

ARMTHORPE ACADEMY

CURRICULUM INTENT 2020-2021



SUBJECT: PSHE

FACULTY:

Approach:

The key approach to PSHE within school is that all students are provided with the knowledge to allow them to develop into confident and well-rounded individuals. PSHE will provide students with the tools necessary to live a healthy lifestyle during their time at school and afterwards. Careers education and financial literacy is will also be taught to a high standard to ensure students are given the best possible advice for life after Armthorpe.

RSE is also taught within PSHE lessons to give students information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

What are the minimum expectations of the National Curriculum/Exam Specifications?

The national curriculum also states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.

The statutory guidance for RSE also states that students should be taught;

- What a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.
- Contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.
- To understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
- To understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.
- Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life.
- RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships.
- family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.
- that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

- should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

- Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

- Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Schools should also be mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

- Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships

Where/how do we exceed the minimum expectations of the National Curriculum/Exam Specification?

Where we go above and beyond the national curriculum is that we have a number of agencies who are fully trained and competent in their topic area, that deliver certain aspects of the curriculum to ensure that students are provided with the most up to date information;

We have also added more topics or covered in more details some topics that are relevant to the local area, I have used fingertips data in order to do this thoroughly;

All our lessons are taught in a non-judgemental way by knowledgeable and confident staff to ensure that students feel safe to ask difficult questions and engage in the subject fully, where necessary staff will be provided with relevant training to ensure they are confident with all aspects of the curriculum.

How is the curriculum sequenced to help students to know more and remember more over time?

The PSHE curriculum gives information about what topics should be covered within KS3 or KS4, we have followed these guidelines and ensured that topics are taught within a year that is age appropriate for the students.

Some topics are also covered again in ks4 to ensure that they are taught within more detail for students who have developed in maturity. There are also some topics which will benefit from being repeated each year to ensure that it stays relevant for students throughout life, such as first aid.

| Y7 | Key content | How is it assessed? | Why do we teach this now? (Links to prior and later learning, and links to careers where relevant) | Tier 2/3 vocabulary |
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| Autumn 1 | <p>Understanding myself:</p> <ol style="list-style-type: none"> (H1) how are we all unique? Recognising and demonstrating personal strengths build self-confidence and self-esteem, good health and wellbeing. (H2) Understand what can affect wellbeing and resilience? E.g. changes in life, relationships and achievement. (H9) strategies to understand and build resilience as well as respond to disappointment and setbacks. (H3) The impact that media and social media can have on how people think about themselves including body image, physical and mental health. (H6) how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary. (H7) Characteristics of mental and emotional health and strategies for managing these | <p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p> | <p><i>Transition between primary and secondary school can be difficult so learning about resilience, mental health and building confidence is essential for smooth transition, along with strategies that can be used to overcome setbacks.</i></p> | <p><i>Resilience</i></p> <p><i>Self esteem</i></p> <p><i>Self confidence</i></p> <p><i>Characteristics</i></p> <p><i>Strategies</i></p> |
| Autumn 2 | <p>Staying healthy and safe:</p> <ol style="list-style-type: none"> (H20) Strategies for maintaining personal hygiene including oral health and prevention of infection. | <p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p> | <p>Students need to be made aware how to stay safe and avoid unnecessary harms. Everything within the half term is are issues they may come across</p> | <p>Hygiene</p> <p>Substance misuse</p> |

