

It is the intention of the Personal, Social, Health and Economic Education curriculum to promote students' personal wellbeing and development. Through a spiral curriculum, students are given the knowledge, understanding and practical skills to help them to live safe, healthy lives and make good choices. They are encouraged to be global citizens who care about other people and the world around them, and understand how to take positive action to improve their relationships, their communities and the wider world.

CURRICULUM INTENT

THRESHOLD CONCEPTS

TC1 Characteristics of respectful relationships, including with family, friends and romantic partners

TC2 The importance of looking after our physical and mental health, and ways in which we can do this

TC3 The benefits and risks of life online, and strategies to manage online risks


TC4 Assessment of risk in a variety of situations, and ways in which risk can be managed or reduced

TC5 Different career options and possible career pathways

TC6 The importance of managing money well, and different ways to do this

TC7 How to express an opinion respectfully, and listen to the opinions of others

SUPPORT AT HOME

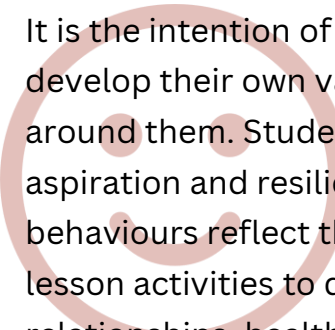
- 
- Exploring websites such as youngminds, thinkuknow, and firstcareers
 - Talking about world issues
 - Read/watch/listen to global news
 - Encouraging students to find out about different careers
 - Talking about money and budgeting

ENRICHMENT

Enrichment opportunities:
Guest Speakers
After school clubs
Assemblies

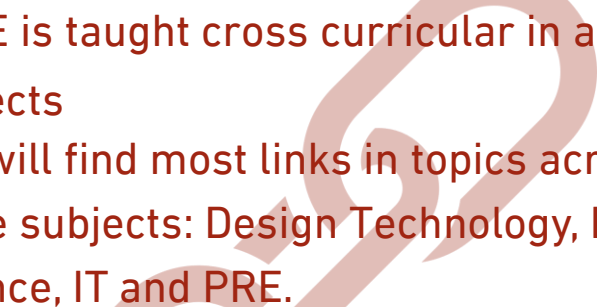


PERSONAL DEVELOPMENT



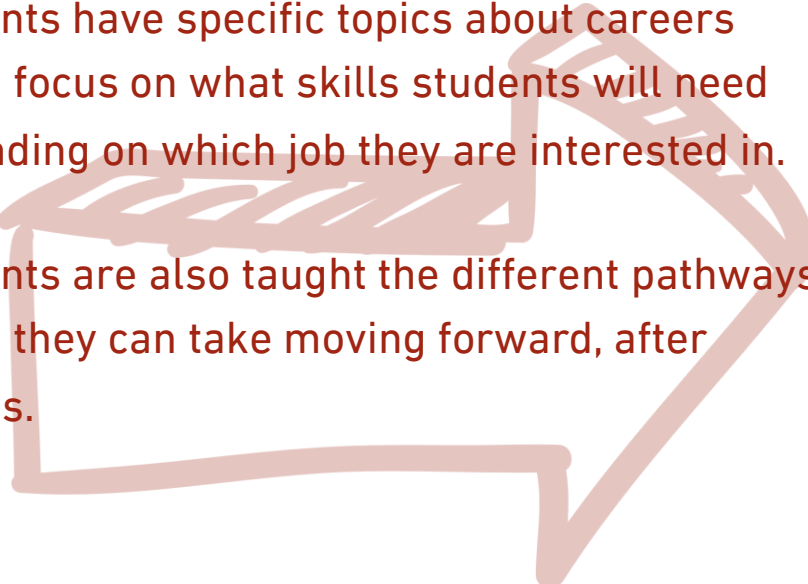
It is the intention of the PSHE department to support students to reflect on and develop their own values and opinions, and to respect the values and opinions of those around them. Students will explore the meaning of the Forge values of respect, aspiration and resilience in a range of contexts, and understand how their own behaviours reflect these values. They will be encouraged through class discussion and lesson activities to develop values which influence them to make good choices in their relationships, healthy living and their futures, and enable them to be active citizens who play a part in shaping the world around them.

CURRICULUM LINKS

- 
- PSHE is taught cross curricular in all subjects
 - You will find most links in topics across these subjects: Design Technology, PE, Science, IT and PRE.

