tolerance Diversity Discrimination Rights and responsibilities	<b>Key Words:</b> Racism Overt Covert  RWC
<b>Lesson 4</b>	Living in the wider world	H2 H4	My Future	Your online appearance	<ul style="list-style-type: none"> <li>To explain what is meant by personal</li> </ul>	SMSC Respect	<b>Key Words:</b> Online reputation

		H5 H7 H8 H10 H12 H13 R1 R9 R14 R28 R35 R36 L2 L3 L5 L6 L10 L11 L12 L14 L22 L23 L24 L25 L26 L27			<p>brand and online reputation</p> <ul style="list-style-type: none"> <li>To recognise the characteristics of different personal brands and reflect on their own</li> <li>To identify how different personal brands can impact job prospects</li> </ul>	Tolerance Discrimination Rights and responsibilities	<p>Online platforms Phishing Social engineering GDPR Digital footprint</p> <p>RWC</p>
<b>Lesson 5</b>	Relationships Health and Well Being Living in the Wider World	H2 H4 H5 H7 H8 H10 H12	My Choices	Social media and self-esteem	<ul style="list-style-type: none"> <li>To correctly identify the ways people contrive online personas and the effects this can have on both our self-esteem and that of others.</li> </ul>	SMSC  Respect Discrimination Rule of Law Rights and responsibilities	<p><b>Key Words:</b> Online persona Brand Self esteem Imposter syndrome</p> <p>RWC</p>

		H13 R1 R9 R14 R28 R35 R36 L23 L24 L27			<ul style="list-style-type: none"> <li>To explain why people create online personas, the meaning of imposter syndrome and how people can get addicted to social media.</li> <li>To explain, using today's key terminology in the correct context, why people feel the need to create online 'brands' of themselves as well as the risks addiction to social media poses to our mental health.</li> </ul>		
<b>Lesson 6</b>	<b>Relationships</b>	H2 H4 H22 H23 R1 R9 R16 R28 R29 R30 R35 R36 R37 R38	<b>My World</b>	<b>Crime, gangs and county lines</b>	<ul style="list-style-type: none"> <li>To identify how criminals exploit young people, how County Lines works and where you can get help if you think someone is involved.</li> <li>To describe in detail what is happening in a range of criminal case studies and how young people are groomed by gangs to get involved with County Lines.</li> </ul>	SMSC  Rule of law Discrimination Rights and responsibilities	<b>Key Words:</b> County Lines Disenchantment Trap house Grooming Exploitation  RWC



					<ul style="list-style-type: none"> <li>To explain exactly how County Lines and grooming works, how young people are trapped and then exploited and respond to case studies articulately using new key terminology.</li> </ul>		
<b>Lesson 7</b>	<b>Health and Well being</b>	H14 H15 H16 H17	<b>My choices</b>	Health services – rights and responsibilities	<ul style="list-style-type: none"> <li>NHS – different health services</li> <li>Personal responsibility for cancer prevention/screening and self-examination</li> <li>Risks associated with cosmetic and aesthetic procedures (tattooing, piercings and sunbeds)</li> </ul>	SMSC  Individual liberty Rights and responsibilities Respect	<b>Key Words:</b> Prevention Responsibility Screening  RWC

Term 2	RSHE Content	PSHE Association PoS Refs	Category	Topic	In this lesson, students learn	Link to SMSC/British values	Literacy/Numeracy
Lesson 1	Living in the Wider World Economic Wellbeing	L16 L17 L18 L19 L20	My Money	Financial survival tips	<ul style="list-style-type: none"> <li>• How to budget</li> <li>• The different outgoings of an individual</li> <li>• The difference between credit and debit</li> </ul>	SMSC	<b>Key Words:</b> Budget Saving Loan Credit Debit <b>RWCM</b>
Lesson 2	Relationships Living in the Wider World	L29 H4 H2 R3 R28 R29 R31 R34 L28	My World	Extremism	<ul style="list-style-type: none"> <li>• Identify the most common methods used to radicalise people</li> <li>• Learn what extreme ideas sound like</li> <li>• Understand what radicalisation of an individual might look like.</li> <li>• Learn why certain people are vulnerable to radicalisation</li> <li>• Learn what to do if you suspect it's happening to someone you know</li> </ul>	SMSC Tolerance Diversity Rule of law Individual liberty Respect	<b>Key Words:</b> Extreme Radicalism Influence Prevention  <b>RWC</b>
Lesson 3	Living in the wider world	L24 L26 L27 H18	My World	Fake news and critical thinking	<ul style="list-style-type: none"> <li>• To identify the differences between fake and real news.</li> </ul>	SMSC Individual liberty Rule of law Respect	<b>Key Words:</b> Fake news Propaganda influence