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| | <ol style="list-style-type: none"> 2. (H26) Information about alcohol, nicotine and other legal and illegal substances including their short term and long-term health risks. 3. (H30) How to identify risk and manage personal safety in increasingly independent situations, including online. 4. (H31) Assessing and reducing risk in relation to health, wellbeing and personal safety. 5. (H17) Balanced diet and the impact of healthy lifestyle and unhealthy food choices. 6. (H1) The importance and strategies for maintaining a balance between school, work, leisure, exercise and online activities. | | around this stage of secondary school and life. It is also statutory PSHE for KS3. | <p>Independence</p> <p>Assessing</p> <p>Maintaining.</p> |
| Spring 1 | <p>British values and debate</p> <ol style="list-style-type: none"> 1. Rule of law 2. Respect/tolerance 3. Individual liberty 4. Democracy 5. Debating strategies (1) 6. Debating strategies (2) | <i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i> | These are school and life values essential for life in and out of school. | |
| Spring 2 | <p>Religious Education</p> <ol style="list-style-type: none"> 1. History of religion <ul style="list-style-type: none"> - Early religion e.g. Paganism , concepts of Gods and Goddesses - Religion in the local area 2. Religious texts and beliefs <ul style="list-style-type: none"> - The Bible, The Qur'an, The Torah - Beliefs about men and women across religions 3. Religion and the community <ul style="list-style-type: none"> - Daily practices of Christians, Buddhists and Sikhs | <i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i> | Our students and some parents from the local area are often unaware of different religions and beliefs. Therefore it is essential that students are taught about people who are different to themselves to avoid issues around racism later in life. They will be taught about the difference between the religions rather than the religions themselves. | |

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| | - Daily practices of Muslims, Hindus and Jewish people | | | |
| Summer 1 | <p>Growing up:</p> <ol style="list-style-type: none"> 1. (H34) Strategies to manage the physical and mental changes that are a typical part of growing up including puberty and menstrual wellbeing. 2. (R37) Characteristics of abusive behaviours such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation, 3. (R37) Recognise warning signs, how to report abusive behaviours or access support. 4. (R23) services available to support healthy relationships and manage unhealthy relationships. 5. (R35) the roles and responsibilities of parents, carers and children in families. 6. (R22) the effects of change, including loss, separation, divorce and bereavement and strategies for managing these and accessing support. | <i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i> | <p>At the age of 11 many students will be experiencing puberty, students need to know that this is normal and will happen to everybody at some stage, students should taught in mixed gender classes so that they are made aware of how bodies and feelings may change.</p> <p>Students also should be aware of how to spot abusive behaviours, what to do about it and who can help. Students should have touched on this in primary school but as it is such an important topic, it should be taught again in year 7 as it may prevent it occurring at any age if students have the right information.</p> | <p>Grooming</p> <p>Exploitation</p> <p>Characteristics</p> <p>Bereavement</p> <p>Separation</p> |
| Summer 2 | <p>Relationships:</p> <ol style="list-style-type: none"> 1. (R1) different types of relationships including those within families, friendships, romantic or intimate relationships and the factors that can affect them. 2. (R2) Indicators of positive, healthy relationships and unhealthy relationships, including online. (R7) How the media portrays relationships and the potential impact of this on people's expectations of relationships. | <i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i> | <p>Students will more than likely be using social media, this is something we have lots of issues with in school, both through bullying and managing their online avatar, our students should be aware of how to keep themselves safe.</p> <p>Students are getting to an age where they will be feeling new things due to a change in hormones and the body maturing, they need to be made aware of different types of relationships they</p> | <p>Intimate</p> <p>Expectations</p> |

