



# Personal Faculty 2022/2023

## Key Stage 2

### 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:

<b><u>PE</u></b>	<b><u>PSHE</u></b>	<b><u>The World Around Us</u></b>
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 2 PSHE/RSE Curriculum Map

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Key Stage 2</b></p> <p>During key stage 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the key stage 1 stage to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.</p>						
Daley (Year 6)	<p><b><u>Health &amp; wellbeing</u></b>  <u>Mental health</u>                      How to express our feelings</p> <p>Feelings change over time</p> <p>Feelings change in intensity</p> <p>Recognise warning signs around mental health</p> <p>How to ask for help from others</p> <p><b><u>Relationships</u></b>  <u>Families &amp; close positive relationships</u></p> <p>Recognising different types of relationships</p>	<p><b><u>Living in the wider world.</u></b>  <u>Aspirations, work and career.</u></p> <p>To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>To learn about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p>	<p><b><u>Health &amp; wellbeing</u></b>  <u>Keeping safe including drugs, alcohol and tobacco.</u></p> <p>Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <p>. Strategies for keeping safe in the local environment or unfamiliar places</p>	<p><b><u>Living in the wider world.</u></b>  <u>Media literacy and digital resilience.</u></p> <p>Recognise ways in which the internet and social media can be used both positively and negatively</p> <p>Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p> <p>Learn about how text and images in the media and on social media can</p>	<p><b><u>Health &amp; wellbeing</u></b>  <u>Healthy lifestyles</u></p> <p>How to make informed decisions about health.</p> <p>To learn about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise</p>	<p><b><u>Living in the wider world.</u></b>  <u>Communities</u></p> <p>To learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p> <p>To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p>

	<p>Marriage, civil partnerships, life-long commitment to each other.</p> <p>Different types of families.</p> <p>Positive aspects of families and positive relationships.</p> <p>How to recognise if families make them happy and how to ask for help.</p>	<p>To learn about and begin to develop some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>To identify the kind of job that they might like to do when they are older.</p> <p>To recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p><b><u>Relationships</u></b> <b><u>Friendships</u></b></p> <p>To learn about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and</p>	<p>(rail, water, road) and firework safety; safe use of digital devices when out and about.</p> <p>How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</p> <p>To learn that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.</p> <p>To learn about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise</p>	<p>be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</p> <p><b><u>Relationships</u></b> <b><u>Safe relationships</u></b></p> <p>To learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>To understand why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p>To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to</p>	<p>opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p> <p>To learn about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p> <p><b><u>Relationships</u></b> <b><u>Respect self and others</u></b></p> <p>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p>	<p><b>Relationships</b></p>
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		<p>experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. What constitutes knowing someone online?</p> <p>To recognise that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</p> <p>To learn to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p>	<p>that drug use can become a habit which can be difficult to break.</p> <p>To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p><b><u>Relationships</u></b> <b><u>Managing hurtful behaviour and bullying.</u></b></p> <p>To learn about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>Discrimination: what it means and how to challenge it.</p>	<p>unwanted physical contact.</p> <p>To learn about seeking and giving permission (consent) in different situations.</p> <p>To learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p>	<p>To learn about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>To learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p>	
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## Key Stage 2 PE Curriculum Map

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Key Stage 2</u></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught:</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> <li>● Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>● Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>● Perform dances using a range of movement patterns</li> <li>● Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>● Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>						
Daley (6)	<p>Handball –</p> <ul style="list-style-type: none"> <li>● Display an understanding of fair play, working well with others and leading a medium sized group).</li> <li>● Field, defend and attack tactically</li> </ul>	<p>Football –</p> <ul style="list-style-type: none"> <li>● Display an understanding of fair play, working well with others and leading a medium sized group).</li> <li>● Field, defend and attack tactically by anticipating</li> </ul>	<p>HRE –</p> <ul style="list-style-type: none"> <li>● Uses knowledge of the relationship between the body and exercise to improve various fitness components</li> <li>● Utilise knowledge of technique to perform at an optimum level in different types of</li> </ul>	<p>Dance –</p> <ul style="list-style-type: none"> <li>● Compose creative &amp; imaginative dance sequences with a clear stimulus, performing expressively and precisely).</li> <li>● Display an understanding of fair play, working well with others &amp; leading a</li> </ul>	<p>Swimming –</p> <ul style="list-style-type: none"> <li>● Perform safe self-rescue in different water based situations</li> <li>● Swim competently, confidently and proficiently over a distance of at least 25 metres</li> </ul>	<p>Multi Skills –</p> <ul style="list-style-type: none"> <li>● To develop pupils' Agility</li> <li>● To develop pupils' Co-ordination</li> </ul>

