



# St. Matthew's

Roman Catholic High School

## KS3 PSHE Curriculum

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The secondary school experience sets a child up for life. They encounter a wealth of knowledge and experience across academic subjects, practical tasks, and personal relationships; all whilst going through the most intense period of growth aside from their first year. PSHE provides students with the tools to navigate this experience and understand the potential of their endeavours. Our curriculum incorporates elements of citizenship and the wider society students find themselves in, as well as the Catholic ethos of the school to prepare students for life in modern Britain. By identifying five key strands within these areas: self, society, beliefs, literacy and numeracy in the wider world, and memory and retrieval, we are creating an immersive, knowledge rich experience for our students. These strands are interwoven throughout each composite to allow students to place their learning (and wider school experience) into a more meaningful and powerful context of the world and their experiences within it. This global curriculum will be built to mould to the individuals both delivering and receiving its output. It will take on the knowledge and experience of a wide range of professionals to allow it to be embedded, and become a part of, St Matthew's.

### Five Key Strands:

<p><b>Self</b> Embedding Personal, Social, Health and Economic education throughout the curriculum. Enabling students to recognise their place in the world and how they want to grow into this position (CEIAG). Recognising the importance of their wellbeing, mental health, considering how relationships are built and how they develop (RSE).</p>	<p><b>Society</b> Allowing students to explore and understand the world they find themselves in. Looking at the structure of law and society (citizenship) and how being in England and British values has an impact on their individuality. Recognising the society starts in their local community but goes much further than their physical surroundings and reaches to the online world as well.</p>	<p><b>Beliefs</b> Allowing students to explore their own beliefs and those of others. Allowing opportunity for the spiritual, moral, social and cultural education to become embedded with the study of the self and society</p>	<p><b>Literacy and numeracy in the wider world</b> Opportunity for students to recognise the practical purpose of these subjects and their benefits to themselves and society.</p>	<p><b>Memory and Retrieval</b> Opportunity for students to understand how they learn and the importance of practice and revision throughout their school journey. Embedding skills that will promote learning across the school setting and their journey into further education</p>
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## Thematic Delivery

The curriculum will be delivered through themed composites that are led by overarching questions. Each year group will study six themes that have been created by combining the key topics of PSHE Association framework, as well as GCSE Citizenship and RE specifications. Commonalities have been found between topics and natural links formed to continue to build the breadth of our intent with PSHE. (\*KS4 only)

Families and Relationships	Looking after you	Rights, Responsibilities and Regulations	Where we come from	Change and the Future	RChange and the FinPower
<b>Elements of PSHE incorporated:</b>					
<ul style="list-style-type: none"> <li>-Mental health and emotional wellbeing</li> <li>--Sexual health and fertility*</li> <li>-Positive relationships</li> <li>-Relationship values</li> <li>-Bullying, abuse and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>-Self-concept</li> <li>-Mental health and emotional wellbeing</li> <li>-Healthy lifestyle</li> <li>-Drugs, alcohol and tobacco</li> <li>-Puberty and sexual health</li> <li>-Financial choices</li> <li>-Media literacy and digital resilience</li> </ul>	<ul style="list-style-type: none"> <li>-Drugs, alcohol and tobacco</li> <li>-Managing risk and personal safety</li> <li>-Sexual health and fertility*</li> <li>-Puberty and sexual health</li> <li>-Relationship values</li> <li>-Consent</li> <li>-Contraception and parenthood</li> <li>-Employment rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>-Self-concept</li> <li>-Relationship values</li> <li>-Contraception and parenthood</li> <li>-Social influences</li> <li>-Media literacy and digital resilience</li> </ul>	<ul style="list-style-type: none"> <li>-Health-related decisions*</li> <li>-Relationship values</li> <li>-Contraception and parenthood</li> <li>-Social influences</li> <li>-Choices and pathways</li> <li>-Work and career</li> <li>-Media literacy and digital resilience</li> </ul>	<ul style="list-style-type: none"> <li>-Managing risk and personal safety</li> <li>--Positive relationships</li> <li>-Forming and maintaining respectful relationships</li> <li>-Consent</li> <li>-Bullying, abuse and discrimination</li> <li>-Financial choices</li> </ul>
<b>Elements of Citizenship incorporated:</b>					
<ul style="list-style-type: none"> <li>-Principles of British society</li> <li>-Identity</li> </ul>	<ul style="list-style-type: none"> <li>-Citizenship skills, processes and methods</li> </ul>	<ul style="list-style-type: none"> <li>-What laws does a society require and why?</li> <li>-What are a citizen's rights and responsibilities within the legal system?</li> </ul>	<ul style="list-style-type: none"> <li>-UK role in international organisations</li> <li>-Development of laws over time</li> <li>-Universal human rights</li> </ul>	<ul style="list-style-type: none"> <li>-Media and the free press</li> <li>-Change in the legal system</li> </ul>	<ul style="list-style-type: none"> <li>-How can citizens make their voice heard and make a difference in society?</li> <li>-Political power</li> </ul>
<b>Elements of RE and Catholic life incorporated:</b>					
<ul style="list-style-type: none"> <li>-Families of different religions</li> <li>-Daily practices</li> </ul>	<ul style="list-style-type: none"> <li>-Sexual Health - Religious beliefs, teachings, and practices</li> </ul>	<ul style="list-style-type: none"> <li>-Religion, crime, and punishment</li> <li>-Religion, human rights, and social justice</li> </ul>	<ul style="list-style-type: none"> <li>-The existence of God and revelation</li> <li>-Religion and life</li> <li>-Religion, peace and conflict</li> </ul>	<ul style="list-style-type: none"> <li>-Religion and modern life</li> </ul>	<ul style="list-style-type: none"> <li>-The existence of God and revelation</li> </ul>

