



KS4 PSHE & RSE curriculum 2023/2024

Key Stage 4

At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

For the ASDAN modules, four challenges will need to be completed from section A and one from section B. This is at the teacher's discretion.

<p>Year 10 PSHE</p> <p>Pupils should know... (Core knowledge and concepts to be learned)</p>	<p><u>ASDAN Module 1</u> <u>Emotional well-being</u></p> <p>Section A :</p> <p>Demonstrate how to talk about emotions.</p> <p>Show how being connected to others can improve emotional wellbeing.</p> <p>Explain common types of mental ill health.</p> <p>Recognise the early signs of poor mental health.</p> <p>Use strategies to maintain positive emotional wellbeing.</p> <p>Explain activities that can promote positive emotional wellbeing.</p>	<p><u>Health & wellbeing</u> <u>Managing risk and personal safety</u> <u>including drugs, alcohol & tobacco.</u></p> <p>To consider the consequences of using legal and illegal drugs.</p> <p>To recognise and manage risk in relation to alcohol and drug use.</p> <p>To understand how the use of drugs and alcohol can affect</p>	<p><u>ASDAN Module 2</u> <u>Keeping safe and healthy</u></p> <p>Section A:</p> <p>Demonstrate how to cope with being new.</p> <p>Explain current campaigns promoting happiness</p> <p>Explain what constitutes a healthy lifestyle</p> <p>Recognise what healthy eating looks like</p> <p>Identify local health improvement services.</p> <p>Identify risks of personal safety</p> <p>Understand the safe use of taxis and minicabs</p>	<p><u>ASDAN Module 3</u> <u>Social Media</u></p> <p>Section A:</p> <p>Understand why it is important to develop digital resilience.</p> <p>Understand how media stereotypes or manipulated images adversely affect body image and self-esteem</p> <p>Identify harmful behaviour online (e.g. bullying, abuse,</p>
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	<p>Section B:</p> <p>Design and carry out a campaign to raise awareness of emotional wellbeing in your school</p> <p>Create a self help guide to maintaining positive mental health</p> <p>Create a promotional film that could be used to show people the importance of and how to maintain positive mental health.</p>		sexual health.	<p>Section B:</p> <p>Create an easy to use guide on living a safe and healthy independent lifestyle.</p> <p>Create a performance piece that promote a safe and healthy independent lifestyle.</p> <p>Create a promotional film that shows young people how to look after themselves and their friends when they go out for the night.</p>		<p>harassment); understand how to report it and access support if you have been affected by those behaviours.</p> <p>Recognise digitally enabled stalking (cyber stalking) and know what to do if you are affected.</p> <p>Understanding the consequences of posting online and the potential impact on reputation</p>
<p>Year 10 RSE</p> <p>Pupils should know... (Core knowledge and concepts to be learned)</p>	<p><u>Autumn 1: Relationships</u> <u>Positive relationships</u></p> <p>The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality.</p> <p>The role of pleasure in intimate</p>	<p><u>Autumn 2: Relationships</u> <u>Forming and maintaining respectful relationships</u></p> <p>To develop strategies to manage the strong emotions associated with the different stages of relationships</p>	<p><u>Spring 1: Relationships</u> <u>Bullying, abuse and discrimination</u></p> <p>To recognise when others are using manipulation, persuasion or coercion and how to respond.</p> <p>To understand the law relating to abuse in relationships, including coercive control and online harassment.</p>	<p><u>Spring 2: Relationships</u> <u>Consent, contraception and parenthood.</u></p> <p>To learn about the concept of consent in maturing relationships.</p> <p>To learn the skills to assess their readiness for sex, including sexual activity online,</p>	<p><u>Summer 1: Relationships</u> <u>Relationship values and healthy living</u></p> <p>To recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours.</p>	<p><u>Summer 2: Relationships</u> <u>Social influences</u></p> <p>To evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs.</p> <p>To learn skills to</p>