CAREERS

Students have specific topics about careers which focus on what skills students will need depending on which job they are interested in.



Students are also taught the different pathways which they can take moving forward, after GCSE's.

- P Compare life at Secondary school to their experiences at Primary school
- P Explore the values they hold, and how these influence their decisions
- P Recognise that there are many different types of family, and that all families are unique
- P Understand the features of positive and healthy friendships
- P Know what constitutes bullying, and how to respond when they experience or witness bullying

Students receive an understanding and skills to manage friendships, families and new experiences within Secondary school. This unit teaches students to build resilience and to cope with change.

ASSESSMENT

How students will be assessed: baseline assessments; speaking and listening activities; end of topic assessment tasks.
Students will also be assessed through: whole class feedback; live marking; quizzes.

VOCABULARY

- Bullying**
- Online**
- Change**
- Support**
- Friendships**
- Positive**
- Respect**
- Resilience**

READING SKILLS

- Reading aloud and fluency**
- Oracy skills**
- Recall of prior knowledge**

HALF TERM 2: KEEP SAFE

WHAT

- Students will:
- P Understand what is meant by risk, and how we can assess different risks
 - P Assess and manage the risks involved in travelling independently to school
 - P Assess and manage the risks surrounding railways
 - P Assess and manage the risks of open water
 - P Understand the risks of being online, and how to be digitally resilient
 - P Identify features of coercive friendships and suggest strategies to avoid these

WHY

Students are able to identify risks which supports students to be able to make the right choices when they have decisions. This unit also signposts to students where they can get support.

HOW

ASSESSMENT

How students will be assessed: baseline assessments; speaking and listening activities; end of topic assessment tasks.
Students will also be assessed through: whole class feedback; live marking; quizzes.
Midpoint assessment

VOCABULARY

- Road safety**
- Risk**
- Rail safety**
- Water safety**
- Online**

READING SKILLS

- Reading aloud and fluency**

HALF TERM 1: PUBERTY

THRESHOLD CONCEPTS: Characteristics of respectful relationships, including with family, friends and romantic partners

WHAT

- Explore the emotional and physical changes which take place during puberty
- Learn about periods
- Learn about ways to ensure they have good personal hygiene
- Know where to access support if they have concerns about puberty
- Learn what female genital mutilation is, and what to do if they are concerned about it

WHY

Students gain an understanding of the changes that they will face throughout puberty and how to handle the physical and emotional changes. This topic also gives students the skills to identify what FGM is and who they can talk to if they are worried.

HOW

ASSESSMENT

How students will be assessed: baseline assessments; speaking and listening activities; end of topic assessment tasks.
Students will also be assessed through: whole class feedback; live marking; quizzes.

VOCABULARY

Puberty
Menstrual wellbeing
Healthy friendships
Unhealthy friendships
FGM

READING SKILLS

Recall of prior knowledge

HALF TERM 2: HEALTHY LIFESTYLE

THRESHOLD CONCEPTS: The importance of looking after our physical and mental health, and ways in which we can do this

WHAT

- Understand what a healthy lifestyle might consist of
- Know what makes a healthy diet, and some of the consequences of an unhealthy diet
- Understand the importance of exercise in keeping physically and mentally healthy
- Know why sleep is important, and how to have good sleep habits
- Know how to look after their teeth, and understand why this is important
- Explore the issues of using energy drinks
- Understand why people worry, and how to manage the worries we might have

WHY

Students are given the tools to make healthy lifestyle choices and are able to decide for themselves the best way to maintain good physical and mental health

HOW

ASSESSMENT

How students will be assessed: baseline assessments; speaking and listening activities; end of topic assessment tasks.
Students will also be assessed through: whole class feedback; live marking; quizzes.

VOCABULARY

Healthy Lifestyle
Exercise
Diet
Teeth Habits
Worry

READING SKILLS

Oracy skills
Reading out loud and fluency

- Explore what it means to be a British citizen, and live in modern Britain
- Understand what is meant by democracy, and compare this to other types of government
- Learn about the British political system
- Discuss the benefits of a multicultural society
- Explore the purpose of voting and how voting works

Students develop an understanding of the British value democracy and have an introduction to the British political system so they can gain an understanding into how decisions are made which affect them.

ASSESSMENT

How students will be assessed: baseline assessments; speaking and listening activities; end of topic assessment tasks.
Students will also be assessed through: whole class feedback; live marking; quizzes.