## Year 7 Curriculum

Learning Focus	Welcome to St Matthews!	How can we help our local community?	Why do I have to go to school?	Who has the most power... in the home?	Does it really matter if I recycle my plastic bottle?	Why is Sports Day an important part of Year 7?
Learning Hours Associated	Half-term 1 Approx. 4 hours	Half-term 2 Approx. 3 hours	Half-term 3 Approx. 3 hours	Half-term 4 Approx. 2-3 hours	Half-term 5 Approx. 3 hours	Half-term 6 Approx. 3-4 hours
What pupils will know, understand and be able to do.	<p>A comprehensive introduction to life at secondary school.</p> <ul style="list-style-type: none"> <li>✓ Key policies in school and how they keep us safe</li> <li>✓ Trusted adults, why they are trusted and why you might need them. Other key people including form and friendship groups</li> <li>✓ Reasons behind processes and school life eg. availability of healthy food in the canteen, punctuality</li> <li>✓ Recognise bullying, how to react and who can help</li> <li>✓ An introduction to learning behaviours and what they mean in school life</li> </ul>	<p>An opportunity to introduce new students into areas of St Matthews community pride.</p> <ul style="list-style-type: none"> <li>✓ Advent and Christmas in the secular world</li> <li>✓ Reasons why we donate hampers to various people around the community</li> <li>✓ How we can collect donations and raise funds</li> <li>✓ How to manage feelings of sadness and loss around Christmas time</li> </ul>	<p>Creating an opportunity to value and question the school system and understand why some people sit outside formal education.</p> <ul style="list-style-type: none"> <li>✓ History of schools in the UK including when attending school became compulsory</li> <li>✓ The benefits of the school community beyond qualifications</li> <li>✓ Why attendance matters and the consequences of poor attendance and punctuality</li> <li>✓ Influence of gang culture and other risks of children outside of education and support</li> <li>✓ Beyond the mainstream-looking at life in special schools</li> </ul>	<p>Allowing students to consider life beyond their own family norms.</p> <ul style="list-style-type: none"> <li>✓ Explore different family structures</li> <li>✓ Consider what different religions say about family</li> <li>✓ Consider why different families have different rules</li> <li>✓ Explore how relationships within family units differ, and how this might affect relationships in the wider world</li> </ul>	<p>Students placing themselves within the climate crisis and considering personal impact.</p> <ul style="list-style-type: none"> <li>✓ Follow life span of plastic bottle</li> <li>✓ Look at impact on environment and ways this can be overcome</li> <li>✓ Make links to the idea of religious stewardship</li> <li>✓ The impact of single use plastic at an individual and school level, what action can be taken to make positive change?</li> </ul>	<p>Developing the impact of sports day as students explore the benefits of healthy eating, exercise, and competitive sport.</p> <ul style="list-style-type: none"> <li>✓ Investigate eating and exercise as part of a healthy lifestyle</li> <li>✓ Investigate the lives of key sports people</li> <li>✓ Create personal health pledges</li> <li>✓ Include planning and participating in sports day.</li> </ul>

