



## PHSE/RSE DEPARTMENT

Curriculum Overview



The curriculum at West Derby School reflects the aspirations we have for all students. It is designed to ensure that not only are all the PHSE/RSE objectives are met but also, to ensure that every student has a good understanding of all the aspects of PHSE/RSE. To which every student becomes a well-rounded member of society, with a fixed moral compass to thrive in all phases of life.

## Departmental Overview

PHSE/RSE lessons take place each Thursday and Friday morning in form groups.

PHSE/RSE curriculum is embedded and identified in all other subjects taught at West Derby School. Aspects of the PHSE/RSE curriculum are consolidated through year group assemblies and Personal Development days held termly.

PHSE/RSE curriculum is taught by form tutors and subject teachers when it arises in the specific subject. We also work with a number of outside agencies such as The Brook to deliver more sensitive topics such as sex education. Learning support assistants work closely with SEND pupils to ensure that the needs of individual SEND pupils are met when delivering PHSE/RSE content.

The inclusion team at West Derby School will work closely with staff and pupils to ensure the PSHE/RSE curriculum is inclusive to all.

All staff members have taken part in PHSE/RSE training to ensure that staff have the ability to teach even the most difficult/sensitive topic and have the ability answer difficult questions in a professional manner without letting their personal beliefs and attitudes affect them.

The teaching of PSHE will:

- Involve pupils in discussion, investigation and problem-solving activities
- Include a variety of media to present issues
- Involve outside agencies
- Include individual, group and whole class teaching and activities
- Include an agreed set of ground rules for involvement and participation in discussion and debate
- Involve pupils in opportunities to reflect on their learning through evaluation
- Involve pupils in opportunities to take responsibility for their own learning and record progress through self-assessment.
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Teaching and learning styles are planned to include:

- Pooling ideas
- Discussion and debate
- Drama and role-play
- ICT
- Problem-solving activities
- The production and appreciation of artwork such as posters
- Film clips

## **Resources**

- PSHE Association
- Crossing the line PSHE Tool kit
- WDS PSHE resources

PSHE teachers use a range of methods to assess, monitor and evaluate pupil learning. These include:

- Teachers assessing pupil's work by making informal judgments as they observe them during lessons
- Pupil self-assessment in the form of evaluation sheets and peer assessment.
- Mindmaps at the beginning of each unit to show what students know, which are then added to at the end of each unit to show what students have learned.
- Pupils are also encouraged to keep records of their contributions to the life of the school and community.

# Year 7 PHSE/RSE (KS3)

## PHSE/RSE aim for year 7:

The aim of the PHSE/RSE curriculum for year 7 is to ensure that all Year 7 students understand what PSHE/RSE entails at secondary school level and that they begin the transition to the secondary phase of their school life by being able to approach more difficult social topics with confidence and maturity.

## Curriculum Overview

### Brief Overview

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
<ul style="list-style-type: none"> <li>➤ Unit 1: Living in the Wider World RSE: Respectful Relationships including Friendship.</li> <li>➤ Unit 2: Living in the Wider World (2) RSE: Online and Media.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unit 3: Relationships, Identity and Safety RSE: Respectful Relationships including Friendship, Families, Intimate relationships including Sexual Health.</li> <li>➤ Unit 3: Relationships, Identity and Safety (1 2) Unit 4: Healthy Living RSE: Healthy Eating, Health and Prevention</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unit 4: Healthy Living (1 2 3 4) / Unit 5: Emotional Health &amp; Wellbeing (5 6) RSE: Healthy Eating, Health and Prevention: Drugs, Alcohol and Tobacco</li> <li>➤ Unit 6: Emotional Health and Wellbeing RSE: Changing Adolescent Body. The Law.</li> </ul>

In Year 7 pupils follow objectives from the National Curriculum. Pupils are encouraged to build on their knowledge from Key Stage 2, developing their understanding of the strands of PHSE/RSE.

### New Knowledge (What we would like students to know and understand by the end of year 7)

- 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.
- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
- The facts about legal and illegal drugs and their associated risks, including the link between drug use and the associated risks, including the link to serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and physical health.