VOCABULARY

Government
Democracy
Votes
Politics
Decisions

READING SKILLS

Inference to read between the lines of texts and images

WHAT

- Understand the importance of human rights
- Learn about the protected characteristics of the Equality Act 2010
- Assess the reliability of information in the media and on the news
- Recognise examples of racist and religious discrimination
- Recognise examples of sexism and gender bias
- Recognise examples of disability discrimination
- Recognise examples of homophobia and transphobia
- Explore safe ways to challenge all forms of discrimination

Students develop an understanding of the protected characteristics and can explain the importance of them. Students also gains skills to demonstrate inclusive behaviour towards others.

ASSESSMENT

How students will be assessed: baseline assessments; speaking and listening activities; end of topic assessment tasks.
Students will also be assessed through: whole class feedback; live marking; quizzes.

VOCABULARY

Disability
Discrimination
Equality
Protected
Sexism
Human rights

READING SKILLS

Inference to read between the lines of text and images
Oracy skills

HALF TERM 2:

HALF TERM 1: ACCEPTING BODY IMAGE

THRESHOLD CONCEPTS: The importance of looking after

our physical and mental health, and ways in which we can do this

Students will:

- ⇒ Explore the appearance ideals people hold, and where these come from
- ⇒ Explore messages from the media about body image, and how these can have a negative impact
- ⇒ Understand that comparing ourselves to others often leads to unhappiness,
- ⇒ Know what is meant by 'body talk' and the importance of talking positively to ourselves
- ⇒ Know the law around sending and receiving indecent images

Students understand and learn how to manage influence from the media and why they should not compare their bodies to others. They learn about how images can be edited and how to understand what is real and fake.

ASSESSMENT

How students will be assessed: baseline assessments; speaking and listening activities; end of topic assessment tasks.
Students will also be assessed through: whole class feedback; live marking; quizzes.

VOCABULARY

Comparison
Body talk
Sexting
Appearance ideals
Impact
Influence

READING SKILLS

Inference to read between the lines of texts and images
Oracy

HALF TERM 2: MENTAL WELLBEING

THRESHOLD CONCEPTS: The importance of looking after

our physical and mental health, and ways in which we can do this

WHAT

Students will:

- ⇒ Explore different attitudes to mental health
- ⇒ Know different strategies for promoting positive wellbeing
- ⇒ Assess the impact social media can have on our wellbeing
- ⇒ Understand that some coping strategies are healthy, and that some are unhealthy
- ⇒ Know a range of healthy coping strategies they can use
- ⇒ Know that change, loss and grief are a natural part of life
- ⇒ Explore ways to manage the emotions which accompany change, loss and grief

Students learn strategies to handle their wellbeing and understand what can affect their mental health. They also learn skills to successfully manage stress like breathing techniques and taking time for themselves.

ASSESSMENT

How students will be assessed: baseline assessments; speaking and listening activities; end of topic assessment tasks.
Students will also be assessed through: whole class feedback; live marking; quizzes.

VOCABULARY

Mental health
Unhealthy coping strategies
Healthy coping strategies
Loss
Grief
Influence

READING SKILLS

Inference to read between the lines of texts and images

HALF TERM 1: WORK

THRESHOLD CONCEPTS: Different career options and possible career pathways

WHAT

Students will:

- ⇒ Understand what is meant by 'equal opportunities' in relation to the workplace
- ⇒ Recognise examples of discrimination at work, and know ways to challenge these
- ⇒ Set themselves aspirational career goals
- ⇒ Know examples of different types of employment
- ⇒ Know what a digital footprint is
- ⇒ Understand how a digital footprint can affect employability

WHY

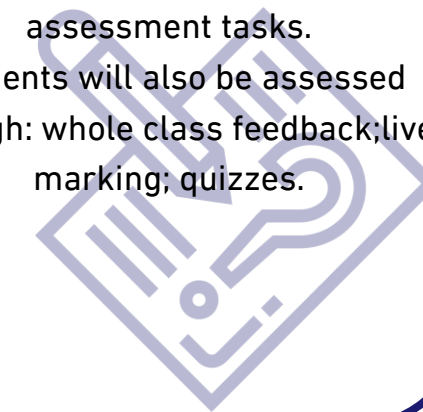
Students have an introduction to the world of work and how what they do today online can affect their future. They also learn about the different types of employment and about the equality act within work.

HOW

ASSESSMENT

How students will be assessed: baseline assessments; speaking and listening activities; end of topic assessment tasks.