			and home-schooling			
PSHE / RSE Key Strands	H1, H2, H13, H21, H30, R1, R4, R9, R14, R38, L23, R42-44,	R10, R14, R16, R39, R41, L1-6	H16, R15, R16, R40, R45-47, L6	H20, H21, R1, R6, R7, R13, R22, R23, R24, R35, R36, L10	R14, R15, R16, L1-6, L26-27	H9, H10, H11, H13, H14
Subject Vocabulary	School, Rule, Routine, Respect, Trusted,	Community, Share, Advent, Altruism	Education, Government, Compulsory, Alternative	Family, Relationships, Patriarchal, Matriarchal	Environment, Plastic, Climate, Recycling, Impact	Health, Sport, Exercise, Competition
Subject Texts Used (Key News Article)	<u>Family Lives: Advice for starting secondary school</u>	<u>The Big Issue: Child poverty article</u>	<u>The Independent: Home-schooling issues article</u>	<u>The Guardian: Football and DV article</u>	<u>The Guardian: Scottish bottle deposit scheme article</u>	<u>Indian Times: National Sports Day article</u>
Cultural Enrichment Opportunities	Meet with key members of the school and wider community	Meet with key members of the community/ deliver hampers	Watch education experts share their views about education	Visits from local religious leaders to discuss family values and religion	Visit (virtual?) a recycling centre/ carbon neutral company	Take part in a sports day/ watch messages for successful athletes
Learning Behaviours	Trust- supporting students to identify their trusted adults in school	Empathy- supporting people throughout the local community and exploring the reasons for this	Resilience- considering the importance of education and attending school	Purposeful conversation- giving students the language needed to explore different relationships	Reflection- considering the impact our actions have on the wider world	Resilience- the challenge of sport and competition, and the importance of this

## Year 8 Curriculum

Learning Focus	How can we protect our planet?	How can we safely navigate online relationships?	Why is it important to protect our mental health?	Why are the careers of the future important to me?	Why can't I watch an 18 film?	Who has the most power... in the local community?
Learning Hours Associated	Half-term 1 Approx. 4 hours	Half-term 2 Approx. 3 hours	Half-term 3 Approx. 3 hours	Half-term 4 Approx. 2-3 hours	Half-term 5 Approx. 3 hours	Half-term 6 Approx. 3-4 hours
What pupils will know, understand and be able to do.	<p>A further opportunity to understand the climate crisis but this time through the lens of local and global activism.</p> <ul style="list-style-type: none"> <li>✓ Revisit climate change and personal impact</li> <li>✓ Investigate key figures who are campaigning against climate change and the actions they are taking</li> <li>✓ Investigate grass roots actions and local projects</li> <li>✓ Consider what action could be taken in school and create a class campaign</li> </ul>	<p>Looking at the place of the internet in our lives and the relationships that come with it.</p> <ul style="list-style-type: none"> <li>✓ Understand the history of the internet and the rapid pace it has taken a place in everyday life</li> <li>✓ Consider how it is used in everyday life and the benefits and disadvantages of this</li> <li>✓ The role of social media; access and rules and regulations associated with this. The laws that protect us online</li> <li>✓ How we can set personal boundaries online and foster positive relationships</li> </ul>	<p>Exploring mental health, how bad and poor health can be identified, the causes and consequences and wider impact.</p> <ul style="list-style-type: none"> <li>✓ Introduce the key terms needed to discuss mental health confidently</li> <li>✓ Identify what good and bad mental health looks like, and understand how you can recognise this in yourself and others</li> <li>✓ Signpost to potential information and support</li> <li>✓ Create personal coping strategies for any low-level, school-based anxieties</li> </ul>	<p>A look into careers and how development and technology could impact their future selves.</p> <ul style="list-style-type: none"> <li>✓ Investigate the differences between jobs and careers</li> <li>✓ Explore the changes in the job market including the rise of quaternary industry</li> <li>✓ Investigate the experience and skills needed for certain jobs and careers, and how this journey starts at school</li> </ul>	<p>The reasons behind age restrictions and laws in Britain.</p> <ul style="list-style-type: none"> <li>✓ Investigate what laws restrict aspects of society due to age and rationale that is given for this, including drugs, alcohol and gambling</li> <li>✓ Investigate religious restrictions and the reasons for this</li> <li>✓ Understand why education is important when understanding restrictions and staying safe</li> <li>✓ Explore film making, the reasons why '18' films are made and make links to use within</li> </ul>	<p>Building on previous learning around the family by considering how this fits within the power structure of the local community.</p> <ul style="list-style-type: none"> <li>✓ Identify different types of local leaders and the responsibilities they have</li> <li>✓ The role of local charities and companies who help the local community- do they have power?</li> <li>✓ Introduction to democracy and local elections.</li> <li>✓ Consider who has the most power in the local community</li> </ul>