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### New Skills

- Effective communication skills with both staff and peers.
- To be able to come to their own conclusions and opinions based on information from different areas/mediums.
- To voice opinions in a sensitive and logical manner.

### Disciplinary Vocabulary

[Key PHSE vocabulary.pdf](#)

### Prior Learning and Recall

[PHSE-RSE KS2 prior learning.docx](#)

# Year 8 PHSE/RSE (KS3)

## PHSE/RSE aim for year 8:

The aim of the PHSE/RSE curriculum for year 8 is to build on PHSE/RSE topics taught in Year 7. To form unbiased opinions on more difficult topics that are linked with society and to ensure that they have the building blocks to continue to investigate, understand and study PHSE/RSE, with some topics being of a very sensitive nature.

## Curriculum Overview

### Brief Overview

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
<ul style="list-style-type: none"><li>➤ Unit 1: Sex, Relationships and Conflict RSE: Respectful Relationships including Friendship, Intimate Relationships (including Sexual Health, Being Safe)</li><li>➤ Unit 2: Careers and Finance</li></ul>	<ul style="list-style-type: none"><li>➤ Unit 1: Unit 3: Prejudice, Values, Extremism + Cults RSE: Respectful Relationships including Friendship, Online and Media, Internet Safety and Harms.</li><li>➤ Unit 4: Looking After our Health RSE: Healthy Eating, Health and prevention, Physical Health and Fitness.</li></ul>	<ul style="list-style-type: none"><li>➤ Unit 5: My Goal, Behaviours and Emotions RSE: Mental Wellbeing.</li><li>➤ Unit 6: Discrimination, Prejudice and Challenges RSE: Respectful Relationships including Friendship.</li></ul>

In Year 8 pupils follow objectives from the National Curriculum. Pupils are encouraged to build on their knowledge from Key Stage 2 and Year 7, developing their understanding of the strands of PHSE/RSE.

## New Knowledge (What we would like students to know and understand by the end of year 8)

- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- 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 effect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- Explore the world of careers and different venues.
- Understand how everyday finances work.
- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations of body image; how people may curate a specific image of their life online; over-reliance on online relationships including social media; the risks related to online gambling including the accumulation of debt; how advertising and information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been effected by those behaviours.
- The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1019542/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## New Skills

- Effective communication skills with both staff and peers.
- To be able to come to their own conclusions and opinions based on information from different areas/mediums.
- To voice opinions in a sensitive and logical manner.

## Disciplinary Vocabulary

[Key PHSE vocabulary.pdf](#)

## Prior Learning and Recall

[PHSE-RSE KS2 prior learning.docx](#)

# Year 9 PHSE/RSE (KS3)

## PHSE/RSE aim for year 9:

The aim of the PHSE/RSE curriculum for year 9 is to build on PHSE/RSE topics taught in Year 7 to 8 and to build a solid foundation to ensure students have the capability to understand and to have an in depth knowledge of topics what will occur at key stage 4 and 5. To continue to form unbiased opinions on more difficult topics that are linked with society and to ensure that they have the building blocks to continue to investigate, understand and study PHSE/RSE, with some topics being of a very sensitive nature.

## Curriculum Overview

### Brief Overview

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
<ul style="list-style-type: none"><li>➤ Unit 1: Rights and Responsibilities RSE: Intimate Relationships including Sexual Health</li><li>➤ Unit 2: Achieving with Good Mental Health RSE: Mental wellbeing</li></ul>	<ul style="list-style-type: none"><li>➤ Unit 3: Our Health and Personal Safety RSE: Mental Wellbeing, Health and Prevention, Physical Health and Fitness</li><li>➤ Unit 4: Healthy Relationships with Ourselves RSE: Respectful Relationships including Friendship, Families, Health and Prevention</li></ul>	<ul style="list-style-type: none"><li>➤ Unit 5: Preparing for the Wider World: Careers and Enterprise</li><li>➤ Unit 6: Preparing for the Wider World: Finance and Careers.</li></ul>

In Year 9 pupils follow objectives from the National Curriculum. Pupils are encouraged to build on their knowledge from Key Stage 2, Year 7 and year 8, developing their understanding of the strands of PHSE/RSE.