Students will also be assessed through: whole class feedback; live marking; quizzes.



VOCABULARY


Workplace
Discrimination
Employment
Digital Footprint

READING SKILLS

Reading aloud and fluency

Oracy skills

Recall of prior knowledge



HALF TERM 2: DRUGS & ALCOHOL

THRESHOLD CONCEPTS: Assessment of risk in a variety of situations, and ways in which risk can be managed or reduced

WHAT

Students will:

- ⇒ Know that there are many different legal and illegal drugs
- ⇒ Understand how to use medicines safely
- ⇒ Understand the risks of smoking and vaping
- ⇒ Understand the risks of alcohol use
- ⇒ Know where to access support if they are concerned about drug or alcohol use

WHY

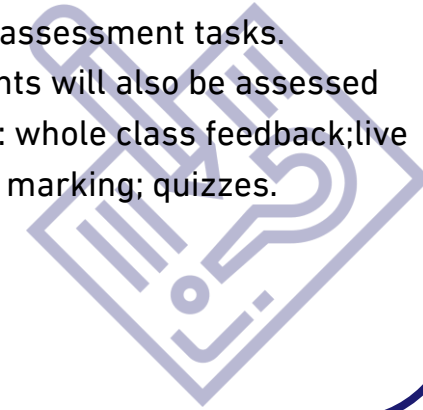
Students have an introduction to drugs and alcohol. They learn about prescription drugs caffeine and the risks of using alcohol so that they can make their own decisions and understand the risks.

HOW

ASSESSMENT

How students will be assessed: baseline assessments; speaking and listening activities; end of topic assessment tasks.

Students will also be assessed through: whole class feedback; live marking; quizzes.



VOCABULARY


Drugs
Alcohol
Vaping
Prescription

READING SKILLS

Reading aloud and fluency

Oracy skills

Recall of prior knowledge



Students will:

- ⇒ Learn how to give first aid for a range of minor injuries
- ⇒ Learn how to give CPR and use a defibrillator
- ⇒ Know how infections can develop, and how to reduce the risk of infection, such as having vaccinations
- ⇒ Learn about blood and organ donation and discuss why people might choose to be donors
- ⇒ Learn about different sorts of cancer, and the support available if someone has cancer

Students learn basic first aid so that they have skills moving forward about how to handle if someone is choking or dealing with blood.

ASSESSMENT

Analysing peers, video clips and coaching each other.
Assessment for learning will be achieved through the use of worksheet, video analysis or peer feedback.
Success criteria will also be conveyed through modelling, digital stills & video recordings

VOCABULARY

Choking
CPR
First aid
Infection
Organ donation

READING SKILLS

Reading aloud and fluency
Oracy skills
Recall of prior knowledge

HALF TERM 2: ACTIVE CITIZEN

THRESHOLD CONCEPTS: How to express an opinion respectfully, and listen to the opinions of others

WHAT

Students will:

- ⇒ Explore what it means to be an active citizen
- ⇒ Research different ways they can do this, and make a positive difference to their community
- ⇒ Design and carry out a project which improves their school or local community

Students learn what it means to be an active citizen by taking part in a social action project where they interact with the community.

ASSESSMENT

Appropriate questioning on teaching points of the skills and processes developed.
Observation and peer assessment.
Provide opportunities for pupils to assess their own performance and implement strategies for improvement.

VOCABULARY

Active Citizen
Citizenship
Community

READING SKILLS

Reading aloud and fluency
Oracy skills
Recall of prior knowledge

HALF TERM 1: SAFE FROM EXPLOITATION

THRESHOLD CONCEPTS: Assessment of risk in a variety of situations, and ways in which risk can be managed or reduced
HOW

Students will:

- ⇒ Know the legal consequences of carrying and using a knife
- ⇒ Explore the reasons why someone might join a gang
- ⇒ Understand the risks of joining a gang
- ⇒ Explore the reasons why someone might get involved in organised crime
- ⇒ Know how to access support for anyone drawn into a gang or criminal activity
- ⇒ Understand what is meant by an extremist view
- ⇒ Know how radicalisation can occur, and the signs that someone is being radicalised

Students learn about different influences with crime and gangs and therefore they have the skills to manage pressures and influences so that they can make the right decisions for themselves.

ASSESSMENT

Appropriate questioning on teaching points of the skills and processes developed.
Observation and peer assessment.
Provide opportunities for pupils to assess their own performance and implement strategies for improvement.