	<p>by anticipating the direction of play).</p> <ul style="list-style-type: none"><li>• Utilise new skills in competitive situations, as an individual or part of a team).</li></ul>	<p>g the direction of play).</p> <ul style="list-style-type: none"><li>• Utilise new skills in competitive situations, as an individual or part of a team).</li></ul>	<p>throw, jump and run)</p>	<p>medium sized group).</p> <ul style="list-style-type: none"><li>• Utilise new skills in competitive situations, individually or part of a team</li></ul>	<ul style="list-style-type: none"><li>• Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</li></ul>	
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## Key Stage 2 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
<b>Key Stage 2</b>						
<ul style="list-style-type: none"> <li>• Students are provided with opportunities to apply the following:</li> <li>• Identify questions and define enquiries, using a range of methods, media and sources</li> <li>• Carry out and develop enquiries by gathering, comparing, interpreting and analysing a range of information, ideas and viewpoints</li> <li>• Present findings, suggest interpretations, express ideas and feelings and develop arguments</li> <li>• Use empathy, critical thought and reflection to evaluate their learning and how it might apply to their own and others' lives.</li> </ul>						
Daley (KS2)	<u>Stories and People</u> Key religious stories  Key figures  Key founders of the six main religions: <ul style="list-style-type: none"> <li>• Christianity</li> <li>• Hinduism</li> <li>• Sikhism</li> </ul>	<u>Christianity - Christmas</u> Key events in the birth of Jesus and the history of the Church and how they are celebrated Including: <ul style="list-style-type: none"> <li>• All Saint's Day</li> </ul>	<u>Islam - Lifetsyle</u> The Five pillars of Islam - basic outline  Family life  Home life for children  N.S.F.R.E.	<u>Christianity - Beliefs</u> Ways of understanding God are revealed and confirmed through <ul style="list-style-type: none"> <li>• The Bible</li> <li>• the teaching of the Church</li> </ul>	<u>Christianity - Ethics/values/issues</u> The Ten Commandments (brief outline)  The Greatest Commandments <ul style="list-style-type: none"> <li>• love God with all your heart, soul,</li> </ul>	<u>Christianity - Community</u> Personal relationships and responsibility to others.  Different branches of the Christian Faith represented in the local area and in Great Britain.



	<ul style="list-style-type: none"> <li>• Islam</li> <li>• Judaism</li> <li>• Buddhism.</li> </ul>	<ul style="list-style-type: none"> <li>• Advent</li> <li>• Christmas</li> </ul> <p>Comparison with celebrations with other cultures from around the world.</p>	<p>Symbols: how and why symbols express religious meaning</p> <p>Listening and responding to visitors from local faith Communities.</p> <p>Visit to a local mosque.</p>	<ul style="list-style-type: none"> <li>• Human experience</li> <li>• Creating and sustaining God loves and forgives</li> <li>Jesus is God's son</li> <li>• He suffered, died and rose from death</li> <li>• Is still alive and special to Christians: 4a</li> <li>• Promises life after death for believers</li> </ul> <p>N.S.F.R.E.</p> <p>Believing: what people believe about God, humanity and the natural world</p> <p>Story: how and why some stories are sacred and important in religion</p>	<p>and mind and strength</p> <ul style="list-style-type: none"> <li>• love your neighbour as you love yourself (Matt 22:37-39)</li> <li>• Christian principle of Grace (John 13:34, 15:12)</li> </ul> <p>N.S.F.R.E.</p> <p>Leaders and teachers: figures who have an influence in</p>	<p>N.S.F.R.E.</p> <p>Visiting places of worship and focusing on symbols and feelings.</p> <p>Listening and responding to visitors from local faith Communities</p> <p>Visit to Liverpool Cathedral.</p>
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