**Subject Intent:**

In PSHE at Cliff Park Ormiston Academy, students will know how to live physically and mentally healthy lives, recognise risk, be safe, and prepare for life in the wider world. They will be able to recognise healthy relationships in all contexts. Integrated social action projects will provide a platform for students to be caring and fight for issues they feel passionate about. Whilst an integrated careers education aims to nurture student aspiration and support them to make their next steps. PSHE embodies the academies core values of **Community**, **Aspiration**, **Resilience** and **Excellence**.

**4 Curriculum Strands:** Citizenship Education, Relationships and Sex Education, Careers, Economic and Financial Education, Health Education

**SEND Provision:** In order to ensure content is both age and developmentally appropriate the curriculum map is shared with the SENDCo/Director of Inclusion to allow for the pre-teaching of material in advance of lessons, to facilitate overlearning and address the needs of the most vulnerable.

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| **Pre Year 7** | | | | | | | | |
| This course should be studied in primary school as per the basic curriculum requirements set out by the DfE. | | | | Interventions/support in place: Foundation lessons built into Year 7, drawing on primary school resources. SEND provision outlined above. | | | | |
| **Year 7** | | | | | | | | |
|  | **Unit 1** | **Unit 2** | **Unit 3** | | **Unit 4** | **Unit 5** | **Unit 6** | **Unit 7** |
| **Focus** | Identity | Healthy Relationships | Discrimination | | Physical Health | Puberty | Keeping Safe | UK Political System |
| **Sequencing** | Unit focusses on first impressions and self esteem as students start secondary school. | **Community.** Reinforces antibullying message and healthy friendships early on. | **Community.** Builds on unit 2 by looking at the impact of discrimination. | | **Excellence.** Lays foundation for Puberty topic, on importance of physical health. | **Resilience.** How to manage. Pupils will have started or be about to experience puberty. | **Excellence.** Close to summer as they build independence. Online/water/road/ rail safety. | **Aspiration**. Links to unit 3. How are people represented, how can people achieve change. |
| **Assessment** | N/A- Yr7 Transition | Ipsative | What support can I offer to others? | | Ipsative | How can I share key information about puberty with young people? | Ipsative | What would my platform for election look like? |

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| **Year 8** | | | | | | |
|  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** |
| **Focus** | Law and Order | Crime and Exploitation | Alcohol and legal drugs | First Aid and Medicine | #WeWillExplore | Money Management |
| **Sequencing** | **Excellence.** Builds on Unit 7 of Year 7. How laws are made and what happens if people do not follow the law. | **Community.** As independence grows, as does vulnerability to exploitation. What is it? How can we avoid it? | **Resilience.** Student survey highlighted increased alcohol use at 13/14. Raises awareness and risks. | **Community.** How can we help people who are in medical need? Vital as pupils move into adolescence. | **Community.** Builds on previous citizenship topics. How can we make a positive impact on our community? | **Aspiration.** The basics. Credit v Debit, budgeting, consumer rights. Building financial independence. |
| **Assessment** | Ipsative | How can I share key information about crime with others? | Ipsative | Should vaccinations be compulsory? | Social Action Log | How effectively can I budget for a real-world scenario? |