VOCABULARY

Gangs
Crime
Radicalisation
Pressure

READING SKILLS

Reading aloud and fluency
Oracy skills
Recall of prior knowledge

HALF TERM 2: DRUGS & ALCOHOL

THRESHOLD CONCEPTS: Assessment of risk in a variety of situations, and ways in which risk can be managed or reduced
HOW

WHAT

Students will:

- ⇒ Explore different attitudes to drugs and drug use
- ⇒ Know the legal consequences of possession and use of different drugs
- ⇒ Understand the risks of cannabis use
- ⇒ Understand the risks of alcohol use
- ⇒ Learn to recognise peer pressure relating to drug and alcohol use
- ⇒ Know how to manage this influence in order to keep themselves safe

Students develop their understanding of drugs and alcohol by focusing here on illegal drugs. Students learn the law and the influences so that they can make their own decisions under certain situations surrounding this.

ASSESSMENT

Appropriate questioning on teaching points of the skills and processes developed.
Observation and peer assessment.
Provide opportunities for pupils to assess their own performance and implement strategies for improvement.

VOCABULARY

Drugs
Alcohol
Illegal
Law
Safe

READING SKILLS

Reading aloud and fluency
Oracy skills
Recall of prior knowledge

HALF TERM 1: CAREERS

THRESHOLD CONCEPTS: Different career options and possible career pathways

WHAT

- Students will:**
- ⇒ Know how to create an action plan
 - ⇒ Know how to find out about careers they are interested in
 - ⇒ Explore their own personal qualities
 - ⇒ Assess the skills needed for different jobs
 - ⇒ Explore which GCSE options they might take
 - ⇒ Learn how to look and apply for jobs

WHY

Students learn about different careers and what will suit them ahead of their options so that they have the skills to make the decision which will best suit them and their future.

HOW

ASSESSMENT

Appropriate questioning on teaching points of the skills and processes developed.
Observation and peer assessment.
Provide opportunities for pupils to assess their own performance and implement strategies for improvement.

VOCABULARY


Career
Future
GCSEs
Action Plan

READING SKILLS

Reading aloud and fluency

Oracy skills

Recall of prior knowledge



WHAT

- Students will:**
- ⇒ Understand the difference between credit and debit
 - ⇒ Know how to keep their money secure, and avoid financial exploitation
 - ⇒ Learn about payslips, national insurance and tax
 - ⇒ Explore the rights which consumers have when buying different products
 - ⇒ Understand what insurance is, and when people might take out insurance
 - ⇒ Assess the impact which money can have on mental wellbeing

WHY

Students learn about finances and how to manage their money so that in the future they can make decisions in the future.

HALF TERM 2: MONEY

THRESHOLD CONCEPTS: The importance of managing money well, and different ways to do this

HOW

ASSESSMENT

Appropriate questioning on teaching points of the skills and processes developed.
Observation and peer assessment.
Provide opportunities for pupils to assess their own performance and implement strategies for improvement.

VOCABULARY


Money
Taxes
Bank account
Insurance

READING SKILLS

Reading aloud and fluency

Oracy skills

Recall of prior knowledge



THRESHOLD CONCEPTS: Characteristics of respectful relationships, including with family, friends and romantic partners

WHY

Students will:

- ⇒ Explore the characteristics of healthy intimate relationships
- ⇒ Discuss why people might get married or have a civil partnership
- ⇒ Understand that different people may have different sexualities
- ⇒ Understand what is meant by 'consent', and explore ways to manage sexual pressure
- ⇒ Know which types of contraception are available, and what might affect a person's choice of contraceptive
- ⇒ Know how to avoid sexually transmitted infections, and where to get advice about this
- ⇒ Know the facts and challenges of pregnancy, and where to get advice
- ⇒ Discuss the roles and responsibilities involved in parenting
- ⇒ Assess different ways relationships might end, and ways to manage this

Students learn how to keep safe when making decisions about the future and learn about how to manage relationships healthily and maturely.

ASSESSMENT

Appropriate questioning on teaching points of the skills and processes developed.
Observation and peer assessment.
Provide opportunities for pupils to assess their own performance and implement strategies for improvement.

VOCABULARY

- Healthy relationships**
- Consent**
- Pressure**
- Contraception**
- STIs**
- Pregnancy**
- Responsibility**
- Marriage**
- Respect**

READING SKILLS

- Reading aloud and fluency
- Oracy skills
- Recall of prior knowledge