



# Personal Faculty 2022/2023

## Key Stage 4

### Whole School Overview

The personal faculty is responsible for the following programmes: Personal, Social, Health and Economic education (PSHE), 'The world around us', including Religious Education (RE), Relationship and Sex Education (RSE), Physical Education, (PE) and the Spiritual, Moral, Social and Cultural (SMSC) development of the students.

All departments within the faculty will have the opportunity to achieve a range of formal and informal qualifications:

<u>PE</u>	<u>PSHE</u>	<u>The World Around Us</u>
ASDAN Sport and Fitness Short Course  GCSE PE Short Course  Entry Level PE	ASDAN New Horizons KS2  ASDAN PSHE Short Course	ASDAN Beliefs and Values Short Course

When studying for these qualifications, students are encouraged to develop skills in reasoning, problem solving, analysing, literacy, numeracy and ICT. These skills are intended to enable the students to succeed across all subjects and within the world around them.

The personal curriculum focuses on students acquiring the knowledge, understanding and skills they require in order to develop self-management skills for both now and in the future. They will be encouraged to develop the qualities and attitudes required to thrive as individuals and members of society. The personal curriculum also puts a strong emphasis on the following:

- developing essential employability skills.
- reducing or removing barriers to learning, such as bullying, low self-esteem, unhealthy and risky behaviours.
- promoting British values, including democracy and preparing students to become active members of society.
- promoting equality and diversity for students to respect others, as well as promoting tolerance and understanding of difference religious and cultural beliefs.
- supporting the development of physically, emotionally and socially healthy young people.

Due to the wide range of needs across the school, Educational Health Care Plan's (EHCP), Individual Education Plan's (IEP) and multi-agency reports are taken into consideration in the planning of lessons and the assessment of outcomes.

The personal faculty works closely with other faculties to promote cross-curricular opportunities. We ensure that the learning is relevant to the students and to the world around them. This is achieved through planning current affairs, practical applications and localised studies into the lessons.

## Key Stage 4 PSHE/RSE Curriculum Map

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;"><b>Key Stage 4</b></p> <p>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.</p> <p>Pupils also work closely with our independent careers advisor Lisa from <b>Careers Connect</b>. Career Connect is a charity who are passionate about providing high quality independent careers advice, bridging the gap to learning and employment and better life chances for young people and adults. They provide a wide range of career management services, some funded by Local Authorities and schools and colleges in your area.</p>						
Anderson & Turing (Year 10)	<p><b><u>Health &amp; wellbeing</u></b> <u>Mental health &amp; emotional well-being</u></p> <p><b><u>(Asdan module 1 - Emotional wellbeing)</u></b></p> <p>The characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health</p> <p>About change and its impact on mental</p>	<p><b><u>Living in the wider world</u></b> <u>Choices, pathways, work and careers.</u></p> <p><b><u>(Asdan module 10 - Careers and your future)</u></b></p> <p>To evaluate and further develop their study and employability skills.</p> <p>To recognise how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability.</p>	<p><b><u>Health &amp; wellbeing</u></b> <u>Managing risk and personal safety including drugs, alcohol &amp; tobacco.</u></p> <p><b><u>(Asdan module 4 - Alcohol)</u></b></p> <p>To learn ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online</p> <p>To learn strategies</p>	<p><b><u>Living in the wider world.</u></b> <u>Media literacy and digital resilience</u></p> <p><b><u>(Asdan module 3 - Social media)</u></b></p> <p>To understand that there are positive and safe ways to create and share content online and the opportunities this offers.</p> <p>To learn strategies for protecting and enhancing their</p>	<p><b><u>Health &amp; wellbeing</u></b> <u>Health related decisions</u></p> <p><b><u>(Asdan module 2 - Keeping safe and healthy)</u></b></p> <p>To make informed lifestyle choices regarding sleep, diet and exercise.</p> <p>To learn the benefits of having a balanced approach to spending time online.</p> <p>To identify, evaluate</p>	<p><b><u>Living in the wider world.</u></b> <u>Learning skills &amp; financial choices</u></p> <p><b><u>(Asdan module 9 - Financial choices)</u></b></p> <p>To evaluate and further develop their study and employability skills.</p> <p>To evaluate their own personal strengths and areas for development and use this to inform goal setting.</p> <p>To learn how to effectively budget,</p>