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| | <ol style="list-style-type: none"> 3. (R13) How to safely and responsibly form, maintain and manage positive relationships. 4. (R17) strategies to identify and reduce risk from people online that they do not already know, when and how to access help. 5. (R14) Qualities and behaviours they should expect and exhibit in a wide variety of positive relationships including in school and wider society, family and friendships. 6. (R15) Further, develop and rehearse team work skills. | | <p>may come across though life, be it themselves and learning that it is normal or a friend or relative. Students should be made aware what to look out for to avoid negative relationships and stay safe during the summer holidays.</p> | |
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| Y8 | Key content | How is it assessed? | Why do we teach this now? (Links to prior and later learning, and links to careers where relevant) | Tier 2/3 vocabulary |
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| Autumn 1 | <p>Healthy lifestyles:</p> <ol style="list-style-type: none"> 1. (H4) Strategies to help build resilience to negative opinions, judgements and comments. 2. (H10) Healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support. 3. (H14) The benefits of physical activity and exercise for physical health and wellbeing. 4. (H14) The benefits of physical activity and exercise for mental health and wellbeing 5. (H18) What might influence decisions about healthy eating and a balanced diet and strategies to manage eating choices. 6. (H22) The risks and myths associated with FGM, its status as a criminal act and strategies to safely access support for | <p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p> | <p>Stress and anxiety of students is at an all time high and students are getting younger when developing signs of poor mental health, therefore students should be taught early on how to manage their mood and mental health in a positive way. They have previously been taught about resilience in year 7 which will be built upon. They also need to be aware how diet and exercise can affect your mental wellbeing positively.</p> <p>Although we have only a small number of students who may be effected by FGM, it is normally around the age of puberty when young people are made victims of this, therefore they should</p> | <p>Judgement</p> <p>Resilience</p> <p>Participation</p> <p>Benefits</p> <p>Strategies</p> <p>Mutilation</p> |

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| | <p>themselves or others who may be at risk, or who have already been subjected to FGM.</p> | | <p>be made aware of signs and symptoms they should look out for if they have friends of other religions to try and prevent this happening to more young people in the future.</p> | |
| Autumn 2 | <p>Unhealthy lifestyles:</p> <ol style="list-style-type: none"> 1. (H26) Information about alcohol 2. (H26) Information about nicotine 3. (H26) Information about other legal and illegal substances. 4. (H25) Strategies to manage a range of influences on drug alcohol and tobacco use, including peers. 5. (H27) The personal risks and consequences of substance misuse, including occasional use. 6. (H27) The social risks and consequences of substance misuse, including occasional use. | <p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p> | <p>Students will be coming under more pressure to try new things out of school for example smoking, alcohol and drugs. Students should be taught about the risks connected with the misuse of these substances. This will be built upon later in school life.</p> | <p>Nicotine</p> <p>Substance</p> <p>Influences</p> <p>Consequences</p> |
| Spring 1 | <p>Introduction to careers</p> <ol style="list-style-type: none"> 1. The difference between a job and a career 2. Careers of the future 3. Part time jobs 4. Pay and salary 5. Managing your money – bank accounts 6. Dreams and aspirations | <p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p> | <p>Careers is statutory for KS3 students, this is going to be started in yr8 so they have an idea what they want to choose for their options in yr9. When asked in student voice, students asked for more information regarding how to manage money and how they get paid, therefore it is essential that they are given time to learn about this.</p> | <p>Career</p> <p>Zero hour contract</p> <p>Part time</p> <p>Pay check</p> <p>Savings</p> <p>Current account</p> <p>Debit card</p> |
| Spring 2 | <p>Religious Education</p> <ol style="list-style-type: none"> 1. Religion across the world <ul style="list-style-type: none"> - Religious v non-religious beliefs on life after death | <p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p> | <p>This RE sections follows on from previous learning in RE in yr7, this will be taught in more depth and detail,</p> | |

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| | <ul style="list-style-type: none"> - Sociological view of religious and non-religious beliefs and uptake in views <ol style="list-style-type: none"> 2. Religious controversies <ul style="list-style-type: none"> - Key religious leaders - Media controversies involving religion 3. Studies of religion <ul style="list-style-type: none"> - What is theology? - What is philosophy? | | teaching a range of different beliefs and controversies around religion. | |
| Summer 1 | <p>Relationships:</p> <ol style="list-style-type: none"> 1. (R3) similarities, differences and diversity among people of different race, culture, ability, sex, gender identity and sexual orientation. 2. (R4) the difference between biological sex, gender identity and sexual orientation. 3. (R5) To recognise that sexual attraction and sexuality are diverse. 4. (R9) To clarify and develop personal values in friendships and professional relationships. 5. (R9) To clarify and develop personal values in love and sexual relationships. 6. (R18) To manage the strong feelings that relationships can cause, including sexual attraction. | <i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i> | <p>It is statutory that all students are taught about differences and similarities between people of differing races, genders culture and sexual orientation, it also follows on from yr7 where they have previously learnt about different types of positive and negative relationships.</p> <p>During year 8 we often find we have a lot of students fall out and therefore need to be taught about the difference between friendship and a professional relationship and how to manage each of these. Students will learn about relationships in more detail next half term and therefore is essential to have a good understanding about different sexes, identity and orientation beforehand.</p> | <p>Sexual orientation</p> <p>Gender fluid</p> <p>Transgender</p> <p>Pansexual</p> <p>Attraction</p> |
| Summer 2 | Evolving relationships: | <i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i> | As students reach maturity they will start to explore with sex therefore it is essential that they are aware that | <p>Intimacy</p> <p>Consent</p> |