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	<p>relationships, including orgasms.</p> <p>To respond appropriately to indicators of unhealthy relationships, including seeking help where necessary.</p> <p>The importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships.</p>	<p>To learn to safely and responsibly manage changes in personal relationships including the ending of relationships.</p> <p>To identify ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them</p>		<p>as an individual and within a couple.</p> <p>To evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences.</p> <p>To learn how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner.</p> <p>To recognise the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support.</p>	<p>To identify the role and long term-risks that an unhealthy lifestyle can have on the body, in particular blood and organs.</p> <p>To recognise the importance of stem cell donation and the benefit it can have on a person and those around them.</p>	<p>support younger peers when in positions of influence.</p>
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<p>Pupils should be able to do... (Skills being developed)</p>	<p><u>PSHE</u></p> <p>To work on personal well being through talking about emotions.</p> <p>To recognise how talking to others can help wellbeing.</p> <p>Recognise different mental health issues and how to seek help.</p> <p><u>RSE</u></p> <p>Identify why building strong, positive relationships on mutual support, trust, respect and equality is essential.</p> <p>To understand the importance of orgasm and how they can be obtained.</p> <p>To recognise indicators of</p>	<p><u>PSHE</u></p> <p>Use knowledge and research to recognise poor signs of mental health.</p> <p>Identifying strategies to promote positive wellbeing.</p> <p><u>RSE</u></p> <p>To recognise that relationships bring up strong emotions.</p> <p>To list ways to manage these strong emotions.</p> <p>To identify safe and responsible ways of ending a relationship or dealing with a relationship ending.</p> <p>To identify that people will handle the ending of long term relationships differently.</p>	<p><u>PSHE</u></p> <p>Consider a range of consequences of using alcohol and other drugs.</p> <p>Understand where to get advice and information about drugs and alcohol.</p> <p>Understand the importance of having a responsible attitude to alcohol and drug use.</p> <p>Understand the consequences of risky sexual behaviour.</p> <p>Know what sexual health services exist locally and nationally.</p> <p><u>RSE</u></p> <p>To define the terms manipulation, persuasion and coercion.</p> <p>To identify appropriate responses to</p>	<p><u>PSHE</u></p> <p>To learn ways of coping when new situations arise.</p> <p>To Identify ways to be happy.</p> <p>To understand what is included in a healthy lifestyle.</p> <p>To recognise the relationship between a healthy lifestyle and illness.</p> <p><u>RSE</u></p> <p>To recognise that as relationships mature, so does the concept of consent i.e. sexual consent.</p> <p>To identify ways to assess individual readiness for sex.</p> <p>To understand the importance of communication between all involved</p>	<p><u>PSHE</u></p> <p>To use knowledge and research to suggest what eating healthy includes.</p> <p>To recognise that there are services to use to help contribute to a healthy lifestyle.</p> <p>To recognise different levels of risk.</p> <p>To identify factors that are included in personal safety in a variety of situations.</p> <p><u>RSE</u></p> <p>To identify their own relationship values.</p> <p>To clarify the impact that their relationship values could have on others.</p>	<p><u>PSHE</u></p> <p>To recognise the effects social media has on everyone.</p> <p>To understand the dangers that social media has on health and relationships.</p> <p>To recognise the support available due to online behaviour.</p> <p>To recognise the effect that social media has on reputation.</p> <p><u>RSE</u></p> <p>To understand how their behaviour impacts others.</p> <p>To identify links, both positive and negative, between their behaviour and the behaviour of others.</p>
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	<p>unhealthy relationships.</p> <p>To explain where to get help for an unhealthy relationship if necessary.</p> <p>To understand what legal right marriage brings to individuals.</p> <p>To recognise the legal similarities and differences between marriage, civil partnerships and long-term relationships.</p>	<p>To recognise where to access support to deal with the emotions brought up by a relationship ending.</p>	<p>manipulation, persuasion or coercion.</p> <p>To understand the different forms of abuse that can take place in relationships including coercive control and online harassment.</p> <p>To identify the warning signs for abuse taking place within relationships.</p> <p>To understand the law, including legal implications in terms of this abuse.</p> <p>To identify avenues of support for this abuse.</p>	<p>when determining readiness for sex.</p> <p>To understand why someone might request or send a nude.</p> <p>To identify the legal implications for sending an indecent image.</p> <p>To recognise that sending an indecent image could have emotional and social consequences for all parties involved.</p> <p>To list what these social and emotional consequences could be.</p> <p>To identify that the responsibility of obtaining contraception is for all parties involved.</p> <p>To list different forms of contraception, including the</p>	<p>To challenge their own values.</p> <p>To recognise that their values could have an affect on others, even unintentionally.</p> <p>To understand that their values will have an effect on their day-to-day behaviour, decision and goals.</p> <p>To identify the vital organs and the role they have on the body</p> <p>To understand the relationship between poor lifestyle choices and organ deterioration.</p> <p>To explain what stem cell donation is and how it works, identifying the benefits.</p>	<p>To recognise how behaviour may contribute towards others joining a gang or using a weapon.</p> <p>To understand how online behaviour influences others.</p> <p>To recognise ways of supporting others in a positive way.</p> <p>To identify ways of being a positive role model to younger peers.</p>
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				<p>positives and negatives of each one.</p> <p>To understand that emergency contraception exists but should only be used in an emergency and not as planned contraception.</p> <p>To recognise the possible ways someone might feel from an unintended pregnancy.</p> <p>To identify what options someone has following an unintended pregnancy.</p> <p>To identify where to seek accurate, impartial advice and support for an unintended pregnancy.</p>		
Key Terminology	Emotions Wellbeing		Circulation Cancer	Stress Mental wellbeing	Digital resilience Media stereotypes	