<p>health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experience.</p> <p>Developing a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns which will equip them for adulthood.</p> <p><b><u>Relationships</u></b> <b><u>Positive relationships</u></b></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 relationships, including orgasms.</p> <p>To respond appropriately to indicators of</p>	<p>To learn about the range of opportunities available to them for career progression, training and employment.</p> <p>To learn about the labour market, local, national and international employment opportunities.</p> <p><b><u>Relationships</u></b> <b><u>Forming and maintaining respectful relationships</u></b></p> <p>To develop strategies to manage the strong emotions associated with the different stages of 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</p>	<p>for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs).</p> <p>To recognise the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities.</p> <p><b><u>Relationships</u></b> <b><u>Bullying, abuse and discrimination</u></b></p> <p>To recognise when others are using manipulation, persuasion or coercion and how to respond.</p> <p>To understand the</p>	<p>personal and professional reputation online.</p> <p>To recognise that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints and recognise why and how this may influence opinions and perceptions of people and events.</p> <p>To learn how personal data is generated, collected and shared, including by individuals, and the consequences of this.</p> <p><b><u>Relationships</u></b> <b><u>Consent, contraception and parenthood.</u></b></p> <p>To learn about the concept of consent in maturing relationships.</p>	<p>and independently access reliable sources of information, advice and support for all aspects of physical and mental health.</p> <p>To learn about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help.</p> <p><b><u>Relationships</u></b> <b><u>Relationship values</u></b></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>including the benefits of saving.</p> <p>How to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks.</p> <p>To recognise and manage the range of influences on their financial decisions.</p> <p><b><u>Relationships</u></b> <b><u>Social influences</u></b></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 support younger peers when in positions of influence.</p>
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	<p>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>including the impact of separation, divorce and bereavement; sources of support and how to access them</p>	<p>law relating to abuse in relationships, including coercive control and online harassment.</p>	<p>To learn the skills to assess their readiness for sex, including sexual activity online, 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</p>		
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				talk to for accurate, impartial advice and support.		
Hamilton & Storey (Year 11)	<p><b><u>Health &amp; wellbeing</u></b> <u>Mental health &amp; emotional well-being</u></p> <p>To recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available</p> <p>The importance of and ways to preempt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others*</p> <p>How to recognise when they or others need help with their mental health and</p>	<p><b><u>Living in the wider world</u></b> <u>Choices, pathways, work and careers</u></p> <p>To evaluate their own personal strengths and areas for development and use this to inform goal setting.</p> <p>To learn about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities.</p> <p>To develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities.</p> <p><b><u>Relationships</u></b></p>	<p><b><u>Health &amp; wellbeing</u></b> <u>Managing risk and personal safety including drugs, alcohol &amp; tobacco.</u></p> <p><b><u>(Asdan module 5 - Tobacco and drugs)</u></b></p> <p>To increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.</p> <p>To understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms , and how to</p>	<p><b><u>Living in the wider world.</u></b> <u>Media literacy and digital resilience</u></p> <p>To learn how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this.</p> <p>Strategies to critically assess bias, reliability and accuracy in digital content</p> <p>To assess the causes and personal consequences of extremism and intolerance in all their forms.</p>	<p><b><u>Health &amp; wellbeing</u></b> <u>Health related decisions</u></p> <p><b><u>(Asdan module 6)</u></b></p> <p>The purpose of blood, organ and stem cell donation for individuals and society.</p> <p>How to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</p> <p>To assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds.</p> <p>To learn the ways in which industries and</p>	<p><b><u>Living in the wider world.</u></b> <u>Learning skills &amp; financial choices</u></p> <p><b><u>(Asdan module 11)</u></b></p> <p>To learn how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability.</p> <p>To access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights.</p> <p>To learn the skills to challenge or seek support for financial exploitation in different contexts including online</p> <p>To evaluate the financial advantages, disadvantages and risks</p>