### New Knowledge (What we would like students to know and understand by the end of year 9)

- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing, or their ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. The physical and psychological consequences of addiction, including alcohol dependency. An awareness of the dangers of drugs which are prescribed but still present serious health risks
- 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 relationship.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

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### New Skills

- Effective communication skills with both staff and peers.
- To be able to come to their own conclusions and opinions based on information from different areas/mediums.
- To voice opinions in a sensitive and logical approach.

### Disciplinary Vocabulary

[Key PHSE vocabulary.pdf](#)

### Prior Learning and Recall

[PHSE-RSE KS2 prior learning.docx](#)

# Year 10 PHSE/RSE (KS4)

## PHSE/RSE aim for year 10:

The aim of the PHSE/RSE curriculum for year 10 is to start the journey for our students to become well-rounded adults and consider pathways and avenues for after their school life. The topics they will study will allow each individual to have capability and understanding of how to be a successful member of society. Students will continue to form unbiased opinions of more difficult topics that are linked to society and to ensure that they have the building blocks to continue to investigate, understand and study PHSE/RSE, with some topics being of a very sensitive nature.

## Curriculum Overview

### Brief Overview

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
<ul style="list-style-type: none"> <li>➤ Unit 1: Mental Health and Wellbeing RSE: Mental Wellbeing</li> <li>➤ Unit 2: Living Responsibly RSE: Respectful Relationships including Friendship, Families</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unit 3: The Wider World RSE: Respectful Relationships including Friendship, Families, Internet Safety and Harm</li> <li>➤ Unit 4: Living in the Wider World RSE: Respectful Relationships including Friendship, Families, Internet Safety and Harms</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unit 4: Living in the Wider World (1 2). Unit 5: Relationships (3 4 5 6) RSE: Respectful Relationships including Friendship, Families, Internet Safety and Harms, Intimate and Sexual r</li> <li>➤ Relationships including Sexual Health</li> <li>➤ Unit 6: Relationships and Diversity RSE: Respectful Relationships including Friendship, Families,</li> </ul>

In Year 10 pupils follow objectives from the National Curriculum. Pupils are encouraged to build on their knowledge from Key Stage 2 and Year 7, developing their understanding of the strands of PHSE/RSE.

## New Knowledge (What we would like students to know and understand by the end of year 10)

- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health (e.g. anxiety and depression).
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. Where and how to seek support (including recognising the triggers for seeking support).
- Understand social issues such as homelessness, hate crimes and living sustainably.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Develop an understanding of how to research different careers.
- Understand the roles and responsibilities of employers and employees in the workplace.
- To research possible STEM careers.
- To understand what is meant by criminal exploitation and the crimes behind it.
- That there are a 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 to enjoy intimacy without sex.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- That some types of behaviours within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1019542/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## New Skills

- Effective communication skills with both staff and peers.
- To be able to come to their own conclusions and opinions based on information from different areas/mediums, To voice opinions in a sensitive and logical manner.

## Disciplinary Vocabulary

[Key PHSE vocabulary.pdf](#)

## Prior Learning and Recall

[PHSE-RSE KS2 prior learning.docx](#)

# Year 11 PHSE/RSE (KS4)

## PHSE/RSE aim for year 11:

The aim of the PHSE/RSE curriculum for year 11 is to continue the journey for our students to become well-rounded adults and consider pathways and avenues for after their school life. The topics they will study will allow each individual to have capability and understanding of how to be a successful member of society. Students will continue to form unbiased opinions of more difficult topics that are linked with society and to ensure that they have the building blocks to continue to investigate, understand and study PHSE/RSE, with some being of a very sensitive nature.

