

Progression Map Kingfisher Curriculum Offer - PSHE

Curriculum Offer
(SLT)



Progression Map and National Curriculum Aims and Expectations
(Curriculum Lead)



Progression Map and Proposed Timescale with Core Curriculum Aims, Qualification Mapping and Teaching Schedule
(Subject Lead)



Lesson plans and Resources including Displays and Assessment
(Classroom Teacher)

Level Expected at the end of key stage 3/4 overview:

Key Stage 3/4 Aims National Curriculum Expectations	Key Stage 3/4 Content National Curriculum Expectations
<p>At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase.</p> <p>PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.</p> <p>At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3.</p> <p>PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.</p>	<p>PSHE which incorporates RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.</p> <p>Families</p> <p>1.1. By the end of secondary school, pupils will know:</p> <ul style="list-style-type: none">• That there are different types of committed, stable relationships.• How these relationships might contribute to human happiness and their importance for bringing up children.• What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.• Why marriage is an important relationship choice for many couples and why it must be freely entered into.• The characteristics and legal status of other types of long-term relationships.• The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting. <p>1.2. Pupils will also know how to:</p> <ul style="list-style-type: none">• Determine whether other children, adults or sources of information are trustworthy.• Judge when a family, friend, intimate or other relationship is unsafe, and

recognise this in others' relationships.

- How to seek help or advice if needed, including reporting concerns about others.

Respectful relationships, including friendships

1.3. By the end of secondary school, pupils will know:

- The characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that

everyone is unique and equal.

Online and media

1.4. By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which they receive.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

Being safe

1.5. By the end of secondary school, pupils will know:

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.

- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

Intimate and sexual relationships, including sexual health

1.6. By the end of secondary school, pupils will know:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.
- The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically accurate, impartial information on all options including keeping the baby, adoption, abortion and where to get further help.
- How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing.
- About the prevalence of some STIs, the impact they can have on those

who contract them and key facts about treatment.

- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Intent

At Kingfisher School, we understand the importance of educating pupils about relationships, sex and their health, for them to make responsible and well-informed decisions in their lives. We also understand the importance of preparing them for the wider world, hence why we have a broad balanced PSHE curriculum that also incorporates wider world issues to promote this.

The teaching of RSE and health education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

Implementation

Through effective organisation and delivery of the subject, we will ensure that:

Core knowledge is sectioned into units of a manageable size.

The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.

Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

RSE and health education will be delivered through the PSHE curriculum in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

Impact

A judgement on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work and book scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders assess the impact of the curriculum.

The impact of the school's curriculum can be seen through the rising quality of work in the books the pupils produce and the in-year progress demonstrated by all groups of pupils.

We have high aspirations for all expecting:

- All children will make good progress from their individual starting points academically, emotionally, creatively and socially and
- Children will take pride in all that they do, motivated to do their best and with confidence in their own abilities and their work across the curriculum is of high quality
- Knowledge, understanding and skills will be secured and embedded so that children attain highly and are fully prepared for their next steps

Proposed Timescale for Study of Content

Pupils to access at least one hour of PSHE lesson per week to include the New Statutory RSE and Health Education content set out below. This will be adapted to suit the needs of pupils in a class. Pupils will also explore issues about the wider world to prepare them for their future lives.

Key Stage 3 Teaching Schedule

Year 7

Assessment Objective	Curriculum Area/Teaching Content
RSE	<ul style="list-style-type: none">• Keeping good friendships and avoiding toxic ones.• Family relationships – the different types and why we don't always get along.• Love and relationships – falling in love and dealing with new feelings.• Bullying or banter? Why do people bully others and how can we help stop this?• What is cyberbullying? Why do people bully online?• How do we keep safe and positive relationships (on and off-line)?• What is my personal identity and why is diversity important?• Extremism – why does radicalisation happen and how does it challenge our values?
Health Education	<ul style="list-style-type: none">• What do we mean by a healthy lifestyle? Health introduction.• How can I keep healthy? Food groups, diet and nutrition.

