

## KS4 Curriculum Plan

| Year 10 | PSHE TOPIC               | LP1   | LP2   | LP3  | LP4   | LP5   |
|---------|--------------------------|---|---|--|---|---|
|         |                          | <b>Communities, and Healthy Relationships</b>   | <b>Power in Relationships, and Healthy Intimate Relationships</b>   | <b>Healthy Intimate Relationships, and Media Influence</b>   | <b>Our Lives Online, and Physical Health</b>  | <b>Mental Health, and Staying Safe and Healthy</b>  |
|         | Knowledge                | Pupils will begin the year looking at equality and why respect, understanding and compassion are important. They will look at rights and responsibilities in the community and the workplace. They will then look at how separation and change can affect relationships including death, grief and loss and the grieving process.   | Pupil will look at what a healthy relationship looks like and how to recognise abuse and violence whilst protecting themselves and others. They will look at unhealthy relationships, consent, trust and boundaries, including safety, respect and trust in intimate relationships. | Pupils will look at how drugs and alcohol influence risky sexual behaviour. They will then explore the influence the internet has upon them, their online relationships and how to seek support online. They will look at their online data and the influence the internet can have on their work and education.       | Pupils will explore what healthy internet usage looks like and the influence of social media on their mental health, their communities, differences, and conflict. They will then go on to look at how their physical health can influence others including chronic illnesses, organ and blood donation.  | Pupils will finish the year looking at common types of mental health conditions such as stress, depression, anxiety and OCD. They will then look at keeping their bodies healthy by recognising signs of health problems, immunisations, intimate health care, as well as sun and water safety.   |
|         | Procedural knowledge     | Through the skills of reading and listening comprehension, discussion and debate, and reflecting deeply within the KS3 programme pupils will have the knowledge to use this curriculum to live their lives safely and happily, treating others with care and respect. They have the knowledge to make their own informed lifestyle decisions (within the law), and to maintain their own self-care. |   |  |   |   |
|         | Key Vocab                | equality, rights, responsibilities, support, separation, grief  | bereavement, communication, perpetrator, abuse, trust, respect, coercion  | decision, inhibition, influence, manipulation, reliable, monitor, interactive  | balance, distort, discrimination, bias, escalate, chronic, ethical  | anxiety, stigma, panic, abnormal, vaccination, examination, melanoma  |
|         | Careers                  | LP1   | LP2   | LP3  | LP4   | LP5   |
|         |                          | <b>Grow Throughout Life</b>   | <b>Create Opportunities</b>   | <b>Explore Possibilities</b>   | <b>Balance Life and Work</b>  | <b>Set the Big Picture</b>  |
|         |                          | Pupils will begin with some self reflection in order to identify the skills they have and how these will contribute to their careers journey, reflecting on their past, present and future plans. They will create future careers plans and explore employer profiles.  | Pupils will understand what an employer profile is and why this is useful to them. They will log onto Unifrog and familiarise themselves with the Work Experience Platform. Pupils will plan for their Work Experience by exploring careers that fit their priorities.              | Pupils will be planning for their work experience by considering what jobs and roles interest them; researching Labour Market Information and a range of workplaces and what it might be like to work there. They will work through the recruitment process and describe why well being is important in the workplace. | Pupils will explore examples of good practice in the workplace as well as example of reasonable adjustments to help people. They will explore discrimination in the workplace and strategies in place to ensure it doesn't happen. Pupils will also reflect on their personal wellbeing and develop their knowledge of rights and responsibilities. | Pupils will be able to explain the changing patterns of employment and evaluate different perspectives on working patterns, allowing them to identify which working patterns may be right for themselves. They will explore different information sources and viewpoints to create a plan for their career journey. They will also explore AI and the impact it will have on careers of the future. |
|         | Politics and Citizenship | LP1   | LP2   | LP3  | LP4   | LP5   |
|         |                          | <b>How Does the UK Political System Work?</b>   | <b>Citizenship - What's It All About?</b>   | <b>What Rights Should We Have?</b>   | <b>How Does Local Democracy Work?</b>   | <b>Why Do People Move Around the World?</b>   |
|         |                          | Pupils will know the difference between government and parliament; they will understand how elections work and what political parties do.   | Pupils will know what citizenship is and how to be an active citizen; they will understand what fairness means in society, and why society needs rules and laws, as well as looking at how citizens can take action.  | Pupils will know what rights are and what rights children are entitled to; they will know what equality is and explore the Equality Act 2010, and how discrimination affects society.  | Pupils will know how our rights have changed over time; they will understand why it is important to register to vote and question whether the voting age should be lowered, before exploring how they can be involved in decision making.   | Pupils will explore why we need laws on equality in the UK before looking at reasons why people migrate; they will explore whether conflict is a children's rights issue and understand the benefits and drawbacks of controlling immigration.  |

