

## PSE Curriculum

### Intent

*'where are we going' or 'what sort of curriculum did we want to create'?*

A curriculum in which knowledge is delineated *carefully*, taught *explicitly*, and placed *forensically*...

Where skills are taught, spiralled and *deliberately* practised ...

Where skills can be applied to a number of different situations

*'What sort of PSE curriculum did we want to create'*

- One that informs students on how to be safe and healthy
- One which helps students to manage their academic, personal and social lives in a positive way
- One which respects the backgrounds and beliefs of pupils and parents while always aiming to provide students with the knowledge they need of the law and where to find support
- One which puts students mental well being at the centre
- One which recognises the fact that contemporary society presents increasingly challenging experiences for young people and makes them increasingly likely to experience loneliness
- One which helps foster students well being and builds resilience and character
- One which allows students to believe in their ability to achieve goals, both academically and personally by sticking to tasks
- One which contributes to the development of personal attributes like kindness, integrity, generosity and honesty
- One that is mindful of the new Relationships, Sex Education and Health Education Regulations (2019)
- One that takes into account the Gatsby Benchmark for careers
- One which provides students with the information to make informed decisions on careers and options

Implementation

Where did we start? By picturing our typical KS3 student and identifying what we would like them to know and to prepare them for their future life

Year 7

Cycle 1 - Friendship

Students will :-

- Build on KS2 looking at the importance of friendship
- Be able to describe the characteristics of positive friendship (eg mutual respect,

- tolerance) Both in reality and online
- Be able to recognise different types of friendship and relationships
- Be able to understand the positive impact of friendships
- Be able to understand the impact of negative or lack of Friendships (including bullying, sexual harassment and tolerance)
- Be able to recognise how to trust and what trust looks like
- Can explore stereotypes based on sex, gender, religion, disability

#### Cycle 2 - Emotional Literacy

Students will:-

- Recognise the positive and negative impact of society on their well being
- Recognise that society is increasingly presenting them with challenging experiences and provide them with the resources to deal with it
- Build their resilience
- Develop their personal characteristics (eg integrity, kindness)

#### Cycle 4 - Risky Behaviour

Students will:-

- Be made aware that people may behave differently online
- Become critically aware of online friendship
- Know the rules and principles for keeping safe online
- Be made aware what happens to information posted online
- Be aware of their rights and responsibilities
- Be made aware of what to do and where to get support to manage on line issues

### YEAR 8

#### Cycle 1 - Consent

Students will:-

- Know the law relating to consent in a number of circumstances
- Understand the differences between consent, coercion, harassment
- Know how to communicate and recognise consent
- To know how to manage difficult situations
- To know where to seek advice

#### Cycle 3 - Drugs

Students will

- Know the facts about the legal and illegal harmful substances and associated risks
- Understand the link between drug use and the risks
- Be aware of the laws on supply and possession
- Be aware of the physical and psychological risks associated with alcohol consumption
- Be aware of the dangers of drugs
- Know the facts about the harms from smoking tobacco

#### Cycle 4 - Resilience

- Understand the meaning of the term resilience
- Be given strategies to build resilience
- Be aware of where to get help when needed

#### Year 7 Cycle 3 and Year 8 Cycle 2 - Careers

Students will :-

- Be provided with information on where to access online careers information
- Be provided with the information they need to make option choices
- Explore a wide range of careers and training opportunities
- Be made aware of the qualifications needed for their careers
- Understand the qualities required by employers

#### **Impact**

- All students will be prepared for taking their options
- All students will be more aware of the help available to them
- All students will be more aware of the risks they face in today;s society and how to deal with them