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	Relationships Mental health Anxiety Depression Disorders Symptoms Mindfulness Cognitive behavioural therapy Campaign Mutual support Equality Oragsm Clitoris G-spot Cohabiting Separation Grief Bereavement	Depression Dementia Memory loss Hepatitis HIV/AIDS Paranoia Psychotic episodes Contraception Sexually transmitted infection Pregnancy Manipulation Persuasion Coercion Control Online harassment Stalking Restraining order	Emotional wellbeing Five ways to wellbeing 10 keys to happiness Hygiene CPR Nutrients Diet Personal safety Independent life Sexual consent Readiness Motivations Nudes Emergency contraception Clinic Termination Abortion Values Morals	Body image self-esteem Peer pressure Social media Trolling Cyberbullying Stalking Abuse Harass Mentoring Peer support Role model	
Year 11 PSHE Pupils should know... (Core knowledge and concepts to be learned)	<u>ASDAN Module 3</u> <u>Social media</u> Section B: Write an article on the positive and negative impacts on young people's self-esteem. Investigate the Digital 5 a Day campaign.	<u>ASDAN Module 9</u> <u>Financial Choices</u> Section A: Understand tax and national insurance Discover how different forms of saving work Find out about ways to manage debt	<u>Health & wellbeing</u> <u>Managing risk and personal safety</u> <u>including drugs, alcohol & tobacco.</u> To recognise the influences and pressure on young people in relation to drug use. To explore the impact of drinking and drug use in different sectors of	<u>ASDAN Module 9</u> <u>Financial Choices</u> Section B: Plan a budget to live independently for 1 year. Plan a budget for a youth group. Investigate how you could fund going to university.	<u>ASDAN Module 10</u> <u>Careers and your future</u> Section A: Identify the skills and attributes that employers look for in their employees. Understand what it means to be employable. Develop a lifeplan that identifies personal aspirations, attributes and skills; be able to set compelling goals.