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| | <ol style="list-style-type: none"> 1. (R12) That everybody has the choice to delay sex and enjoy intimacy without sex. 2. (R24) That consent is freely given, that being pressurised, manipulated or coerced to agree to something is not giving consent and how to seek help in such circumstances. 3. (R25) The law relating to sexual consent and (R26) How to seek, give, not give and withdraw consent. 4. (R33) The risks related to unprotected sex. 5. (R30) How to manage any request or pressure to share an image of themselves or others and how to get help. 6. (R29) The impact of sharing sexual images of others without consent. | | <p>consent needs to be given and how to seek advice should they need it.</p> <p>They also need to be aware of safe sex and the law surrounding sex at their age.</p> <p>In the last few years we have experienced an increase in students sending explicit images in year 9 and the aftermath it causes, therefore it is essential that it is taught early to try and prevent this from happening as frequently.</p> | <p>Manipulation</p> <p>Pressurised</p> <p>Withdraw</p> |
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| Y9 | Key content | How is it assessed? | Why do we teach this now? (Links to prior and later learning, and links to careers where relevant) | Tier 2/3 vocabulary |
|-----------------|---|--|--|--|
| Autumn 1 | <p>Knowing myself:</p> <ol style="list-style-type: none"> 1. (H1) How we are all unique, that recognising and demonstrating personal strengths, builds self-confidence and good health and wellbeing. 2. The impact that media and social media can have on how people think about themselves and express themselves, including body image. 3. (H5) To recognise and manage internal and external influences on decisions which affect health and wellbeing. | <p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p> | <p>Students are becoming more reliant of their online profiles and this often causes a dip in self-confidence and poor body image of themselves. Students should be made aware of this and learn how to manage decisions which affect their health and wellbeing and where they can find help should they need it.</p> | <p>Unique</p> <p>Expression</p> <p>Mental health stigma</p> <p>Body shaming</p> <p>photoshop</p> |

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| | <ol style="list-style-type: none"> (H8) The link between language and mental health stigma (H9) Develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns. (H21) How to access health services when appropriate. | | | |
| Autumn 2 | <p>Understanding risk:</p> <ol style="list-style-type: none"> (H23) The positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines. (H23) Responsible use of antibiotics. (H24) To evaluate myths, misconceptions, social norms and cultural values relating to drugs, alcohol and tobacco use. (H28) The law relating to the supply, use and misuse of legal and illegal substances. (H29) About the concepts of dependence and addiction including awareness of help to overcome addictions. (H32) The risks associated with gambling and recognise that chance based transactions can carry similar risks; strategies for managing peer and other influences related to gambling. | <p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p> | <p>Students previously about illegal substances in yr8 and are now learning about over the counter drugs and antibiotics along with the social norms of drinking and drugs. As students are maturing, they should be aware of how to look after themselves, know what is normal and what is not normal in terms of taking prescribed and illegal drugs.</p> <p>Students are now using football betting apps and similar at a younger age than ever before, they need to be made aware of the risks and coping strategies so that they aren't affected by this in later life.</p> | |
| Spring 1 | <p>Preparing for your GCSEs:</p> <ol style="list-style-type: none"> Favourite subjects | <p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p> | <p>Students will be choosing their options in the very near future so some guidance is necessary to ensure they chose wisely and can therefore achieve</p> | <p>Loans</p> <p>Credit card</p> |