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| **Year 9** | | | | | | | | | | | | | | | | | | |
|  | **Unit 1** | | | **Unit 2** | | | **Unit 3** | | **Unit 4** | | | **Unit 5** | | | **Unit 6** | | | **Unit 7** |
| **Focus** | Media Literacy | | | Body Image | | | Drug Risks | | Careers and Options | | | Democracy | | | Healthy Intimate Relationships | | | Changing Attitudes |
| **Sequencing** | **Resilience.** Increases in Social Media use at 13/14. Tackles misinformation and responsible usage. | | | **Resilience.** Links to Unit 1. Provides advice and support. Body dysmorphia often onset at 13/14. | | | **Resilience.** Shift focus from Unit 3 of Year 8 to illegal substances as students mature. | | **Aspiration.** Informs and advises prior to GCSE options process. Promotes informed decisions. | | | **Aspiration.** Builds on Unit 7 of Year 7, and Unit 1 of Year 8. What is it? Why is it important to us? | | | **Excellence.** Builds on Unit 2 of Year 7 with a focus on intimacy. Local trends inform sequencing of this. | | | **Community.** Explores how attitudes towards sex/gender/race have changed. |
| **Assessment** | Ipsative | | | Ipsative | | | Should cannabis be legalised? | | Ipsative | | | What advice would you give to the cabinet in an emergency? | | | Ipsative | | | Citizen Action |
| **Year 10** | | | | | | | | | | | | | | | | | | |
|  | | | **Unit 1** | | | **Unit 2** | | | **Unit 3** | | | | **Unit 4** | | | **Unit 5** | | |
| **Focus** | | | Managing My Health | | | Human Rights | | | Managing Risks of Intimacy | | | | UK Legal System and International Law | | | Careers and Work Experience | | |
| **Sequencing** | | | **Resilience.** Physical and emotional health. Includes self-examination and organ donation as maturity grows and prevalence increases. | | | **Community.** Mature themes, includes FGM and GBV. Raises awareness where prevalence is higher at this stage of life. | | | **Resilience.** Builds on Unit 6 of Year 9. Focus on risks of sexual acts, miscarriage, FASD, parenting, and options during pregnancy. | | | | **Aspiration.** Builds on Unit 2 and Unit 1 of Year 8. Role in respect of international law and how courts operate and sentence in the UK. | | | **Aspiration.** Supports the work experience process by providing careers education, information, advice and guidance (CEIAG). | | |
| **Assessment** | | | Ipsative | | | Ipsative | | | Ipsative | | | | Ipsative | | | Ipsative | | |
| **Year 11** | | | | | | | | | | | | | | | | | | |
|  | | **Unit 1** | | | **Unit 2** | | | **Unit 3** | | | **Unit 4** | | | **Unit 5** | | | **Unit 6** | |
| **Focus** | | My Next Steps | | | Resilience and Readiness | | | Financial Responsibility | | | UK Electoral System | | | Intimate Relationships: Coercion and Responsibility | | | Catch-up and Exam Preparation | |
| **Sequencing** | | **Aspiration.** Provides CEIAG at a stage where students are making post-16 decisions. Supports applications. | | | **Resilience.** Provides mental health advice and support prior to sitting GCSE exams. | | | **Aspiration.** Many students at this stage will earn an income. Mortgages/loans/taxes/pensions/insurance etc. | | | **Aspiration.** Raises political awareness and engagement as they approach voting age. | | | **Resilience.** Age-appropriate look at impact of pornography, coercive behaviours and managing break ups. | | | **Excellence.** Provides a platform for emotional support, and further academic intervention in lead up to exams. | |
| **Assessment** | | Ipsative | | | Ipsative | | | Ipsative | | | Ipsative | | | Ipsative | | | N/A- Summer Exams | |
| **Post Year 11** | | | | | | | | | | | | | | | | | | |
| Further Education/training in:  Philosophy A Level  Sociology A Level  Social Ethics A Level  Psychology A Level  Public Services BTEC Level 3  Health and Social Care BTEC Level 3  Childcare and Development BTEC Level 3  All above courses are available across East Norfolk and Lowestoft Sixth Form Colleges  Degree Level study in:  Philosophy  Psychology  Social Care  Health Sciences | | | | | | | | | | Employment in:  PSHE teaches and develops skills that are transferable into every career, most notably through its explicit career’s education programme. However, it does have more specific links to a number of careers, notably:  Charity Work  Education/Academia  Healthcare (in particular, sexual health)  Psychologist  Sociologist  Social Work  Local and National Government  Police  Human Rights | | | | | | | | |

**Cultural Capital:**

By design, the curriculum is aimed at boosting the cultural capital of our students. The RSHE content of the curriculum looks to address the divide in ‘embodied culture’ such as personal hygiene, etiquette, linguistic form and other behaviours considered legitimate in society. Careers education involves visits from people in ‘elite occupations’, such as lawyers, doctors and the senior civil service. Research shows that the amount of cultural capital someone has, has a huge impact on educational attainment (institutionalised capital) across the entire curriculum, which directly impacts positions in the labour market. It is the purpose of PSHE to equip students with the cultural capital required to have the opportunity of being upwardly mobile members of society and cultivate aspirations of achieving a higher social status.