					<ul style="list-style-type: none"> <li>Whether creating and spreading fake news should be illegal.</li> <li>Why people create fake news and the harm it can cause</li> </ul>		<b>RWC</b>
<b>Lesson 4</b>	Living in the wider world Relationships	R4 R18 R10 R32 R33 R16 R13 R12/R17	My choices My World	Marriage Civil partnerships Families Honour based violence Forced marriage Domestic violence	<ul style="list-style-type: none"> <li>That there are many different types of relationships, families and marriages</li> <li>About healthy and unhealthy relationships</li> <li>what to do if they or others are at risk of forced marriage or domestic violence</li> </ul>	SMSC Tolerance Diversity Rule of law Individual liberty Respect	<b>Key Words:</b> Honour based Forced Domestic violence Human Rights  <b>RWC</b>
<b>Lesson 5</b>	Health and Wellbeing	H19 H20 H21 R20 H18	My Choices	Illegal substance misuse	<ul style="list-style-type: none"> <li>the UK rules about substance use and misuse</li> <li>the risks associated with substance misuse</li> <li>what help is available if they or others are involved in substance misuse</li> </ul>	SMSC Rule of law Individual liberty Respect	<b>Key Words:</b> Substance Misuse Illegal Criminal Offence rehabilitation <b>RWC</b>
<b>Lesson 6</b>	Living in the wider world	L7 L8 L21	My Future	Types of employment/Employment trends	<ul style="list-style-type: none"> <li>the local trends regarding employment and</li> </ul>	SMSC Tolerance Diversity Rule of law Individual liberty	<b>Key Words:</b> Trend Employment Shortage Qualities

					sectors of employment • the term “industry shortage”	Respect	Employability <b>RWCM</b>
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Term 3	RSHE Content	PSHE Association PoS Refs	Category	Topic	In this lesson, students learn	Link to SMSC/British values	Literacy/Numeracy
Lesson 1	Health and Well Being	H2 H4 H5 H6 H7 H8 H9 H10 H11 H12 H13 R13 R11	My Choices	Coping with Stress	<ul style="list-style-type: none"> <li>techniques to help them when they are feeling stressed</li> <li>the sources of support</li> <li>how to be resilient</li> </ul>	SMSC  Respect	<b>Key Words:</b> Stress Emotional Resilience Mindfulness RWC
Lesson 2	Living in the wider world	L16, L17, L18, L19	My Money	Budgeting	<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</li> <li>opportunities and challenges involved in taking financial risks</li> <li>to recognise and manage the range of influences on their financial decisions</li> </ul>	SMSC	<b>Key Words:</b> Budget Exploitation Savings Financial decisions <b>RWCM</b>

					<ul style="list-style-type: none"> <li>• to access appropriate support for financial decision-making and for concerns</li> <li>• relating to money, gambling, and consumer rights</li> </ul>		
<b>Lesson 3</b>	Health and Wellbeing Living in the wider world	L10 L1 L2 L3 L5 L11 L12	My Future	Marketing yourself and personal branding	<ul style="list-style-type: none"> <li>• to develop their career identity, including values in relation to work, and</li> <li>• how to maximise their chances when applying for education or employment opportunities</li> <li>• the benefits and challenges of cultivating career opportunities online</li> <li>• strategies to manage their online presence and its impact on career opportunities</li> </ul>	SMSC Respect	<b>Key Words:</b> Branding Presence Identity Impressions opportunities <b>RWC</b>
<b>Lesson 4</b>	Health and well being Relationships Diversity	H2 H4 H5 H6	My Choices	LBGTQ+ - Pride Month	<ul style="list-style-type: none"> <li>• the characteristics and benefits of strong, positive relationships, including mutual</li> </ul>	SMSC Tolerance Diversity Rule of law	<b>Key Words:</b> Celebrate Diversity Tolerance