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| | <ol style="list-style-type: none"> 2. Facilitating subjects and Russel Group Universities 3. New subjects for KS4 (HOFs to send materials to share) <p>Finance</p> <ol style="list-style-type: none"> 1. Managing money – what are loans? 2. Managing money – credit cards and debit cards 3. Managing money – overdrafts | | <p>according to what they want to do in the future. There are a number of subjects that students may not be aware of on the curriculum and therefore they should be made aware of these and what they consist of.</p> <p>Student voice feedback showed that they wanted more information about personal finance and money management. This has been touched on in year8 but will go into more detail here. Students are now at an age where they can have a debit card and a savings account so should know how these work but need to know about how to manage money in later life such as credit cards, loans and overdrafts and what the benefits and drawbacks for each are.</p> | <p>Overdraft</p> <p>Debt</p> |
| Spring 2 | <p>Religious Education</p> <ol style="list-style-type: none"> 1. Science, arts and philosophy <ul style="list-style-type: none"> - Science vs. religion and the origin of life - Meaning of life as shown in the media and arts 2. Religion and citizenship <ul style="list-style-type: none"> - How religion supports well-being and character - Religion and responses to atrocities e.g. genocide 3. Morality and ethics <ul style="list-style-type: none"> - Introduction to morality and ethics – what it means to be human | <p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p> | <p>This half term RE is building upon prior learning from yr7 and yr8, applying real life examples along with what is morally right.</p> <p>A high amount of students at Armthorpe Academy are unaware of the differing beliefs of science and religion and how it has been prevalent throughout history and how it has affected the human race today.</p> | |

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| | - Big issue focus: environmental ethics | | | |
| Summer 1 | <p>Taking responsibility for my own health:</p> <ol style="list-style-type: none"> (H11) The causes and triggers for unhealthy coping strategies such as self-harm and eating disorders. (H12) How to recognise when they or others need help with their mental health and wellbeing. (H14) the benefits of physical activity and exercise for physical and mental health. (H15) The importance of sleep and strategies to maintain good quality sleep. (H16) To recognise and manage what influences their choices about physical activity. (H19) The importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination, including testicular; the purpose of vaccinations offered during adolescence for individuals and society. | <i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i> | <p>Students need to be taught about healthy coping strategies for stress and anxiety as, across the UK, there has been an increase in students suffering with mental illnesses from a younger age. Students may also start to develop unhealthy coping strategies due to the up and coming exam stress along with friendship issues and pressures from the media.</p> <p>As students are reaching maturity, they also need to be taking more responsibility over their health and wellbeing and therefore taught about dental check-ups, sun safety, self-examination and vaccinations.</p> | <p>Self harm</p> <p>Bulimia</p> <p>Anorexia</p> <p>Self-examination</p> <p>HPV</p> <p>Meningitis</p> <p>3 in 1 booster</p> |
| Summer 2 | <p>Being a responsible adult:</p> <ol style="list-style-type: none"> (R6) Understanding that marriage is a legal, social and emotional commitment that should be entered into freely and never force upon | <i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i> | <p>Students are now becoming young adults and therefore should be made aware of things they may experience, romantically and legally, during the latter years of school and afterwards.</p> | <p>Pornography</p> <p>Same sex marriage</p> <p>Expectations</p> <p>Gender roles</p> |