| Year 11 | PSHE TOPIC               | LP1   | LP2  | LP3  | LP4  | LP5 |
|---------|--------------------------|---|--|--|--|-----|
|         |                          | <b>Healthy Relationships</b>  | <b>Healthy Intimate Relationships</b>  | <b>Our Lives Online, and Mental Health</b>   | <b>Staying Safe and Healthy</b>  |     |
|         | Knowledge                | Pupils will look at what good parenting is and different models of parenting, they will explore child development and where parents and carers can get support. They will then look at pregnancy and the fertility cycle.   | Pupils will explore the choice available with pregnancy from assisted conception, healthy pregnancies, unwanted pregnancies and abortion. They will move onto looking at their lives online and how they can stay in control.        | Pupils will continue looking at staying in control online exploring online groups and radicalisation. They will move onto looking at their mental health and how it might fluctuate; the impacts of poor mental health and the biological influences on it. They will look at seeking support for their mental health across their lifetime. | Pupils will explore how they use the healthcare system from using doctors and dentists to seeking mental health advice. They will explore the options available to them in Healthcare Clinics, Drop-In Centres and Online Services.  |     |
|         | Procedural knowledge     | Through the skills of reading and listening comprehension, discussion and debate, and reflecting deeply within the KS3 programme pupils will have the knowledge to use this curriculum to live their lives safely and happily, treating others with care and respect. They have the knowledge to make their own informed lifestyle decisions (within the law), and to maintain their own self-care. |  |  |  |     |
|         | Key Vocab                | regulation, parenting, development, carer, antenatal, ovulation   | insemination, prenatal, unintended, abortion, bystander, harassment, authentication  | misogyny, substance withdrawal, biological, support  | register, trusted, clinic  |     |
|         | Careers                  | LP1   | LP2  | LP3  | LP4  | LP5 |
|         |                          | <b>Grow Throughout Life</b>   | <b>Explore Possibilities</b>   | <b>Manage Career</b>   | <b>Balance Life and Work</b>   |     |
|         |                          | Pupils will make a record of their employability skills; they will explore scenarios where they will be pushed out of their comfort zone and why this is a good thing. Pupils will complete college applications and explore careers pathways.  | Pupils will explore Post 16 Pathways and the decision making process. They will understand why being indecisive isn't always a bad thing. They will also use Unifrog to research Labour Market Information and the education system. | Pupils will be able to define volunteer work and explain its benefits as well as evaluating the opportunities available to them and how it could be beneficial. They will explore different types of paid work and decide which is best for them.  | Pupils will separate fact from fiction in higher education and apprentices, they will explore their future plans and be able to explain the different financial prospects in order to decide which pathway is best for them. They will also explore AI and the impact it will have on careers of the future. |     |
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|         |                          | Pupils will know the difference between government and parliament; they will understand how elections work and what political parties do.   | Pupils will know what citizenship is and how to be an active citizen; they will understand what fairness means in society, and why society needs rules and laws, as well as looking at how citizens can take action.                 | Pupils will know what rights are and what rights children are entitled to; they will know what equality is and explore the Equality Act 2010, and how discrimination affects society.  | Pupils will know how our rights have changed over time; they will understand why it is important to register to vote and question whether the voting age should be lowered, before exploring how they can be involved in decision making.  |     |