	Tolerance Respect	H26 R1 R4 R6 R7			<p>support, trust, respect and equality</p> <ul style="list-style-type: none"> <li>• about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</li> <li>• about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia</li> </ul>	Individual liberty Respect	Individual Liberty Individual Choice Tolerance <b>RWC</b>
<b>Lesson 5</b>	Living in the Wider World	L4 L6 L9	My Future	Career research (computer rooms)	<ul style="list-style-type: none"> <li>• about the range of opportunities available to them for career progression, information, including in education, training and employment process</li> <li>• about the information, advice and guidance</li> </ul>		<b>Key Words:</b> Employment Training Apprenticeships Traineeships A-levels Further education  <b>RWCM</b>

					available to them on next steps		
<b>Lesson 6</b>	Living in the wider world	L13 L14 L15 R5	My Future	Preparing for Work Experience	<ul style="list-style-type: none"> <li>• To prepare for their work experience placement including health and safety and expectations</li> <li>• to research, secure and take full advantage of any opportunities for work experience that are available</li> <li>• the skills and attributes to manage rights and responsibilities at work including health and safety procedures</li> <li>• about confidentiality in the workplace, when it should be kept and when it might need to be broken</li> </ul>	SMSC Rule of law Diversity	<b>Key Words:</b> Responsibility Rights Safety Confidentiality Expectations  <b>RWC</b>



**Year 11**

Term 1	RSHE Content	PSHE Association PoS Refs	Category	Topic	In this lesson, students learn	Link to SMSC/British values	Literacy/Numeracy
Lesson 1	Living in the Wider World	H1 H2 H6 H10 H22 R9 L1 L2 L3 L10	My Future	Setting academic and personal targets Your own personal development	<ul style="list-style-type: none"> <li>• Discuss the differences between qualifications, skills and qualities</li> <li>• Determine your own personal qualities.</li> </ul>	SMSC Respect Tolerance	<b>Key Words:</b> Skills Qualities Qualifications Personal development  RWC

<b>Lesson 2</b>	<p>Living in the Wider World</p> <p>National Curriculum Citizenship</p>	<p>L1</p> <p>L4</p> <p>L5</p> <p>L6</p> <p>L7</p> <p>L8</p> <p>L10</p> <p>L11</p> <p>L12</p> <p>H1</p> <p>H2</p> <p>L22</p> <p>L23</p> <p>L25</p>	<p>My Future (11Q, R, S)</p> <p>My World (11T, U, V)</p>	<p>Research into courses and careers (computer room)</p> <p>Democracy in the UK</p>	<ul style="list-style-type: none"> <li>• Research courses and careers</li> <li>• Complete an initial form indicating post 16 choices</li> <li>• Discuss what is the best voting system</li> <li>• Explain how to become an MP</li> </ul>	<p>SMSC</p> <p>Democracy</p> <p>Electoral processes</p> <p>Rule of law</p> <p>Being and active citizen</p>	<p><b>Key Words:</b></p> <p>Democracy</p> <p>First past the post</p> <p>MP</p> <p>Constituency</p> <p>Apprenticeships</p> <p>Traineeships</p> <p>T Levels</p> <p>RWC</p>
<b>Lesson 3</b>	<p>Living in the Wider World</p> <p>National Curriculum Citizenship</p>	<p>L1</p> <p>L4</p> <p>L5</p> <p>L6</p> <p>L7</p> <p>L8</p> <p>L10</p> <p>L11</p> <p>L12</p> <p>H1</p> <p>H2</p> <p>L22</p> <p>L23</p> <p>L25</p>	<p>My Future (11T, U, V)</p> <p>My World (11Q, R, S)</p>	<p>Research into courses and careers (computer room)</p> <p>Democracy in the UK</p>	<ul style="list-style-type: none"> <li>• Research courses and careers</li> <li>• Complete an initial form indicating post 16 choices</li> <li>• Discuss what is the best voting system</li> <li>• Explain how to become an MP</li> </ul>	<p>SMSC</p> <p>Democracy</p> <p>Electoral processes</p> <p>Rule of law</p> <p>Being an active citizen</p>	<p><b>Key Words:</b></p> <p>Democracy</p> <p>First past the post</p> <p>MP</p> <p>Constituency</p> <p>Apprenticeships</p> <p>Traineeships</p> <p>T Levels</p> <p>RWC</p>