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| | <p>somebody through threat or coercion.</p> <ol style="list-style-type: none"> (R8) Understanding that portrayal of sex in the media and social media can affect people's expectations of relationships and sex. (R8) Understanding that portrayal of sex in pornography can affect people's expectations of relationships and sex. (R10) The importance of trust in relationships and the behaviours that can undermine or build trust. (R11) To evaluate expectations about gender roles within romantic relationships. (R11) To evaluate expectations about positive behaviour and intimacy within romantic relationships. | | <p>Students, especially boys, have already started watching pornography and therefore get a warped sense of what sex should be like, putting pressure on their partner.</p> | |
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| Y10 | Key content | How is it assessed? | Why do we teach this now? (Links to prior and later learning, and links to careers where relevant) | Tier 2/3 vocabulary |
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| Autumn 1 | <p>Mental Health:</p> <ol style="list-style-type: none"> (H2) How self-confidence, self-esteem and mental health are affected positively and negatively by internal and external influence and ways of managing this (H5) The characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect mental health | <p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p> | <p>During this year students become more likely to develop stress and anxiety issues due to starting their GCSE's. Although some aspects of this has already been taught in previous years, it should be taught again now in more detail to try and avoid students developing symptoms that may inhibit</p> | <p>Self harm</p> <p>Coping strategies</p> <p>Emotional health</p> <p>Self-esteem</p> <p>Triggers</p> |

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| | <ol style="list-style-type: none"> (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 (H9) The importance and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders (R1) The characteristics and benefits of strong, healthy relationships, including mutual support and trust (H10) How to recognise when they or others need help with their mental health and wellbeing (H10) 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 | | <p>them from achieving their full potential.</p> <p>It is essential they know how change can affect their mental health and how to overcome them without resorting to unhealthy coping strategies such as self-harm and eating disorders and where they can access help should they need it.</p> | <p>Bulima</p> <p>Anorexia</p> <p>Self harm</p> |
| Autumn 2 | <p>Physical Health:</p> <ol style="list-style-type: none"> (H11) To make informed lifestyle choices regarding sleep, diet and exercise (H16) How to take increased responsibility for maintaining physical health including cancer screening and prevention (H33) The choices and support available in the event of an unplanned pregnancy (H27) Specific STIs, their treatment and how to reduce risk of transmission (H28) How to respond if someone has, or might have, an STI including how to access services (H19) The consequences of substance use and misuse for mental and physical health and wellbeing of individuals and their families and the wider consequences for communities | <p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p> | <p>At the age of 14/15 students should be able to look after themselves to a certain degree, sleep, diet and exercise are all essential for a healthy lifestyle, especially during the approach of student's exams.</p> <p>Students also need to be made aware of how to protect themselves from cancer in the future and should be able to screen themselves and take action from prevention in the future.</p> <p>Year 10 students are becoming more sexually active and therefore need to be aware of the risks and how to control them, this is taught in year 9 and built upon in year 10 to ensure</p> | <p>Cancer screening</p> <p>Breast cancer</p> <p>Testicular cancer</p> <p>Prevention</p> <p>Unplanned pregnancy</p> <p>Sexually transmitted diseases</p> <p>Herpes</p> <p>Chlamydia</p> <p>Gonoerrea</p> |

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| | | | students are aware/ are reminded of how to have safe sex and consequences of having unprotected sex | |
| Spring 1 | <u>Society</u> Families <ol style="list-style-type: none"> 1. Structure of families – religious views 2. Debate – is a nuclear family the best way to bring up children? Animal testing <ol style="list-style-type: none"> 3. Arguments for and against with religious and moral views 4. If we knew it could cure cancer, animal testing is essential War <ol style="list-style-type: none"> 5. Religious views on war and peace 6. There is no point in a 'peaceful protests | <i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i> | Students should be able to take part in a healthy debate, learning how to construct arguments for and against a variety of issues they may come across in life. Ethical issues and different religious views are essential for students to know about. Students have previously been taught about some issues relating to religion and ethics and the world but should be built upon using real life examples that students will find interesting and thought provoking. This is especially important in our community where majority of students do not meet many people who are different from themselves. Therefore, they need to be educated on this for if they attend college and university where the demographic is different to Armthorpe. | Contraception Conceived Animal testing Moral Religious Peaceful protests War |
| Spring 2 | Preparing for work experience | <i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i> | Due to work experience happening in June/July, students will be taught the essential aspects they will need to be successful in the working world. | Professional Interview Expectations |

