

## Witchford Village College – My Life, My Future (PSHE) - Curriculum Overview

Subject: PSHE	Components					Drop Down Days	Outcomes <i>By the end of year 11, WVC students will have developed their understanding of...</i>
	What topics do we cover in tutor time?						
	Year 7	Year 8	Year 9	Year 10	Year 11		
<b>Autumn</b>	<b>British Values</b>  <b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>British Values</b>  <b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>British Values</b>  <b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>British Values</b>  <b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>British Values</b>  <b>Building for the future</b> Self-efficacy, stress management, and future opportunities & career progression		... identity (personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around personal privacy, including online) ... relationships (including different types and in different settings, including online) ... a healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices) ... risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
<b>Spring</b>	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM  <b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability discrimination, sexism, homophobia, biphobia and transphobia  <b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes  <b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography  <b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse  <b>Independence</b> Responsible health choices, and safety in independent contexts		... diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010) ... rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) ... change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance) ... power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes) ... careers (including enterprise, employability and economic understanding)
<b>Summer</b>	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries  <b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception  <b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography  <b>Employability skills</b> Employability and online presence	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism  <b>Work experience</b> Preparation for and evaluation of work experience and readiness for work	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage, forced marriage and changing relationships		... rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) ... change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance) ... power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes) ... careers (including enterprise, employability and economic understanding)
<b>Rationale for these specific components and composite outcomes:</b>	Today's school pupils are growing up in a world full of opportunities but with many risks and anxieties too. While some risk-taking behaviours, such as substance misuse, appear to be in decline, other – often linked – issues are emerging, particularly in relation to pupils' mental health, relationships and safety, both offline and, increasingly, online. PSHE education is the school subject which addresses pupils' personal safety and their mental health while preparing them for life and work in a changing world. There is huge demand for this kind of holistic, 'curriculum for life' from pupils, parents and business leaders and strong evidence that it boosts attainment and life chances, particularly amongst disadvantaged pupils.					<b>These activities are appropriate, worthwhile &amp; challenging:</b> Drop down days are written to be age appropriate & delivered by trained staff. Each 50 minute workshop identifies misconceptions prior to embedding learning. Mixed ability groups are used for all PSHE teaching.	
<b>How is challenge embedded into the KS3 curriculum?</b> <i>Extension tasks are embedded within PSHE tutor time and drop down day lessons. Tutor time and drop down day sessions signpost students to additional resources to allow them to continue and extend their learning outside of the classroom. PSHE is taught through a discussion-based learning approach and is therefore individual to the learner. Challenge is therefore not measured in the same way as in other subjects.</i>						<b>What do students do with this knowledge?</b> <ul style="list-style-type: none"> <li>thrive in a time of rapid change as new and unpredictable opportunities and challenges constantly emerge</li> <li>have developed their concepts, skills and attributes (left)</li> <li>have had the opportunity to explore their attitudes, values and beliefs surrounding particular topics</li> <li>have developed the skills, language and strategies necessary to manage a variety of issues should they encounter them in their lives</li> <li>develop into critical thinkers who can evaluate the world around them, creating a safer and more equal future for themselves and those around them</li> </ul>	
<b>How does the KS3 curriculum above build on previous learning in KS2?</b> <i>Drop down days provide 'spiral curriculum' learning. It is assumed that students lacked quality PSHE education at KS2 and therefore students are taught from a baseline where they can then develop their learning and understanding at a rate which suits their maturity and accessibility to content.</i>							