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	Read a report and write an article on the #StatusofMind campaign.	Recognise the importance of pensions Understand how to rent accommodation	society To consider how drugs and alcohol can affect personal relationships.		Understand how to promote a personal brand. Demonstrate an awareness of the career choices available locally and nationally. Demonstrate an ability to solve problems. Section B: Research the employability attributes and skills that employers are looking for. Considering your own personal attributes and personal skills, market yourself as a personal brand. Discuss and present the advantages and disadvantages of working part time.	
Year 11 RSE Pupils should know... (Core knowledge and concepts to be learned)	<u>Relationships</u> <u>Positive relationships</u> The legal rights, responsibilities and protections provided by the Equality Act 2010. About diversity in romantic and sexual attraction and developing sexuality, including	<u>Relationships</u> <u>Forming and maintaining respectful relationships</u> The opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks.	<u>Relationships</u> <u>Bullying, abuse and discrimination</u> To learn about the challenges associated with getting help in domestic abuse situations of all kinds including rape; the importance of doing so; sources of appropriate advice and support, and how to access	<u>Relationships</u> <u>Consent, contraception and parenthood.</u> To recognise the impact of drugs and alcohol on choices and sexual behaviour. To learn about the impact of attitudes towards sexual	<u>Relationships</u> <u>Relationship values</u> To understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values.	<u>Relationships</u> <u>Social influences</u> To recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help. To learn factors which

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	<p>sources of support and reassurance and how to access them.</p> <p>Strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed.</p> <p>To understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours.</p>	<p>The legal and ethical responsibilities people have in relation to online aspects of relationships.</p> <p>To recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help.</p> <p>To learn ways to access information and support for relationships including those experiencing difficulties.</p>	<p>them.</p> <p>The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support.</p>	<p>assault and to challenge victimblaming, including when abuse occurs online.</p> <p>To recognise the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families. To learn the reasons why people choose to adopt/foster children.</p> <p>To learn about the current legal position on abortion and the range of beliefs and opinions about it</p>		<p>contribute to young people becoming involved in serious organised crime, including cybercrime.</p>
<p>Pupils should be able to do... (Skills being developed)</p>	<p><u>PSHE</u></p> <p>To recognise the positive and negative effect of social media.</p>	<p><u>PSHE</u></p> <p>To recognise economic wellbeing through understanding tax</p>	<p><u>PSHE</u></p> <p>To have considered some of the influences on a young person's attitude to drugs and</p>	<p><u>PSHE</u></p> <p>To use knowledge and research to identify how to make the best financial</p>	<p><u>PSHE</u></p> <p>Identify personal skills and qualities that make you employable.</p>	<p><u>PSHE</u></p> <p>To use knowledge and research to identify employability skills and attributes to</p>