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| | <ol style="list-style-type: none"> 1. Eye contact and body language 2. Interview skills 3. Dressing for work and first impressions 4. Expectations for work experience 5. Professional skills audit 6. Professional, practical and vocational jobs | | | |
| Summer 1 | <p>Strength of character:</p> <ol style="list-style-type: none"> 1. (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 2. (H4) Strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing 3. (H25) To understand and build resilience to thinking errors associated with gambling, the range of gambling-related harms and how to access support 4. (R3) To respond appropriately to indicators of unhealthy relationships, seeking advice when needed (R7) strategies to access reliable, accurate and appropriate advice and support with relationships 5. (H22) Ways to identify risk and manage personal safety in new social settings, workplaces and environments, including online 6. (H12) The benefits of having a balanced approach to spending time online (H23) strategies for identifying risky and emergency situations, including online. | <p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p> | <p>Social media and e-safety is taught in year 7 and will be built upon during this half term. Body image and photo shopping is a huge issue in all schools around the UK therefore students should be able to critically appraise what they see and manage their feelings about it.</p> <p>Resilience should be built against this, along with harms and errors made related to gambling as this is becoming more prevalent within schools and young adults.</p> <p>Students are also at an age where they will come across new social gatherings such as house parties, online communities such as facetime, workplaces etc and how they should identify risks and manage their own personal safety.</p> | <p>Body satisfaction</p> <p>Artificial shapes</p> <p>Photo shopping</p> <p>Assertiveness</p> <p>Relisence</p> <p>Gambling</p> |

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| | Ways to manage these and find appropriate help | | | |
| Summer 2 | <p>Sexual relationships:</p> <ol style="list-style-type: none"> 1. (R6) About diversity in romantic and sexual attraction and developing sexuality including sources of support and reassurance and how to access them 2. (R10) To understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these play in relationship values 3. (H26) The different types of intimacy – including online – and their potential emotional and physical consequences 4. (R14) The opportunities and potential risks of establishing and conducting relationships online 5. (R21) The skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple (R20) to recognise the impact of drugs and alcohol on choices and sexual behaviour 6. (R15) The legal and ethical responsibilities people have in relation to online aspects of relationships (R22) To evaluate different motivations and contexts in which sexual images are shared and possible legal, emotional and social consequences | <p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p> | <p>Sexual relationships has been taught in previous years but now needs to be taught in more detail due to students growing in maturity. Students have also been learning about different religions but now need to learn the differing views about sex and relationships and respect these views.</p> <p>They also need to be taught about potential online relationships and where they stand legally, this again has been taught in the lower years and should develop their knowledge further for when students leave school.</p> | <p>Intimacy</p> <p>Online relationships</p> <p>Readiness for sex</p> <p>Sexual behaviour</p> <p>Legal and ethical responsibilities</p> |

| Y11 | Key content | How is it assessed? | Why do we teach this now? (Links to prior and later learning, and links to careers where relevant) | Tier 2/3 vocabulary |
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| Autumn 1 | <p>Changing relationships:</p> <ol style="list-style-type: none"> (R12) To safely and responsibly manage changes in personal relationships including the ending of relationships (R11) Strategies to manage the strong emotions associated with the different stages of relationships (R13) Ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them (R16) To recognise unwanted attention, ways to respond and how to seek help (R18) The concept of consent in maturing relationships (R4) The importance of stable, committed relationships and the rights and protections of marriage and civil partnerships (R5) The legal rights, responsibilities and protections of the equality act | <p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p> | <p>Sexual relationships has been taught in previous years but now needs to be taught in more detail due to students growing in maturity. At Armthorpe we often have an increase of issues and fall outs due to relationships breaking down therefore it is essential that students know how to manage these emotions associated with different stages of a relationship, along with how to cope with grief.</p> <p>Consent has previously been taught in yr8 but students should be reminded they always have a choice in relationships, this relates to behaviour and crime along with sex.</p> <p>Students will also be taught about marriage civil partnerships and what legally entails along with rights and responsibilities as students can legally do this from the age of 16 with parental consent.</p> | <p>Separation</p> <p>Divorce</p> <p>Bereavement</p> <p>Consent</p> <p>Marriage</p> <p>Civil partnership</p> <p>Equality act.</p> |
| Autumn 2 | <p>Fertility and Abortion:</p> <ol style="list-style-type: none"> (H29) To overcome barriers about sexual health and sexual health services (R2) The role of pleasure in intimate relationships | <p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p> | <p>Sexual relationships has been taught in previous years but now needs to be taught in more detail due to students growing in maturity.</p> | |