	<p>wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help.</p> <p><b><u>Relationships</u></b> <b><u>Positive relationships</u></b></p> <p>The legal rights, responsibilities and protections provided by the Equality Act 2010.</p> <p>About diversity in romantic and sexual attraction and developing sexuality, including 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</p>	<p><b><u>Forming and maintaining respectful relationships</u></b></p> <p>The opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks.</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>access support for themselves or others.</p> <p>To identify wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle.</p> <p><b><u>Relationships</u></b> <b><u>Bullying, abuse and discrimination</u></b></p> <p>To learn about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them.</p> <p>The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and</p>	<p>To recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern.</p> <p><b><u>Relationships</u></b> <b><u>Consent, contraception and parenthood.</u></b></p> <p>To recognise the impact of drugs and alcohol on choices and sexual behaviour.</p> <p>To learn about the impact of attitudes towards sexual 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</p>	<p>advertising can influence health and harmful behaviours.</p> <p><b><u>Relationships</u></b> <b><u>Relationship values</u></b></p> <p>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.</p>	<p>of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts.</p> <p><b><u>Relationships</u></b> <b><u>Social influences</u></b></p> <p>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.</p> <p>To learn factors which contribute to young people becoming involved in serious organised crime, including cybercrime.</p>
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	<p>potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours.</p>		<p>ways to access support.</p>	<p>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>		
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## Key Stage 4 PE Curriculum Map

## PROGRESSION

**Pupils use the skills built through Key Stage 2 and 3 to enable them to be placed on the correct pathway. Pupils who finish on progression step 9 or above complete the GCSE path way and those 8 and below the ASDAN pathway.**



Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;"><b>Key Stage 4 PE</b></p> <p>Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li> <li>• Develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]</li> <li>• Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group</li> <li>• Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.</li> <li>• Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</li> </ul> <p><b>GCSE PE Short Course</b></p> <p>This GCSE Physical Education (Short Course) specification will enable learners to engage in a practical course, designed to encourage learners to be inspired, motivated and challenged by the subject and enable them to make informed decisions about further learning opportunities and career pathways. Through studying GCSE Physical Education (Short Course) learners will acquire the knowledge, understanding, skills and values to develop</p>						

and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. Learners will develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.

### **ASDAN Sports and Fitness**

The Sports and Fitness Short Course accredits up to 60 hours of involvement in various sporting activities.

The flexibility of ASDAN's Short Courses means they can be carried out in a variety of settings, over a time period to suit the individual or co-ordinating centre. Challenge descriptions can be interpreted and adapted according to the situation.

Anderson (10)	GCSE PE (Short Course)  Unit 1 – Health training and exercise	GCSE PE (Short Course)  Unit 1 – Health training and exercise	GCSE PE (Short Course)  Unit 1 – Health training and exercise	GCSE PE (Short Course)  Unit 2 – Exercise Physiology	GCSE PE (Short Course)  Unit 2 – Exercise Physiology	GCSE PE (Short Course)  Unit 2 – Exercise Physiology
Turing (10)	Asdan Sport and Fitness (Module 1)  Entry Level PE	Asdan Sport and Fitness (Module 1 Section B)  Entry Level PE	Asdan Sport and Fitness (Module 2)  Entry Level PE	Asdan Sport and Fitness (Module 1 Section B)  Entry Level PE	Asdan Sport and Fitness (Module 3)  Entry Level PE	Asdan Sport and Fitness (Module 3 Section B)  Entry Level PE
Hamilton (11)	Asdan Sport and Fitness (Module 3)  Entry Level PE	Asdan Sport and Fitness (Module 3 section B)  Entry Level PE	Asdan Sport and Fitness  Entry Level PE	Asdan Sport and Fitness  Entry Level PE	Asdan Sport and Fitness  Entry Level PE	Course Completed
Storey (11)	GCSE PE (Short Course)  Unit 1 – Health training and fitness	GCSE PE (Short Course)  Unit 2 – Exercise Physiology	GCSE PE (Short Course)  Unit 2 – Exercise Physiology	GCSE PE (Short Course)  Unit 3 – Movement analysis	GCSE PE (Short Course)  Exam Prep/ Revision	Course Completed

