

PSHE – KS4

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Personal, Social, Health and Economic (PSHE) education is an important part of our curriculum. Through it, pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps pupils to stay healthy and safe, while preparing them to make the most of life and work. It also helps pupils to achieve their academic potential.

Our Programmes of Study (Jigsaw) takes a thematic approach to PSHE education and is designed so that all year groups are working on the same core theme at the same time. This approach ensures that pupils make developmental progress by revisiting themes year on year, building on and extending prior learning. After Year 7, Jigsaw is then complimented by Barnardo's "Real Love Rocks" scheme of work. This builds upon the themes already being taught and expands the knowledge of the subject to Years 8 thru 11. Links can also be made across the school in Theme Days and SMSC Tutor activities assemblies.

Oakfield School's PSHE curriculum aims to ensure that all pupils:

- Develop empathy and understanding of how the world around us works
- Develop responsible decision-making skills and self-management
- Develop transferable skills such as analytical thinking, problem solving, teamwork and communication strategies.
- Are equipped with the appropriate knowledge, tools, strategies and skills they need for life beyond school.

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. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

Year 10

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Being me in my world 14-15 • To list the freedoms I enjoy in society, to describe what personal freedom means to me, to describe my understanding of safety • To describe the stages of grief and to know where to appropriately get help and support with loss and bereavement issues • To recognise the positive and negative role of social media e.g. challenge culture vs environmental campaigns and awareness-building, to understand the impact social media has on culture and identity, to recognise how online data is used both positively and negatively, to can compare social media	Celebrating difference 14-15 • To define what equality is I can give examples of disabilities including hidden disabilities, to give some consequences of not adhering to the Equality Act • To give examples of job roles that are exempt from the Equality Act, to give examples of how to promote equality, to know what is expected of me and what I can expect in the workplace • To discuss a range of individuals that make up society, to explain the benefits of multi-cultural societies, to appreciate the differing views and opinions of individuals, explain some of the physical and mental	Dream and Goals 14-15 • To describe the relationships in my life that will support me in reaching my goals, to assess how I can respect and nurture the important relationships in my life, to define what resilience is and identify both my areas of strength and where I need to keep working • To identify the connections between physical health and achieving my goals, to understand the impact that poor mental health can have on my goals, to consider some steps I could take to ensure my health supports me with my goals • To understand the issues that may impact on me and	Healthy me 14-15 • To understand the range of factors that affect my physical and mental health, to use new (health-related) information to inform my lifestyle choices • To understand there is a wide range of actions that I can use to enhance and protect my health • To appreciate how complex my body is and that it needs to be looked after well, now and in the future, to be aware of the potential risks associated with a range of substances including prescribed and over-the-counter drugs	Relationships 14-15 • To identify types of long-term relationships, including legal status, to identify the important elements in longterm relationships, to discuss what is required to sustain healthy long-term relationships, to know appropriate vocabulary associated with long-term relationships, to differentiate the elements present in different types of long-term relationships • To understand the relationship life-cycle I understand the choices I have in my relationships, including; ending a range of relationships, physical and non-physical relationship	Changing me 14-15 • To identify some of the changes in society that will affect me, to discuss the emotional impact societal change can have on young people, to assess the role of media, including social media on social change • To recognise the range of changes I have experienced in my life, to identify the feelings associated with change both positive and negative, to list changes I have made that I am proud of I understand the type of decision-maker I am, to discuss the impact of the range of changes families can experience and their impact

usage across different societies • To identify potential threats to online safety, to understand “netiquette” and legislation relating to online safety, to state decision-making process regarding what you post online • To identify potential threats to safety in a range of situations on and offline, to describe actions to mitigate risk in a range of situations, to know how to get help if personal safety is threatened • To understand how to stay safe in my online and offline relationships	consequences of unequal treatment of individuals • To identify the misuse of power in relationships, to give examples of the physical and mental consequences of misuse of power in relationships, to list sources of support for individuals experiencing ill-treatment by others • To identify individuals and groups that may experience inequality, list some organisations that campaign for greater equality, to describe how some groups and individuals’ campaign for equality • To how equality and inequality can affect relationships, to recognise some of the ways in which aspects of health can impact on life chances, particularly education, to know how to take responsibility for some aspects of my health and I understand that my health-related decisions will have consequences	my future success, including social media, to understand the importance of balance in all aspects of my life (work, social life, family, etc.), to identify realistic and unrealistic goals • To describe how balance supports mental and physical health, to identify what I can do to create more balance in my life, to explain the importance of connections in relation to healthy relationships • To identify the wide range of goals individuals have, to understand a range of health goals that are priorities for some people, to explain how helping a stranger can impact positively on people • To understand how relationships and being part of a community can support me and others to achieve our goals	• To know about some mental health disorders, to understand the positive impact that community action and volunteering can have on mental health • To discuss common threats to health, including cardio-vascular disease and cancer and diabetes, to identify the steps that can be taken to help prevent lifestyle-related ill-health, to have knowledge of future health challenges to society including: epidemics, pandemics, antibiotic resistance, to understand the availability and limitations of advanced medical techniques including: stem cell therapy, organ donation • To describe how people who are sexually active can keep themselves safe from STIs	choices, to explain how a range of relationships can be ended including romantic relationships, to understand the consequences of ending relationships including: bullying, revenge pornography, depression, the grief process and how to manage this, to list sources of help and support for when relationships end including bereavement and divorce, family separation • To understand the benefits of healthy relationships, to discuss the physical and mental benefits of connectedness, to assess the impact healthy relationships can have on children, to evaluate my own role in a range of relationships, to critically evaluate the role of love in relationships, to list strategies to cope with difficult relationships • To critically evaluate the truth or otherwise of a relationship e.g. via social media, “fake news” etc., to explain why rumour mongering might give a false impression of a relationship, to discuss the media portrayal of relationships and potential harms this may cause e.g. sensationalisation, reality TV, pornography • To list the health benefits that positive relationships can provide, to understand the physical and mental impact of unhealthy relationships, to discuss the patterns associated with abusive relationships including exploitation and abuse in teenage relationships, to understand how coercion can feature in a range of relationships, to	on children and their parents/family • To identify the change that some people may experience in relation to sexual identity and gender, to understand the spectrum (or galaxy) of sexuality and gender including appropriate vocabulary, to discuss the reality and myths surrounding sexual identity and gender, to describe where to find help and support around sexual identity and gender • To discuss gender and stereotypes in relation to a range of romantic relationships, to identify and understand the legislation relating to a range of relationships, to understand the risks associated with exploring sexual identity • To reflect on physical changes experienced so far, to understand the relationship between physical change, self-esteem and emotional change, to understand the impact of family change and how it can affect future relationships, to list sources of help and support in relation to changes young people may have difficulty with • To understand how societies change and this affects people’s attitudes and ways of life
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Year 11