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| | <p>3. (H30) Healthy pregnancy and (H31) How fertility can vary in people, changes over time and can be affected by STIs and lifestyle</p> <p>4. (H32) Possibility of miscarriage and support when trying to conceive</p> <p>5. Menopause?</p> <p>6. Pro-life/pro-choice argument including (R27) The current legal position on abortion.</p> <p>7. Women should be entitled to an abortion with no questions asked.</p> | | <p>Pregnancy, fertility and miscarriage should be taught at this stage as it is information students will need to know before they leave school as information may not be easily accessed after they have left school.</p> <p>Students should also be taught about choices they make now about substance misuse may affect their future lifestyles and how they can access support should they need it.</p> | |
| Spring 1 | <p><u>Choice</u></p> <p>Contraception</p> <ol style="list-style-type: none"> 1. Religious beliefs on contraception 2. Contraception should be available to under 16s without parental permission <p>Euthanasia</p> <ol style="list-style-type: none"> 3. Sanctity of life and views on suicide in a variety of religions 4. Euthanasia should be legal in the UK <p>Substance misuse:</p> <ol style="list-style-type: none"> 5. (H20) Wider risk of illegal substances for individuals including safety, career and future lifestyles 6. (H21) To identify, manage and seek support for unhealthy behaviours <p>Equality</p> | <p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p> | <p>During this topic, students will learn about a range of ethical and emotive issues that they will no doubt find interesting and how different religions view them. They will also be using and developing their debating skills to construct and demonstrate an argument, even if they don't believe in it themselves.</p> | <p>Contraception</p> <p>Euthanasia</p> <p>Abortion</p> <p>Pro-life/ pro-choice</p> |

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| | (R5) The legal rights, responsibilities and protections of the equality act | | | |
| Spring 2 | <p>Your next steps</p> <ol style="list-style-type: none"> 1. Colleges and sixth form 2. Part time work 3. Work experience 4. Apprenticeships and minimum wage 5. Universities and student loans 6. The world of work | <i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i> | Students will shortly be leaving Armthorpe Academy and therefore need to be aware of everything available to them and what they need to be doing in order to achieve their specific goals. | <p>Zero hour contract</p> <p>Minimum wage</p> <p>Apprenticeship</p> <p>Student loan</p> <p>University</p> |
| Summer 1 | <p>Adult life:</p> <ol style="list-style-type: none"> 1. (H17) Assess risks associated with cosmetic and aesthetic procedures (H18) The way industries can influence harmful behaviours 2. (H14) Becoming a confident user of the NHS 3. (H15) Blood, organ and stem cell donation 4. (R9) Recognise, clarify and challenge their own values (H1) Accurately assess own areas of strength and development needs 5. (H7) Have a broad range of strategies for promoting their own wellbeing 6. (H8) Recognise the warning signs of common mental health concerns, their triggers and what help or treatment is available. | <i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i> | During this half term, students will learn about a range of different topics that they may encounter after leaving school. It should help and encourage them to becoming a responsible adult and how to keep themselves, and others, happy and healthy, both physically and mentally. | <p>Aesthetic procedure</p> <p>Cosmetic</p> <p>Blood donation</p> <p>Strengths and developments</p> |

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Note: Annually, terms longer than 6 weeks will be used to accommodate basic first aid training.