## **Key Stage 4 The World Around Us Curriculum Map**

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;"><b>Key Stage 4</b></p> <p>Key Stage 4 students will complete the Beliefs and Values ASDAN Short Course. The Beliefs and Values short course will enable pupils to:</p> <ul style="list-style-type: none"> <li>• Respect different beliefs and values, and how they contribute to a multicultural society.</li> <li>• Gain an awareness of the impact that humans have on the environment and how to protect our planet.</li> <li>• Become a responsible citizen and understand the laws needed for a fair and just society.</li> <li>• Appreciate the value of peace in society and understand the impact of conflict.</li> <li>• Understand how different religions express their beliefs through worship and actions.</li> <li>• Explore the concept of inspiration from religious and non-religious perspectives.</li> </ul> <p>The below modules will be taught at the discretion of the class teacher, differentiated according to the needs of the pupils.</p>						
Anderson and Turing (Year 10)	Module 1: Values, beliefs and decision making.  Understanding the	Module 1: Values, beliefs and decision making.  Understanding the	Module 2: Environment.  Recognising that we all affect the	Module 2: Environment.  Understanding that there is a huge	Module 3: Crime and Punishment  Understanding why rules and laws are	Module 3: Crime and Punishment  Describing effective alternatives to prison.

	<p>concepts of uniqueness and making a positive contribution.</p> <p>Understanding the concepts of positive and negative peer pressure</p> <p>Behaving in a 'good' way and recognising positive qualities in others.</p>	<p>moral decisions and complex and that choices have consequences.</p> <p>Understanding that people have religious and non-religious beliefs, and that these views affect moral decisions.</p> <p>Understanding the terms multiculturalism, equality and diversity, recognising that everybody matters.</p>	<p>environment.</p> <p>Understanding global warming and its importance.</p> <p>Understanding how human activity contributes to global warming.</p>	<p>amount of natural energy that we can use.</p> <p>Understanding that people with similar view form environmental action groups.</p> <p>Developing an interest and expertise in one area concerning the environment.</p> <p>Appreciating that all living creatures have rights.</p>	<p>important to create a just and fair society.</p> <p>Recognising that bullying happens in many forms and it is harmful to everyone, especially the victim.</p> <p>Recognising that there are many reasons for crime, which often have their roots in poverty.</p> <p>Understanding that there are different punishments for different crimes.</p>	<p>Showing an understanding of prejudice and discrimination.</p> <p>Understanding what persecution means and why people might be persecuted.</p>
Hamilton and Storey (Year 11)	<p>Module 4: Peace and conflict.</p> <p>Understanding that everyone has a part to play in the promotion of peace in society.</p> <p>Understand that some people are pacifists and are opposed to war.</p> <p>Understand that some people believe war may be</p>	<p>Module 4: Peace and conflict</p> <p>Understand that armed forces exist to protect and ensure peace, appreciate the impact of fighting in wars on members of the armed forces and their families.</p> <p>Understand that the decision to go to war is complex and that people have</p>	<p>Module 5: Beliefs and practice</p> <p>Understand that a gathering of people with a common aim can be similar to a religious gathering.</p> <p>Understand that places of worship in all religions are special and can be described as sacred.</p> <p>Understand that a</p>	<p>Module 5: Beliefs and practice</p> <p>Understand that religious and secular communities have their own ceremonies to mark rites of passage.</p> <p>Understand that statements of beliefs are often called creeds.</p> <p>Understand that</p>	<p>Module 6: Inspiration</p> <p>Understand what inspiration means and that it can come from many sources.</p> <p>Understand that people can be influenced by different things.</p> <p>Appreciate that the wonder and awe or nature inspires many people.</p>	<p>Module 6: Inspiration</p> <p>Understand that religion inspires many people.</p> <p>Understand that inspiration is not just a religious experience and that people may be inspired by other things.</p>

	necessary to protect people and their freedom	different views on the necessity of war to resolve conflict	pilgrimage is a religious journey people take to learn more about their faith and themselves.	different religions understand and portray God in different ways.  Understand that all religions celebrate their own festivals.		