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Being me in my world 15-16 - To state what “being an adult” means to me, to give examples of legislation that affects me at 16 - To give examples of legislation that relates to sex and relationships, to know about the legal status of different relationships e.g marriage, civil partnership, cohabitation, to can explain why coercive control, sexual harassment and sexual violence in relationships is unacceptable, illegal and the consequences of this - To give examples of legislation around the possession and supply of drugs, tobacco and other substances, to explain the legal consequences of breaching the Equality Act, to assess the impact of substance supply and misuse on the range of people involved in a scenario including coercive control - To give examples of legislation in reference to online activity, to assess the	Dreams and Goals 15-16 - To know of some ways to help me manage any anxiety I may feel now and in the future, to know of some ways to help me manage when I feel overwhelmed, to know where I can access further information and support, to know the links between sleep, physical and mental health and learning - To identify my financial goals and whether these are realistic in the short or longer term, to tell you the skills and attributes I have or need to develop in order to aim for my financial goals, to be able to budget and understand the possible consequences of debt and sources of support for people in debt or have a gambling problem, to understand the risks associated with gambling as an answer to debt or financial pressures - To identify what my dream job might be, to tell you if my dream job differs from the expectations of my family or	Healthy Me 15-16 - To know some ways to help me manage anxiety and stress, to know some ways to relax, to can explain the links between sleep and physical/ mental health - To be aware of the steps I can take to keep healthy including self-examination, to understand the preventative steps that can be taken to reduce the chance of contracting STIs, to have knowledge of the treatment available for STIs - To understand the influences that inform decision making with regard to sexual relationships, to know some strategies to help manage sexual pressure, to understand what consent is in relation to sexual relationships - To understand the choices available in relation to contraception and pregnancy, to know key facts about fertility and pregnancy - To understand the range of risks to physical and mental	Relationships 15-16 - To know that an intimate relationship can move through different stages and how behaviour may change according to the stage, to give examples of how the media can sometimes portray unrealistic expectations of sex and relationships, to tell you some of positive and negative connotations of sex and where these might come from, to tell you about my own sexual relationships checklist and what, to do to protect my sexual and reproductive health now, and in the future - To explain there is a spectrum of gender and sexuality, to know that sexuality is different from gender diversity, to know that for some people, gender identity and sexuality is fluid and for others it is fixed, to know that LGBT+ people are protected by law - To understand that ‘coming out’ can be challenging for		

impact of illegal online activity and misuse of technology on a range of people, to explain why pornography is legislated against and the potential consequences of viewing pornography • To know the steps to take in an emergency situation including assessment of the situation, making the area safe, giving emergency aid, accessing help, to apply this knowledge to a range of scenarios where emergency aid may be needed • To know some of the rights, responsibilities and laws that affect me	friends and if so, how I can manage this to maintain positive relationships, to explain why I may need to change my skill-set as my career develops • To tell you what my dreams and goals are in relation to long- term intimate commitments including my choice to raise a family or not, to tell you about the choices available to me in terms of different legal arrangements in a relationship status e.g marriage, civil partnership and the difference between them, to explain the challenges and opportunities of becoming a parent, to identify key skills of successful parenting, to reflect on an appropriate time to start a family and the positive conditions within my relationships and lifestyle that I believe are essential to raising children successfully e.g. financial stability, support networks etc. • To identify some possible barriers to some of my dreams and goals, to identify some contingency plans in relation to some of my dreams and goals if obstacles or barriers are met	health associated with unhealthy sexual relationship, to know some things I can do to avoid high risk situations in relation to sex • To summarise ways people can stay healthy when they are sexually active, to explain choices relating to pregnancy and where to go for advice and support concerning sexual and reproductive health	some LGBT+ people and it is up to them to choose the right time for this, to understand that the media often shows stereotypical LGBT+ people and relationships, and within this community there is diversity which may not always be represented, to know that being LGBT+ is different for each individual and there is no ‘normal’ way of being or expressing being LGBT+ • To recognise when there is an imbalance of power within an intimate relationship, to suggest strategies for managing relationships that are imbalanced, including ending them if appropriate, to know how to recognise illegal behaviour within an intimate relationship, how and where to report it • To explain why honour-based violence and forced marriage is unacceptable and illegal, to give examples of honour-based violence, to know what FGM and breast ironing is, and why it is illegal, to give examples of hate crimes against LGBT+ people and explain why this is unacceptable and illegal, to know how to report honour-based crimes or hate crime against LGBTQ+ people • To consider how power in relationships can affect people, to understand issues relating to inclusion, equality and violations of human rights		
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