<b>Lesson 4</b>	<b>Relationships</b>	H2 H4 H5 H6 H7 H10 H26 R1 R3 R4 R7 R10 R11 R12 R17 R21 R28 R29 R30 R31 R32 R33 R34	<b>My Choices</b>	<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• Abusive relationships</li> <li>• describe signs of exploitation in relationships</li> <li>• recognise signs of harm and risk in relationships</li> <li>• know how and where to seek support for relationships.</li> </ul>	SMSC Respect Rule of law Tolerance	<b>Key Words:</b> Exploitation Sexual Harassment Forced marriage Safeguarding  RWC
<b>Lesson 5</b>	<b>Living in the Wider World</b>	L25 L20 R38 H22 H23	<b>My Choices</b> <b>My World</b>	GDPR – protecting your personal digital content	<ul style="list-style-type: none"> <li>• Correctly identify different types of cybercrime scams and how you can identify phishing and other scam emails.</li> <li>• Describe what the different types of scams</li> </ul>	SMSC  Rule of law Being a good citizen Respect Tolerance	<b>Key Words:</b> Phishing Fraud Cyber crime GDPR

					<p>are and what they look like.</p> <ul style="list-style-type: none"> <li>• Explain what techniques are used to hook people in to phishing and other online scams through assessing examples.</li> </ul>		RWC
<b>Lesson 6</b>	Living in the Wider World	H1 L1 L2 L3 L10	My Future	CV writing	<ul style="list-style-type: none"> <li>• Correctly identify what makes an excellent and what makes a poor CV.</li> <li>• Describe what employers are looking for in a CV and how we can get our best qualities across on paper.</li> <li>• Explain using case studies why some CVs would be picked over others for consideration by putting yourself in the position of the employer.</li> <li>• Create own CV.</li> </ul>	SMSC Respect	<p><b>Key Words:</b> Curriculum Vitae Employability</p> <p>RWC</p>
<b>Lesson 7</b>	Living in the Wider World	H1 L1 L2 L3 L10	My Future	CV writing	<ul style="list-style-type: none"> <li>• Correctly identify what makes an excellent and what makes a poor CV.</li> </ul>	SMSC Respect	<p><b>Key Words:</b> Curriculum Vitae Employability</p>

					<ul style="list-style-type: none"> <li>Describe what employers are looking for in a CV and how we can get our best qualities across on paper.</li> <li>Explain using case studies why some CVs would be picked over others for consideration by putting yourself in the position of the employer.</li> <li>Create own CV.</li> </ul>		RWC
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Term 2	RSHE Content	PSHE Association PoS Refs	Category	Topic	In this lesson, students learn	Link to SMSC/British values	Literacy/Numeracy
Lesson 1	Living in the Wider World	L16 L17 L18 L19 L20 L21 National Curriculum Citizenship	My Money	Bank Accounts/Credit cards/Debit cards	<ul style="list-style-type: none"> <li>how to effectively budget, including the benefits of saving</li> <li>to recognise and manage the range of influences on their financial decisions</li> </ul>	SMSC	Key Words: RWC

<b>Lesson 2</b>	<b>Health and well being</b>	H25 H22 L17 L18 L19 L20  National Curriculum Citizenship	<b>My Money</b> <b>My choices</b>	<b>Gambling</b>	<ul style="list-style-type: none"> <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 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>	SMSC Rule of law Respect	<b>Key Words:</b> Gambling Risk Exploitation Addiction RWC
<b>Lesson 3</b>	<b>Living in the Wider World</b>	H1 H2 H6 H10 H22 R9 L1 L2 L3 L10	<b>My Future</b>	<b>Personal Statements</b>	<ul style="list-style-type: none"> <li>to evaluate and further develop their study and employability skills</li> <li>to evaluate their own personal strengths and areas for development and use this to inform goal setting</li> <li>how their strengths, interests, skills and</li> </ul>		<b>Key Words:</b> Employability Identity Portrayal Image Strengths Promotion Marketing  RWC

					qualities are changing and how these relate to future career choices and employability		
<b>Lesson 4</b>	Living in the Wider World  Health and Well Being	H3 H5 H7 H8 H9 H10 H11 H13 H18	My Future (11Q,R,S)  My Choices (11T, U, V)	Study Skills JL/SL (main hall)  Healthy Lifestyle (eating disorders and drug use)	<ul style="list-style-type: none"> <li>about Eating habits/Signs of eating disorders</li> <li>understand the risks associated with the use of steroids – legal drug misuse</li> <li>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>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> </ul>	SMSC  Tolerance Rule of law	<b>Key Words:</b> Disorders Addiction Self-harm Damage Emotional Mental wellbeing Warning signs Coping strategies  RWC

