

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.			
Year 7						
	Topic 1	Topic 2	Topic 3	Topic 4		
Focus	Transition to Secondary School	Careers and Enterprise Skills	Help I'm Hairy	The Web We Want Sleep Factor		
Sequencing	Addresses the likely anxieties of transition and offers support and advice. Important for the wellbeing of pupils in a new environment and promotes a trusting classroom.	Promotes discussion of aspirations and reinforces value of PSHE and work ethic in early secondary. Awareness of consequences of actions now, in later life.	First explicitly taught RSE topic. Later in year 7 to allow for a more comfortable and trusting environment. Age appropriate. Covers puberty and healthy relationships.	Mobile phone/device usage widespread. 13 is the age of consent for many social media platforms, important to inform on risk and support mental health. Many students will turn 13 in the September following this final topic.		
Formal Assessment	Every lesson in every topic has formative assessment built into the scheme of work. This takes the form of self, peer, and teacher assessment. It is not appropriate to summatively assess much of the Relationships, Sex and Health Education guidance set out by the DfE, however factual knowledge is frequently assessed through low stakes testing. Reporting to parents is via an 'attitude to learning' grade that reflects effort and engagement, as opposed to percentage attainment.					
Homework	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school home learning booklet						

Year 8						
	Topic 1	Topic 2	Topic 3			
Focus	Drugs and Alcohol	Notes to Self	Social Cohesion Project			
Sequencing	Student survey in 2019 highlighted increased alcohol consumption in 13/14-year-olds. The topic is to increase awareness and reduce the trends identified.	Builds on Topic 1 but moves away from the science and focuses more on risks to mental health and relationships.	Based on a pilot scheme trialled in 2019 and implemented in full in 2020. Survey results showed a positive change in social attitudes and tolerance, particularly in the young. Compliments knowledge of religions.			
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Homework	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school home learning booklet						

Year 9						
Qualification	None					
	Topic 1	Topic 2	Topic 3	Topic 4		
Focus	Body Image	GCSE Options Process	First Give Social Action Project	Tell Me More		
Sequencing	Builds on discussions on the impact of the media on body image in Year 7. Explicit unit discussing the impacts of peer pressure and the media on our perceptions of body image. Research suggests body dysmorphia is on the rise, and the mean age of onset is 16. Important to inform and provide support prior to this age.	Informs and advises on the GCSE process prior to making choices. Looks at aspirations and requirements for future study. Links to CEIAG. Serves to promote importance of making informed and considered decisions on future.	Promotes oracy, literacy, project management, teamwork and social action. Compliments English. Relies on the maturity and the awareness of community that should have developed by this stage in PSHE.	Trends in sexual behaviour among young people and local teenage pregnancy statistics inform the sequencing of this topic prior to summer holidays. Topic to include condom demonstrations and other contraceptive guidance. Builds on Year 7.		
Formal Assessment	Every lesson in every topic has formative assessment built into the scheme of work. This takes the form of self, peer, and teacher assessment. It is not appropriate to summatively assess much of the Relationships, Sex and Health Education guidance set out by the DfE, however factual knowledge is frequently assessed through low stakes testing. Reporting to parents is via an 'attitude to learning' grade that reflects effort and engagement, as opposed to percentage attainment.					
Homework	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school home learning booklet						
Year 10						
Qualification	None					
	Topic 1	Topic 2		Topic 3		
Focus	Health Matters	Pregnancy, Parenthood and Family Life		Snagged		
Sequencing	Informs and supports on mental health at the beginning of academic year. Covers issues such as self-examination and cancer, as per RSHE guidance and at a mature age to appreciate the significance.	Building on Topic 4 of Year 9. Year 9 focussed on sexual health, this gives practical guidance on the risks and challenges of pregnancy, parenthood, and healthy family relationships. Looks at religious perspective also.		Covers several topics, such as county lines, child sexual exploitation, extremism and focusses on the risk assessment skills developed over 3 years of PSHE education. Recaps prior learning and assesses pupils understanding of action and consequence.		
Formal Assessment	Every lesson in every topic has formative assessment built into the scheme of work. This takes the form of self, peer, and teacher assessment. It is not appropriate to summatively assess much of the Relationships, Sex and Health Education guidance set out by the DfE, however factual knowledge is frequently assessed through low stakes testing. Reporting to parents is via an 'attitude to learning' grade that reflects effort and engagement, as opposed to percentage attainment.					
Homework	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11						
Qualification	None					
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Focus	Medical Ethics	Careers and Next Steps	Human Rights and FGM	LGBTQ+ and Women's Rights	Pregnancy, Parenthood and Family Life	Exam Skills and Coping Strategies

Sequencing	Looks at these medical issues from both a secular, scientific view as per RSHE guidance. Allows for mature, critical analysis of the issues from a broad theoretical base.	Taught concurrently with the college applications process. Provides space to reflect, to receive guidance and to ask questions on the next steps in their journeys, leaving at the end of Year 11.	Mature themes, involving philosophy, theology. Issues of forced marriage, FGM, breast ironing etc, all require a level of maturity that being in Year 11 demands. Age appropriate.	Builds on Topic 3 but focuses on the rights of historically oppressed communities in the UK. Explores the social progress made, but also critiques the progress still needed to be made.	Bridging curriculum. Building on Topic 4 of Year 9. Year 9 focussed on sexual health, this gives practical guidance on the risks and challenges of pregnancy, parenthood, and healthy family relationships. Looks at religious perspective also.	Provides sessions on mindfulness, stress management and other coping strategies. As well as providing practical revision and exam guidance at a crucial time.
Formal Assessment	Every lesson in every topic has formative assessment built into the scheme of work. This takes the form of self, peer, and teacher assessment. It is not appropriate to summatively assess much of the Relationships, Sex and Health Education guidance set out by the DfE, however factual knowledge is frequently assessed through low stakes testing. Reporting to parents is via an 'attitude to learning' grade that reflects effort and engagement, as opposed to percentage attainment.					
Homework	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Post Year 11						
<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 careers 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.

The list of people of cultural significance to the subject span many disciplines, as is its role in developing cultural capital, is not limited to:

Nelson Mandela
Martin Luther King
Emmeline Pankhurst
Millicent Fawcett
Edward Jenner
Harvey Milk
Peter Tatchell
Sir John Wolfenden
Martha P Johnson
Rosa Parks