



# SUNNYDOWN SCHOOL

## PSHE CURRICULUM PLAN

<b>Subject</b>	<b>PSHE: Personal Development</b>	<b>Year group</b>	<b>11</b>
<b>Subject Intent</b>	<p>The KS4 PSHE: Personal Development programme at Sunnydown aims to prepare students for life after school. It promotes students' spiritual, moral, cultural and social development, developing students' cultural capital, especially for the most disadvantaged, and our students will gain a deeper knowledge of democracy, government and law.</p> <p>Our aims reflect the PSHE Association syllabus which is to equip pupils to live healthy, safe, productive, capable, responsible and balanced lives through core themes of health and wellbeing, relationships and living in the wider world. Whilst the lessons are planned to be delivered in this order, it is important that we are flexible to align with addressing what is happening among the school and wider community.</p> <p><b>Key aspects of Citizenship study are incorporated into our programme of study.</b></p>		

Term	Topic	Core learning	Key concepts	Sequencing
Autumn 1 Health and wellbeing	Building for the future	<p><b>In this unit of work, students learn...</b></p> <ul style="list-style-type: none"> <li>● how to manage the judgement of others and challenge stereotyping</li> <li>● how to balance ambition and unrealistic expectations</li> <li>● how to develop self-efficacy, including motivation, perseverance and resilience</li> <li>● how to maintain a healthy self-concept</li> <li>● about the nature, causes and effects of stress</li> <li>● stress management strategies, including maintaining healthy sleep habits</li> <li>● about positive and safe ways to create content online and the opportunities this offers</li> <li>● how to balance time online</li> </ul>	<p>Self-efficacy, stress management, and future opportunities</p> <p><b>Laws</b> <b>Civil</b> <b>Criminal</b> <b>Justice</b> <b>Punishment</b> <b>Updates</b></p>	<p>Building on previous learning stereotypes, healthy lifestyle choices and being safe online.</p> <p>Building towards becoming confident and assertive in order to deal with making positive choices, even if they go against their peers. Also being aware of the consequences of negative actions.</p>

		<p><b><u>Citizenship:</u></b></p> <ul style="list-style-type: none"> <li>• Criminal and civil law</li> <li>• Purpose of punishment</li> <li>• Types of punishment</li> <li>• Updating the law</li> </ul>		
<p><b>Autumn 2</b></p> <p><b>Living in the Wider World</b></p>	<p>Next steps</p>	<p><b>In this unit of work, students learn...</b></p> <ul style="list-style-type: none"> <li>• how to use feedback constructively when planning for the future</li> <li>• how to set and achieve SMART targets</li> <li>• effective revision techniques and strategies</li> <li>• about options post-16 and career pathways</li> <li>• about application processes, including writing CVs, personal statements and interview technique</li> <li>• how to maximise employability, including managing online presence and taking opportunities to broaden experience about rights, responsibilities and challenges in relation to working part time whilst studying</li> <li>• how to manage work/life balance</li> </ul> <p><b><u>Citizenship</u></b></p> <p><b>The role of the UK in:</b></p> <ul style="list-style-type: none"> <li>• The U.N</li> <li>• The Commonwealth</li> <li>• World Trade Organisation</li> <li>• Uk relations with Europe</li> <li>• Global Humanitarian problems</li> <li>• Global conflicts</li> </ul>	<p>Application processes, and skills for further education, employment and career progression</p> <p><b>United Nations</b>  <b>The Commonwealth</b>  <b>World Trade Organisation</b>  <b>Europe</b>  <b>Brexit</b>  <b>Humanitarian Aids</b>  <b>Global Influence</b>  <b>Conflicts</b></p>	<p>Building on previous learning around careers, personal finances, being independent and responsible. Building towards being prepared for life as an adult. Having a career, managing finances, making decisions about saving and spending money.</p>
<p><b>Spring 1</b></p> <p><b>Relationships</b></p>	<p>Communication in relationships</p>	<p><b>In this unit of work, students learn...</b></p> <p>about core values and emotions  about gender identity, gender expression and sexual orientation</p>	<p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges</p>	<p>Building on everything previously covered in RSE. Some topics such as consent, contraception and sexting are revisited year</p>

		<p>how to communicate assertively  how to communicate wants and needs  how to handle unwanted attention, including online  how to challenge harassment and stalking, including online  about various forms of relationship abuse  about unhealthy, exploitative and abusive relationships  how to access support in abusive relationships and how to overcome challenges in seeking support</p> <p><b><u>Citizenship</u></b>  • Working in politics</p>	<p>and abuse</p> <p><b>Careers</b>  <b>Politics</b></p>	<p>on year as they are of high importance. Building towards becoming confident, respectful young men who have the knowledge they need to have successful and healthy relationships.</p>
<p><b>Spring 2</b></p> <p><b>Health and wellbeing</b></p>	<p>Independence</p>	<p><b>In this unit of work, students learn...</b></p> <p>how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)  emergency first aid skills  how to assess emergency and non-emergency situations and contact appropriate services  about the links between lifestyle and some cancers  about the importance of screening and how to perform self examination  about vaccinations and immunisations  about registering with and accessing doctors, sexual health clinics, opticians and other health services  how to manage influences and risks relating to cosmetic and aesthetic body alterations  about blood, organ and stem cell donation</p>	<p>Responsible health choices, and safety in independent contexts</p>	<p>Building on everything previously learned about both mental health and physical health.</p> <p>Building towards becoming informed, independent young men.</p>
<p><b>Summer 1</b></p>	<p>Families</p>	<p><b>In this unit of work, students learn...</b></p>	<p>Different families and parental responsibilities,</p>	<p>Building on everything previously learned about</p>

<p><b>Relationships</b></p>		<ul style="list-style-type: none"> <li>● about different types of families and changing family structures</li> <li>● how to evaluate readiness for parenthood and positive parenting qualities</li> <li>● about fertility, including how it varies and changes</li> <li>● about pregnancy, birth and miscarriage</li> <li>● about unplanned pregnancy options, including abortion</li> <li>● about adoption and fostering</li> <li>● how to manage change, loss, grief and bereavement</li> <li>● about 'honour based' violence and forced marriage and how to safely access support</li> </ul> <p><b><u>Citizenship</u></b></p> <ul style="list-style-type: none"> <li>● Responsible journalism</li> <li>● Media censorship</li> </ul>	<p>pregnancy, marriage and forced marriage and changing relationships.</p> <p><b>Responsibilities</b> <b>Censorship</b></p>	<p>family set ups and the choices and decisions that can be made.</p> <p>Building towards becoming informed, independent young men.</p>
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