					<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>the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible</li> </ul>		
<b>Lesson 5</b>	<p>Living in the Wider World</p> <p>Health and Well Being</p>	<p>H3</p> <p>H5</p> <p>H7</p> <p>H8</p> <p>H9</p> <p>H10</p> <p>H11</p> <p>H13</p> <p>H18</p>	<p>My Future (11T,U,V)</p> <p>My Choices (11Q, R, S)</p>	<p>Study Skills JL/SL (main hall)</p> <p>Healthy Lifestyle</p>	As above	SMSC Tolerance	<b>Key Words:</b> RWC
<b>Lesson 6</b>	<p>Health and Well Being</p> <p>Living in the Wider World</p>	<p>H24</p> <p>L6</p> <p>L4</p> <p>L3</p> <p>L2</p> <p>L1</p>	<p>My Choices (11T,U,V)</p> <p>Main Hall (RM)</p> <p>My Future (11Q, R, S)</p>	<p>Basic First Aid</p> <p>Completion of Application process for post 16</p>	<ul style="list-style-type: none"> <li>to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation</li> </ul>		<b>Key Words:</b> RWC



			Computer rooms		(CPR) and the use of defibrillators		
<b>Lesson 7</b>	Health and Well Being  Living in the Wider World	H24  L6 L4 L3 L2 L1	My Choices (11Q,R,S) Man Hall (RM)  My Future (11T, U, V) Computer rooms	Basic First Aid  Completion of Application process for post 16	As above		<b>Key Words:</b> RWC

Term 3	RSHE Content	PSHE Association PoS Refs	Category	Topic	In this lesson, students learn	Link to SMSC/British values	Literacy/Numeracy
<b>Lesson 1</b>	Living in the wider world Citizenship	National Curriculum Citizenship	My World	The United Nations and The Commonwealth	<ul style="list-style-type: none"> <li>the history of the UN and the Commonwealth</li> <li>Britain's position and responsibility towards the Commonwealth and the UN</li> </ul>	Individual Liberty Tolerance Respect Democracy	<b>Key Words:</b> United Nations Commonwealth Members Role Influence RWC
<b>Lesson 2</b>	Living in the wider world Citizenship	National Curriculum Citizenship	My World	UN Declaration of Human Rights	<ul style="list-style-type: none"> <li>About the history of the UN Declaration of Human Rights</li> <li>About the articles of the UNDHR</li> <li>The influence on the laws of the UK</li> </ul>	Individual Liberty Tolerance Respect Rule of Law Democracy	<b>Key Words:</b> Declaration Articles Responsibilities Rights  RWC

<b>Lesson 3</b>	Living in the wider world Citizenship	National Curriculum Citizenship	My World	Forms of Government – UK and Beyond	<ul style="list-style-type: none"> <li>about other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom</li> </ul>	Democracy Tolerance Respect Rule of Law Individual liberty	<b>Key Words:</b> Democracy Dictatorship Oppression Voice  RWC
<b>Lesson 4</b>							
<b>Lesson 5</b>							
<b>Lesson 6</b>							
<b>Lesson 7</b>							

#### National Curriculum Citizenship at KS4

Content	Covered through
Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press	PSHE - Year 11/Term 1/Lesson 2 (democracy in the UK) Assembly (10 and 11) Term 1, week 3 Democracy Assembly – Term 3 (week 28) parliamentary and Government democracy Year 10 talk in PSHE by a Parliamentary representative (Nov 2 <sup>nd</sup> 2022)
The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond	Year 11/Term 1/Lesson 2 (democracy in the UK) Assembly (10 and 11) Term 1/Week 3/Democracy Year 10 talk in PSHE by a Parliamentary representative (Nov 2 <sup>nd</sup> 2022) Assembly – Term 3 (week 28) Parliamentary and Government democracy
Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom	<b>History and RE GCSE content</b> Assembly – Term 3 (week 28) Parliamentary and Government democracy PSHE/Year 11/Term 3 Forms of Government – the UK and beyond

Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world	Assembly and Parliamentary talk PSHE/Year 11/Term 3 – The United Nations and the Commonwealth
Human rights and international law	PSHE/Year 11/Term 3 – UNDHR PSHE – year 10, term 1, lesson 3 (Diversity) PSHE – year 10, term 2, lesson 2 (Extremism) Assembly – Term 1 - Individual liberty, Rule of law, Equality History and RE
The legal system in the UK, different sources of law and how the law helps society deal with complex problems	PSHE – year 10, term 1, lesson 6, Crime, gangs and county lines PSHE – year 10, term 2, lesson 2, Extremism PSHE – year 10, term 2, lesson 5, Illegal substance misuse Assemblies – week 14 – Rule of Law/Justice system Assemblies – week 24 – What is a crime? Police talks – malicious communications and knife crime PSHE – year 10, term 2, lesson 4 – Forced marriages and FGM
Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	PSHE – year 10, term 1, lesson 3 Diversity – overt and covert racism PSHE – year 10, term 2, lesson 2 – extremism PSHE – year 10, term 2, lesson 4 – Forced marriages and FGM PSHE - year 10, term 3, lesson 4 – LBGTQ+ pride month Assemblies – week 5 – Diversity/ respecting different cultures (Black History Month) Assemblies – week 7 – identities and communities Assemblies – week 19 – Persecution (Holocaust memorial day) Assemblies – week 25 – Diversity (Ramadan)
The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity	Assemblies – week 13 – volunteering and helping others Assemblies – week 18 – democracy (bringing about change) Assemblies – week 33 – responsibility to our community Assemblies – week 36 – Active citizenship (our role in British society) Assemblies- week 38 – Respect (sustainability)

<p>Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent</p>	<p>PSHE – year 10, term 2, lesson 1 – Financial survival tips PSHE – year 10, term 3, lesson 2 - My Money (budgeting) PSHE – year 11, term 2, lesson 1 – My money (Banks accounts/credit cards/debit cards) PSHE – year 11, term 2, lesson 2 – My money (gambling)</p>
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## Key Stage 4 additional RSE sessions

### Year 10

Lesson	RSHE Content	PSHE Association PoS Refs	In this lesson, students learn
Lesson 1	Sexual health and fertility	H30, H31, H32, H33, H29, H27, H28, R27, R24, R26	<ul style="list-style-type: none"><li>• that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors</li><li>• about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy</li><li>• about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice</li><li>• the reasons why people choose to adopt/foster children</li></ul>
Lesson 2	Sexual health (STIs) and contraception	R23, R24, R25, R27, R28, R29	<ul style="list-style-type: none"><li>• about specific STIs, their treatment and how to reduce the risk of transmission how to respond if someone has, or may have, an STI (including ways to access sexual health services)</li><li>• to overcome barriers, (including embarrassment and misconceptions) about sexual health and the use of sexual health services</li><li>• how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</li><li>• the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support</li><li>• about the current legal position on abortion and the range of beliefs and opinions about it</li></ul>

<b>Lesson 3</b>	<b>Abusive relationships</b>	<b>R3, R28, R29, R30, R31, R32, R33, R8, R19</b>	<ul style="list-style-type: none"> <li>• to recognise when others are using manipulation, persuasion or coercion and how to respond 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 R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</li> <li>• 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>• strategies to challenge all forms of prejudice and discrimination</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>
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## Year 11

<b>Lesson</b>	<b>RSHE Content</b>	<b>PSHE Association PoS Refs</b>	<b>In this lesson, students learn</b>
<b>Lesson 1</b>	<b>Consent, sexual harassment, and unwanted attention</b>	<b>R16, R14, R18, R19, R28, R29, R30, R31, R33</b>	<ul style="list-style-type: none"> <li>• the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks</li> <li>• the legal and ethical responsibilities people have in relation to online aspects of relationships</li> <li>• to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</li> <li>• ways to access information and support for relationships including those experiencing difficulties</li> </ul>

			<ul style="list-style-type: none"> <li>• about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online</li> <li>• to recognise when others are using manipulation, persuasion or coercion and how to respond</li> <li>• 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>• the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</li> </ul>
<b>Lesson 2</b>	<b>Relationship break downs</b>	<b>R7, R11, R12, R13, R17,</b>	<ul style="list-style-type: none"> <li>• 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>• ways to access information and support for relationships including those experiencing difficulties</li> <li>• strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed</li> </ul>
<b>Lesson 3</b>	<b>Positive relationships</b>	<b>R1, R2, R6, R21, R11,</b>	<ul style="list-style-type: none"> <li>• the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</li> <li>• 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 and how to access them</li> <li>• strategies to manage the strong emotions associated with the different stages of relationships</li> <li>• the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</li> </ul>