

## Marshland Curriculum Overview

## PSHCE - Statutory PSHE and Citizenship

| Curriculum Intent  |  |
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| <p>The PSHCE department covers the statutory requirements for Citizenship, Relationships and Sex Education and Health Education, alongside our wider offering of PSHE. The department seeks to prepare students for adult life, and encourage them to feel empowered in making important decisions they may face. We seek to embed the knowledge needed by students, alongside the skills they will need to apply that knowledge confidently, resulting in students who feel confident in keeping themselves safe.</p> |  |
| How does the curriculum build upon previous learning?  |  |
| <b>KS2</b>   | <p>At Key Stage Two students are learning about how to be good and active citizens within Citizenship. They look at their rights and what role they can play in their community. Within the Statutory guidance for Relationships and Sex Education, Key Stage Two students will have studied relationships education and health education. There are common themes such as relationships, online safety and keeping safe which continue into KS3</p>   |
| <b>KS3</b>   | <p>The statutory guidance for RSE and Health Education develops the content covered at Key Stage Two and contains a number of themes including online safety, relationships, being safe and mental and physical wellbeing. The statutory guidance does not divide topics into key stages, simply saying that students should have covered all the content by the end of Secondary. There are some areas with guidance such as self-examination being late secondary.</p> <p>The statutory guidance for Citizenship is split into Key Stages and contains programmes of study for both Key Stages. At Key Stage Three students should be developing their understanding of how the government works in their country, alongside their role as a citizen. They should develop their understanding of finances and how the law works. They do this across the three years of Key Stage Three by looking at their own identity and how communities work in Year 7, then looking at how British democracy works and wider global issues in Year 8, then furthering their understanding of identity and diversity within Britain in Year 9, alongside the role of the media.</p> |
| <b>KS4</b>   | <p>The Statutory guidance for Key Stage Four for RSE and Health Education continues the work of Key Stage Three, as well as including some topics which it suggests should be covered at late secondary. Students revisit topics they have previously studied before developing their understanding by introducing material which is more suitable to that age point.</p> <p>The Citizenship programme of study develops what has been covered at Key Stage Three, but develops their understanding of how the government in Great Britain compares to that elsewhere. Students further develop their understanding of their rights within their country, as well as continuing to develop their financial and legal literacy.</p>   |

| What do students <u>do</u> with this knowledge or these skills?  | How do we help students secure this knowledge in long-term memory?   |
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| <p>The curriculum aims to prepare students at an age-appropriate point with knowledge and skills they will need to navigate certain points in their life. It is the ambition of the curriculum that students will feel more enabled to understand what is happening in their life or in the world around them via the knowledge gained, and more empowered to be able to communicate with those around them or further sources of guidance as a result of the skills they develop within lessons and the further curriculum. There is also knowledge students gain which will help them in later life, for example the financial education they receive in Year 11 will hopefully be beneficial as they progress to adulthood. It is hoped that the knowledge gained will increase students' confidence in decision making, allowing them to make choices which will keep themselves safe in all ways.</p> | <p>The curriculum is a spiral curriculum which means that many topics are revisited at key points to aid in the securing of knowledge in long-term memory.</p> <p>In a more immediate way there are a number of techniques used to support this. Most lessons feature retrieval practice starters to aid recall, and pupils are encouraged to use dual coding within their notes at appropriate times. Pupils complete knowledge tests and following each unit complete a termly review where they are able to reflect from that term's topic.</p> |

#### How does the curriculum align to the National Curriculum?

The curriculum is fully compliant with both the RSE (Relationships and Sex Education), H&W (Health and Wellbeing) and Citizenship statutory requirements. It also fulfils the requirement to have a PSHE curriculum. This is reviewed each year and amended to suit emerging issues, alongside safeguarding requirements for the school. The curriculum aims to be reflective of emerging issues so that if necessary, it can be amended to ensure students cover content which is topical.

