

## 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.

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.	<b>Community.</b> Reinforces antibullying message and healthy friendships early on.	<b>Community.</b> Builds on unit 2 by looking at the impact of discrimination.	<b>Excellence.</b> Lays foundation for Puberty topic, on importance of physical health.	<b>Resilience.</b> How to manage. Pupils will have started or be about to experience puberty.	<b>Excellence.</b> Close to summer as they build independence. Online/water/road/rail safety.	<b>Aspiration.</b> 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?

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	<b>Excellence.</b> Builds on Unit 7 of Year 7. How	<b>Community.</b> As independence grows, as	<b>Resilience.</b> Student survey highlighted	<b>Community.</b> How can we help people who are	<b>Community.</b> Builds on previous citizenship	<b>Aspiration.</b> The basics. Credit v Debit,

	laws are made and what happens if people do not follow the law.	does vulnerability to exploitation. What is it? How can we avoid it?	increased alcohol use at 13/14. Raises awareness and risks.	in medical need? Vital as pupils move into adolescence.	topics. How can we make a positive impact on our community?	budgeting, consumer rights. Building financial independence.
<b>Assessment</b>	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?

Year 9							
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
<b>Focus</b>	Media Literacy	Body Image	Drug Risks	Careers and Options	Democracy	Healthy Intimate Relationships	Changing Attitudes
<b>Sequencing</b>	<b>Resilience.</b> Increases in Social Media use at 13/14. Tackles misinformation and responsible usage.	<b>Resilience.</b> Links to Unit 1. Provides advice and support. Body dysmorphia often onset at 13/14.	<b>Resilience.</b> Shift focus from Unit 3 of Year 8 to illegal substances as students mature.	<b>Aspiration.</b> Informs and advises prior to GCSE options process. Promotes informed decisions.	<b>Aspiration.</b> Builds on Unit 7 of Year 7, and Unit 1 of Year 8. What is it? Why is it important to us?	<b>Excellence.</b> Builds on Unit 2 of Year 7 with a focus on intimacy. Local trends inform sequencing of this.	<b>Community.</b> Explores how attitudes towards sex/gender/race have changed.
<b>Assessment</b>	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
<b>Focus</b>	Managing My Health	Human Rights	Managing Risks of Intimacy	UK Legal System and International Law	Careers and Work Experience
<b>Sequencing</b>	<b>Resilience.</b> Physical and emotional health. Includes self-examination and organ donation as maturity grows and prevalence increases.	<b>Community.</b> Mature themes, includes FGM and GBV. Raises awareness where prevalence is higher at this stage of life.	<b>Resilience.</b> Builds on Unit 6 of Year 9. Focus on risks of sexual acts, miscarriage, FASD, parenting, and options during pregnancy.	<b>Aspiration.</b> 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.	<b>Aspiration.</b> Supports the work experience process by providing careers education, information, advice and guidance (CEIAG).
<b>Assessment</b>	Ipsative	Ipsative	Ipsative	Ipsative	Ipsative

Year 11						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Focus</b>	My Next Steps	Resilience and Readiness	Financial Responsibility	UK Electoral System	Intimate Relationships: Coercion and Responsibility	Catch-up and Exam Preparation

<b>Sequencing</b>	<b>Aspiration.</b> Provides CEIAG at a stage where students are making post-16 decisions. Supports applications.	<b>Resilience.</b> Provides mental health advice and support prior to sitting GCSE exams.	<b>Aspiration.</b> Many students at this stage will earn an income. Mortgages/loans/taxes/pensions/insurance etc.	<b>Aspiration.</b> Raises political awareness and engagement as they approach voting age.	<b>Resilience.</b> Age-appropriate look at impact of pornography, coercive behaviours and managing break ups.	<b>Excellence.</b> Provides a platform for emotional support, and further academic intervention in lead up to exams.
<b>Assessment</b>	Ipsative	Ipsative	Ipsative	Ipsative	Ipsative	N/A- Summer Exams
<b>Post Year 11</b>						
<p>Further Education/training in:</p> <p>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</p> <p>All above courses are available across East Norfolk and Lowestoft Sixth Form Colleges</p> <p>Degree Level study in:</p> <p>Philosophy Psychology Social Care Health Sciences</p>			<p>Employment in:</p> <p>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:</p> <p>Charity Work Education/Academia Healthcare (in particular, sexual health) Psychologist Sociologist Social Work Local and National Government Police Human Rights</p>			

### 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.