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	<p>To use knowledge and research to achieve a healthy and balanced digital diet.</p> <p>To identify reports and articles that promote personal wellbeing.</p> <p><u>RSE</u></p> <p>To understand legal rights, responsibilities and protections provided by the Equality Act 2010.</p> <p>To identify the relevance and importance of the Equality Act 2010</p> <p>To recognise the difference between romantic and sexual attraction</p> <p>To know where to access support to</p>	<p>and national insurance.</p> <p>To understand different financial choices when saving money.</p> <p>To understand about debt and how to deal with independent living.</p> <p>To identify the importance of pensions through financial choices.</p> <p>To understand how you would be able to rent accommodation.</p> <p><u>RSE</u></p> <p>To recognise that there are positive and negative risks involved with online relationships.</p> <p>To understand the legal and ethical responsibilities</p>	<p>alcohol</p> <p>To have explored how certain social habits can lead to dependency and addiction.</p> <p>To have considered the impact of drinking and drugs use on different types of people</p> <p>To understand some of the laws relating to licensing and drug use and why they exist</p> <p>To consider what constitutes controlling or abusive behaviour in a relationship</p> <p>To have identified some sources of advice and support for domestic abuse situations</p> <p><u>RSE</u></p> <p>To understand what domestic abuse is in all its forms.</p>	<p>choices.</p> <p>To recognise economic wellbeing through planning budgets.</p> <p>To recognise the different ways you are able to fund university.</p> <p><u>RSE</u></p> <p>To understand how drugs and alcohol can influence your sexual choices.</p> <p>To understand the impact that sexual assault has on a victim.</p> <p>To recognise what victim blaming is and how to challenge others opinions</p> <p>To use knowledge and research to understand what skills</p>	<p>Recognise that life plans can change.</p> <p>To identify the importance of personal branding and the positive effect that social media can have for promotion.</p> <p>To recognise the options you have to choose a career both locally or nationally.</p> <p>Demonstrate an ability to solve problems.</p> <p><u>RSE</u></p> <p>To recognise that different faiths and cultures have different views on sex.</p> <p>To understand the reasons why different faiths have different opinions</p>	<p>gain success in a job.</p> <p>Identify personal skills and qualities that could make you successful in work.</p> <p>To understand the economic factors when working in part time employment.</p> <p><u>RSE</u></p> <p>To recognise behaviours which influence others.</p> <p>To identify the reasons why someone might be drawn to joining a group or gang.</p> <p>To recognise the risks of joining a particular group or gang.</p> <p>To understand where to seek appropriate help to avoid being negatively influenced.</p>
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	<p>assist with sexuality choices.</p> <p>To recognise appropriate advice and be able to assist others when advice is needed.</p> <p>To understand that how the media portrays sex in pornography may differ from real life.</p>	<p>people have when conducting an online relationship.</p> <p>To identify that relationships online should follow the same ethical duties and responsibilities as in person relationships.</p> <p>To recognise when unwanted attention is happening and know where to seek help.</p>	<p>To recognise where victims of domestic abuse are able to seek support.</p> <p>To understand what honour based violence consists of.</p> <p>To understand what forced marriage is and why it happens.</p> <p>To recognise the consequences involved in violence and forced marriage and understand where to seek help.</p>	<p>are important for parenting.</p> <p>To identify the qualities that are important for family life.</p> <p>Recognise where to find support for young parents and families.</p> <p>To understand the laws on abortion.</p> <p>To understand the diverse views on abortion.</p>	<p>on sex.</p> <p>To debate the positives and negatives of the cultural practices and beliefs involved in relationships and sexual activity.</p> <p>To demonstrate respect when discussing these cultural practices.</p> <p>To discuss the relevance and importance of the role these practices play in relationship values.</p>	<p>To recognise factors as to why young people become involved in serious crime.</p> <p>To understand what cybercrime is and what impact it has on the victim.</p>
Key terminology	<p>Marriage</p> <p>Civil partnership</p> <p>Cohabitation</p> <p>Ceremony</p> <p>illegal</p> <p>Forced marriage</p> <p>Social media</p> <p>Self esteem</p> <p>Digital 5 a day</p>	<p>Harassment</p> <p>Stalking</p> <p>Rent</p> <p>Accommodation</p> <p>Pensions</p> <p>Tax</p> <p>National insurance</p> <p>Savings</p> <p>Debt</p> <p>Credit card</p>	<p>Domestic abuse</p> <p>Coercion</p> <p>Exploitation</p> <p>Manipulation</p> <p>Honour based violence</p> <p>Forced marriage</p> <p>Persuasion</p> <p>Culture</p> <p>Religion</p> <p>Experimenting</p>	<p>Parenthood</p> <p>Adopt</p> <p>Foster</p> <p>Personal safety</p> <p>Victim blaming</p> <p>Abortion</p> <p>Law</p> <p>Budget</p> <p>Salary</p> <p>University</p>	<p>Faith</p> <p>Culture</p> <p>Values</p> <p>Decisions</p> <p>Female circumcision</p> <p>Sunna</p> <p>Gudniin</p> <p>Halays</p> <p>Tahur</p>	<p>Grooming</p> <p>Crime</p> <p>Cyber bullying</p> <p>Cyber crime</p> <p>Organised crime</p> <p>Social influences</p> <p>Family honour</p> <p>Protection</p> <p>Recruitment</p> <p>Attributes</p>

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	Socio-economic inequality Discrimination Gender equality Gender reassignment Pregnancy Maternity Harassment Victimisation Legislation Advocacy	Pensions Mortgage Legal Ethical	Recreational drug use Recreationally dependant Dependent Addicted Politician Paramedic Social worker	Loans Grants Graduate	Megrez Kithan Clitoridectomy Excision Infibulation Arranged marriage Forced pregnancy Abstinence Goals Employability Skills Abilities Suitability Attributes Aspirations LinkedIn Career choices Problem solving Logic	Skills Employable Personal skills Personal brand Part time work Flexible working
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