	<ul style="list-style-type: none"> • Eating responsibly – Food labels and health hazards. • Healthy Living – exercise and keeping active. • Not eating healthily - what are the consequences? • What’s the big deal about energy drinks? • The dangers of cigarettes and alcohol (2x hours) • Puberty – what happens, when and why. • Periods – what happens, when and why. • FGM – what is this and why is it so dangerous? • Introduction to mental health issues – depression focus. • What are drugs? Why are they dangerous? (class A, B and C) • How can we manage our anger?
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Year 8	
Assessment Objective	Curriculum Area/Teaching Content
RSE	<ul style="list-style-type: none"> • How do we have safe sex and use different forms of contraception? • How do we keep good sexual health and avoid STIs? • What is consent and why is it important we know about it? • What is sexting and why is it so risky to send personal images? • What is pornography and why can it be dangerous? • How can we prevent radicalisation and recognise the signs of extremism? • Who are the extremist groups and why are they so dangerous? • Where does extremism come from? • How do religious extremists attract converts? • Islamophobia – do Muslims really want Sharia Law in Britain? • Stereotyping, discrimination and prejudice. Religion focus. • How can British Values teach us tolerance and respect for others? • Domestic conflict – why do people run away from home and why is this so dangerous? • Body image and the media part 1 with a focus on boys.
Health Education	<ul style="list-style-type: none"> • Personal development and target setting – how can I improve my skills and behaviour? • How can self-confidence boost our achievement? • How can I manage my behaviour to achieve targets and goals?

	<ul style="list-style-type: none"> • Why do teenage parents have it so tough? How we can avoid teenage pregnancy. • Stereotyping, discrimination and prejudice. Disability focus • How can we look after ourselves and others in an emergency? Personal safety and first aid. • What is vaping and is this as bad as smoking? • What is mindfulness? How can this aid positive mental health? • Emotional literacy – why is self-awareness in our actions towards others so important?
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Year 9	
Assessment Objective	Curriculum Area/Teaching Content
RSE	<ul style="list-style-type: none"> ○ Who are the LGBT+ community and what would they like us to know? ○ Why are British communities so diverse? Immigration and diversity focus. ○ What are domestic violence and abusive relationships? Healthy and unhealthy relationships. ○ CSE – how are children and young people lured into dangerous relationships and what do these look like? ○ Body image and the media 2 – focus on girls ○ Body image and the media 3 – does the media contribute to eating disorders? ○ Can we respect and celebrate British values and the religion and culture of our choice? (2 hour display lesson) ○ What is peer-pressure – why is it so powerful and how can we overcome this?

Health Education	<ul style="list-style-type: none"> ○ Why do we need to keep to rules in order to succeed? ○ How can we foster a Growth Mindset to succeed and achieve? ○ How can I develop interpersonal skills to help me succeed? ○ How can we manage the stress of school and exams? ○ Why do people take illegal drugs and what does the law say about drug use? ○ Why do people become selfie obsessed and consequences can this have? ○ What are the short and long-term consequences of excess alcohol drinking? ○ What is self-harm and why do people do this? ○ Why can't some people access education? ○ How are we protected from prejudice and discrimination? ○ Mental health – how can I deal with and manage anxiety? ○ Acid attacks – why are these on the increase and what can we do if we witness one?

KS4	
Assessment Objective	Curriculum Area/Teaching Content
RSE	<ul style="list-style-type: none"> ● Strategies to manage strong emotions and feelings <ul style="list-style-type: none"> ○ How to manage changes in personal relationships including the ending of relationships ○ the impact of separation, divorce and bereavement on families and the need to adapt to ○ changing circumstances ○ statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship

	<p>breakdown, separation, divorce, or bereavement how to access such organisations and other sources of information, advice and support</p> <ul style="list-style-type: none"> ○ diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them ○ manipulation, persuasion or coercion and how to respond ○ gender double standards and victim-blaming ○ pregnancy and of teenage parenthood / Parenting Skills ○ the options open to people who are not able to conceive ○ Peer support (including helping vulnerable friends to access reliable, accurate and appropriate support)
Health Education	<ul style="list-style-type: none"> ○ to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this ○ (reinforcing and building on key stage 3 learning) to recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders; ○ how to recognise when they or others need help, sources of help and strategies for accessing it [NB ○ What is / the impact of / how to get support for self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others ○ how lifestyle choices affect a developing foetus ○ STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk. <ul style="list-style-type: none"> ▪ to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning salons ○ how to recognise and follow health and safety procedures

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| | <ul style="list-style-type: none">○ understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and where and how to access support if they have concerns○ the wider risks and consequences of legal and illegal substance use, including on their personal○ safety, future career, relationships and future lifestyle |
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