#### How do we check student understanding and monitor progress?

Most lessons feature retrieval practice at the start which enables teachers to monitor understanding and progress of knowledge acquisition. Lessons are also structured to promote discussion which enables teachers to assess students' ability to discuss the topics they are learning. Each unit features a knowledge test and students reflect on their own learning by completing the termly review which includes confidence lines at the start and end of a topic.

| Curriculum sequencing |  |  |   |
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| Year                  | Autumn   | Spring   | Summer  |
| 7                     | <p><b>Healthy minds</b>-focusing on settling well at school, bullying and online safety.</p> <p>Lesson1 - How can I make the most of opportunities?</p> <p>Lesson2 - How to build good relationships.</p> <p>Lesson3 - bullying</p> <p>Lesson4 - How do we treat others with respect?</p> <p>Lesson5 - Understanding racism</p> <p>Lesson6 - How do I make good choices with money?</p> <p>Lesson7 - Media and online behaviour.</p>   | <p><b>Health and wellbeing</b>, focusing on body health (nutrition, puberty and smoking) and keeping safe (road safety)</p> <p>Lesson 1 - Healthy lives</p> <p>Lesson2 - smoking</p> <p>Lesson 3 - family wellbeing</p> <p>Lesson 4 - puberty</p> <p>Lesson 5 - healthy bodies and minds</p> <p>Lesson 6 - Road safety</p>   | <p><b>Community</b> - focuses on the different organisations in the community which keep it running like the police, and community cohesion and what pupils can do to promote this.</p> <p>Lesson 1 - community cohesion</p> <p>Lesson 2 - community health</p> <p>Lesson 3 - rights and rules in the community</p> <p>Lesson 4 - environment</p> <p>Lesson 5 - 7 improving your community</p>  |
| 8                     | <p><b>Risks and realities</b> - looks at identifying risks like addiction, gangs, online relationships and understanding consent, and the realities of life like understanding stereotypes and discrimination and what they can do to challenge them.</p> <p>Lesson1 - what is risk?</p> <p>Lesson 2 - stereotypes and discrimination</p> <p>Lesson 3 - Addictions</p> <p>Lesson 4 - gangs</p> <p>Lesson 5 - Media and relationships</p> <p>Lesson 6 - consent</p> <p>Lesson 7 - Keeping safe in relationships</p> <p>Lesson 8 - mental health</p> | <p><b>British Democracy</b> - has a citizenship theme and focuses on how Britain runs and where power comes from. Focuses on elections and the role of Parliament.</p> <p>Lesson 1 - what is democracy and how does ours work?</p> <p>Lesson 2 - how do elections work?</p> <p>Lesson 3&amp;4 - mock elections</p> <p>Lesson 5 - Role of the monarchy</p> <p>Lesson 6 - political participation</p> <p>Lesson 7 - what was Brexit?</p>   | <p><b>Global Issues and making a change</b> - looks at global issues like dictatorships and extremism, and the role of pressure groups in trying to bring about change.</p> <p>Lesson 1 - Global issues -human rights</p> <p>Lesson 2 - Global issues-dictatorship</p> <p>Lesson 3 - Global issues- extremism and radicalisation</p> <p>Lesson 4 - Global issues- terrorism</p> <p>Lesson 5 - what are pressure groups?</p> <p>Lesson 6 - what do charities do?</p>   |
| 9                     | <p><b>Safety</b> - looks at keeping safe in different scenarios, including drugs/alcohol/smoking, body image, financial safety and gender identity.</p> <p>Lesson 1 - Drugs trade and the impact.</p> <p>Lesson 2 - Drugs and impact</p> <p>Lesson 3 - Alcohol, tobacco and vapes</p> <p>Lesson 4 - Financial safety</p> <p>Lesson 5 - Body image</p> <p>Lesson 6 - FGM</p> <p>Lesson 7 - Respecting identities</p>  | <p><b>Relationships and Sex education</b> - focuses on different aspects of RSE including consent, STIs, online relationships, parenthood and contraception</p> <p>Lesson 1 - Sex, relationships and the law.</p> <p>Lesson 2 - Sex, relationships and being ready.</p> <p>Lesson 3 - Sex, relationships and parenthood.</p> <p>Lesson 4 - Sex, relationships and STIs</p> <p>Lesson 5 - Sex, relationships and contraception.</p> <p>Lesson 6 - sex, relationships and the media.</p> | <p><b>Life in Modern Britain</b> - focuses on understanding different aspects of life in Britain including diversity, multiculturalism and the rule of law. Also looks at the role of the media in Britain.</p> <p>Lesson 1 - Britain as a multicultural country.</p> <p>Lesson 2 - Identity and diversity in modern Britain.</p> <p>Lesson 3 - The rule and law in modern Britain.</p> <p>Lesson 4 - Britain as a part of key international organisations.</p> <p>Lesson 5 - The free pass as part of a democracy.</p> <p>Lesson 6 - How can the media be used to help people</p> <p>Lesson 7 - How do you use the media safely.</p> |