## Curriculum Overview

### Brief Overview

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
<ul style="list-style-type: none"> <li>➤ Unit 1: Mental Health and Wellbeing RSE: Mental Wellbeing, Respectful Relationships including Friendship, Families</li> <li>➤ Unit 2: Mental Health and Wellbeing RSE: Respectful Relationships including Friendship, Families, Drugs, Alcohol and Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unit 3: Relationships and Sex RSE: Respectful Relationships including Friendship, Families, Internet Safety and Harms, Intimate and Sexual Relationships including Sexual Health</li> <li>➤ Unit 4: Living in the Wider World RSE: Respectful Relationships including Friendship, Families, Internet Safety and Harms</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unit 5: Living in the Wider World RSE: Respectful Relationships including Friendship, Families, Internet Safety and Harms</li> </ul>

In Year 11 pupils follow objectives from the National Curriculum. Pupils are encouraged to build on their knowledge from Key Stage 2, Year 7 and year 8, developing their understanding of the strands of PHSE/RSE.

## New Knowledge (What we would like students to know and understand by the end of year 11)

- Understand what is meant by identity and diversity and how different types of privilege can enhance a person's life.
- Basic treatment for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.
- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- Understand the world of work.
- To develop skills to write a CV or complete a job application form.
- To explore different post-16 avenues.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared and used online.

## New Skills

- Effective communication skills with both staff and peers.
- To be able to come to their own conclusions and opinions based on information from different areas/mediums.
- To voice opinions in a sensitive and logical approach.

## Disciplinary Vocabulary

[Key PHSE vocabulary.pdf](#)

## Prior Learning and Recall

[PHSE-RSE KS2 prior learning.docx](#)



# Year 12/13 PHSE/RSE (KS5)

## PHSE/RSE aim for Year 12/13:

The aim of the PHSE/RSE curriculum for KS5 is to ensure that skills taught through PHSE/RSE are embedded into the daily life of all students. The topics they will study will allow each individual to have capability and understanding of how to be a successful member of society and will allow them to research the different pathways for becoming a self-sustained adult. Students will continue to form unbiased opinions of more difficult topics that are linked with society and to ensure that they have the building blocks to continue to investigate, understand and study PHSE/RSE, with some topics being of a very sensitive nature.

## Curriculum Overview

### Brief Overview

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
<ul style="list-style-type: none"><li>➤ Y12 1. Toxic and Positive Masculinity, 2. Sex and the Media. 3. Social Justice, 4. Motivations and Ethics</li><li>➤ Y13 1. Personal Statement, 2. Plagiarism, 3. Free Speech and Hate Speech, 4. Apprenticeships</li></ul>	<ul style="list-style-type: none"><li>➤ Y12 1. Climate Change, 2. Researching Different Jobs, 3. Critical Thinking and Fake News, 4. Class A Drugs</li><li>➤ Y13 1. Controlling Relationships, 2. Online Subcultures and Extremism, 3. Social Media and Call-Out Culture, 4. Gender and identity</li></ul>	<ul style="list-style-type: none"><li>➤ Y12 1. Tolerating Intolerance, 2. Career Applications and Personal Presentation, 3. Personal Branding, Exams and Work Experience</li><li>➤ Y13 Exam Preparation, Private Study, Coursework Completion.</li></ul>

By the end of key stage 5, many young people will leave home for the first time and live independently, possibly in distant locations. There is a balance throughout this programme of study between preparing students to manage their current lives and laying the foundations for managing future experiences. As students' progress through the key stages, this balance shifts towards teaching related to young people's current experiences. It is essential to provide a comprehensive PSHE education programme in Key Stage 5; this ensures students continue to learn about issues with real-life relevance to them, at a crucial transition point in their lives.

## New Knowledge (What we would like students to know and understand by the end of year 13)

Please refer to the document in the link below. Page 33-39

[PSHE Association Programme of Study for PSHE Education \(Key stages 1–5\), Jan 2020.pdf](#)

## New Skills

- Effective communication skills with both staff and peers.
- To be able to come to their own conclusions and opinions based on information from different areas/mediums.
- To voice opinions in a sensitive and logical approach.

## Disciplinary Vocabulary

[Key PHSE vocabulary.pdf](#)

## Prior Learning and Recall

Please refer to the document in the link below. Page 21-32

[PSHE Association Programme of Study for PSHE Education \(Key stages 1–5\), Jan 2020.pdf](#)