| Curriculum sequencing |  |  |  |
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| Year                  | Autumn   | Spring   | Summer   |
| <b>10</b>             | <p><b>Power</b> - citizenship theme - refreshes knowledge of where power is in Britain, including looking at the role of different bodies such as Parliament and the Monarchy, and contrasting that with outside Britain. Also looks at the role of justice.</p> <p>Lesson 1 - How is power organised in Britain?<br/>           Lesson 2 - How do the people have power?<br/>           Lesson 3 - Other systems of government.<br/>           Lesson 4 - Powers within Britain and the wider World.<br/>           Lesson 5 - Human rights and people's rights<br/>           Lesson 6 - The power of the Law.</p> | <p><b>Health and Safety</b> - PSHE theme - refreshes knowledge of key aspects of health and safety including drugs, sex and relationships, and online safety.</p> <p>Lesson 1 - What happens if you break the Law?<br/>           Lesson 2 - Knife crime<br/>           Lesson 3 - Sex and relationship.<br/>           Lesson 4 - health and wellbeing<br/>           Lesson 5 - Impact of drugs<br/>           Lesson 6 - Extreme behaviours</p> | <p><b>RS theme</b> - (covered in RS sequencing)</p> <p>Lesson 1 - Fertility, pregnancy and birth<br/>           Lesson 2 - Relationships-marriage and divorce.<br/>           Lesson 3 - Families<br/>           Lesson 4 - Personal conflict-protests and discrimination<br/>           Lesson 5 - Global conflict-protests, riots and terrorism.<br/>           Lesson 6 - Death- what happens when you die?</p> |
| <b>11</b>             | <p><b>Life at Marshland</b> - Citizenship and PSHE theme - looks at key knowledge students will need after leaving Marshland such as finances, drugs education and racism.</p> <p>Lesson 1 - Cit-understanding borrowing and debt<br/>           Lesson 2 - Cit- Where does my pay go<br/>           Lesson 3 - PSHE-Gambling-the Law and addictions<br/>           Lesson 4 - PSHE- Adult health.<br/>           Lesson 5 - PSHE- At the party.<br/>           Lesson 6 - PSHE- Harassment.<br/>           Lesson 7 - PSHE- Racism.</p>   | <p><b>RS theme</b> - covered in RS sequencing.</p> <p>Lesson 8 – RS - Racism<br/>           Lesson 9 – RS - Global poverty<br/>           Lesson 10 - RS - Treatment of Women<br/>           Lesson 11 – RS - Medical Ethics<br/>           Lesson 12 – RS - Peace and War<br/>           Lesson 13 - PSHE/Cit - Getting ready for summer<br/>           Lesson 14 - Preparing for exams</p>   |  |

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| <p><b>Rationale for this sequencing</b></p> | <p>The curriculum follows a spiral curriculum model which means appropriate topics are revisited at key points to develop understanding. Students complete topics at targeted age points which means that the curriculum is sequenced to enable that. The overview of Years 7 &amp; 8 is about expanding students, which means they start with their mind, then their body, then their community, then their country, then their world. Year 9 moves on to keeping themselves safe, Year 10 continues the safety theme, before Year 11 moves on to preparing them for life after Marshland. While the sequencing is themed that way, there are times where it deviates from this sequencing where key messages are time critical. The sequencing is also completed following discussions with DSL and Pastoral, and using guidance from the PSHE association.</p> <p>Please note that the PSHCE Curriculum is reactive to growing issues and therefore it is possible that the above curriculum will be changed to meet emerging needs or for other relevant reasons. Any changes made will still fit within the Department’s plan of following the statutory guidance from DfE on Relationships and Sex Education, Health Education and Citizenship.</p> <p>The school considers that there are no full lessons which only focus on the ‘sex’ element of the statutory guidance which pupils can be removed from as they also contain elements of relationships, health or internet/online safety.</p> <p>However, there are elements of the lessons below which focus on sex. Further details are contained in the school policy should parents/carers wish to discuss removal from parts of these lessons:</p> <p>Year 9 – sex, relationships and being ready</p> <p>Year 10 – sex and relationships</p> |
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| <p><b>How does this curriculum prepare students for the transition to post-16 pathways?</b></p>   |  |
| <p>Much of the content prepares students for emerging issues during their time at Marshland such as friendships, bullying and puberty. As they progress through the spiral curriculum the content is more focused on knowledge they will need after leaving, such as finances and adult health, and also prepares them to understand the world they live in by looking at more global issues like poverty and treatment of women.</p> |  |