					education (eg. Schindler's List)	
PSHE / RSE Key Strands	R14, R15, R16, R19, L1-3, L22	H3, H4, H8, H21, H30, R2, R7, R10, R13, R17, R21, R23-27, R37, R42, L19-22	H6, H7, H12, H21, H31, L23-27	R14, R15, R16, L3-6, L8, L9, L11-12	H24, H30, H32, R20	R14, R15, R20, R39-41,
Subject Vocabulary	Climate, Environment, Campaign, Activism, Impact	Relationship, Social Media, boundaries,	Mental Health, Anxiety, Stress, Support	Job, Career, Technology, Change, Opportunity	Law, Restriction, Responsibility,	Power, Control, Leadership, Community
Subject Texts Used (Key News Article)	<u>BBC: Climate change and mental health</u>	<u>BBC: Zara McDermott-social media and ED</u>	<u>Children's Commissioner: MH and school attendance</u>	<u>The Guardian: AI and unemployment</u>	<u>The Independent: Guardians and the Galaxy rating</u>	<u>The Guardian: Andy Burnham and PA</u>
Cultural Enrichment Opportunities	Visit (virtual?) a recycling centre/ carbon neutral company	Watch documentary about online relationships	<u>Girls out Loud workshop</u>	Visit (virtual) a tech company	Cinema visit?	<u>Learn with the Lords Session</u>
Learning Behaviours	Reflection- considering the impact our actions have on the wider world	Safe choices- necessary information for staying safe online	Resilience- identifying poor mental health and signposting support	Problem-solving- making links between school experience and qualification, and later life	Responsibility- investigating age-related regulations and the reasons for them	Democracy- investigate democracy in action in the local community

## Year 9 Curriculum

Learning Focus	Who has the most power in... our country?	Why do people wear a poppy?	Why is it important to look after me?	Should we ban chocolate at St Matthews?	How can I protect my human rights?	Healthy Relationships
Learning Hours Associated	Half-term 1 Approx. 4 hours	Half-term 2 Approx. 3 hours	Half-term 3 Approx. 3 hours	Half-term 4 Approx. 2-3 hours	Half-term 5 Approx. 3 hours	Half-term 6 Approx. 3-4 hours
What pupils will know, understand and be able to do.	<p>Further building on study of local community but looking at Britain and democracy.</p> <ul style="list-style-type: none"> <li>✓ Understand the meaning of democracy and how the voting process in Britain works including different political parties</li> <li>✓ Explore the history of our Prime Ministers, the power the role holds and role of the current PM</li> <li>✓ Consider the role of parliament and how different decisions and laws are reached</li> <li>✓ Investigate the role of religion in our society- does this influence our laws?</li> </ul>	<p>A further development of exploring rights and regulations but through the lens of history, legacy and charity.</p> <ul style="list-style-type: none"> <li>✓ An insight into the history of the poppy and the literature that surrounds it</li> <li>✓ Different poppies including the white poppy</li> <li>✓ Consider the idea of remembrance, the significance of Remembrance Day and local involvement in this</li> <li>✓ The aspect of charity and what fundraising happens around the Poppy Appeal</li> <li>✓ Key figures who have refused to wear the poppy and the reasons behind this</li> </ul>	<p>A study of self-care, what this idea is grounded in and realistic ways for students to look after their own wellbeing</p> <ul style="list-style-type: none"> <li>✓ Revisit the key terms and themes needed when considering good and bad mental health</li> <li>✓ Explore different types of self-care, organisation, regulation</li> <li>✓ Investigate representations of the self-care in society and the media and look at champions of self-care in society</li> <li>✓ Understand how to create a personal self-care plan</li> <li>✓ Investigate the threat of drugs and alcohol to health</li> </ul>	<p>A consideration of school rules, who makes them and how they can change through an enquiry into chocolate at school</p> <ul style="list-style-type: none"> <li>✓ Investigate the impact of caffeine and sugar on health</li> <li>✓ Consider how and why other substances are controlled</li> <li>✓ Explore personal financial budgeting as a teenager</li> <li>✓ Investigate the wider world impact of chocolate including Fair Trade and the Nestle Boycott</li> <li>✓ Understand the reasons behind existing school rules and whether they should be changed or adapted to include banning chocolate</li> </ul>	<p>An investigation into human rights, how the treatment of people differs across the world, why human rights are important and how they are protected.</p> <ul style="list-style-type: none"> <li>✓ Investigate what human rights are and how they are defined.</li> <li>✓ Explore the UN Human Rights Charter, including the history of the UN and the use of legislation to protect people</li> <li>✓ Use the Freedom Index to begin to understand how people and their rights are treated across the world</li> <li>✓ Investigate the role of democracy in human rights and make a judgement on</li> </ul>	<p>A study of healthy relationships and how romantic relationships fit within this.</p> <ul style="list-style-type: none"> <li>✓ Identify the features of a healthy relationship</li> <li>✓ Investigate the spectrum of gender and sexuality, consider the similarities and differences between different relationships including the importance of equality in society</li> <li>✓ Investigate the idea of consent and the role this has in healthy relationships</li> <li>✓ Signpost help and information for unhealthy relationships</li> </ul>

					the significance of this	
PSHE / RSE Key Strands	R14, R16, R20, L26-27, L11-14	R15, R19, L1-6, L26-27	H4, H12, H15, H19, H21, H23, H26, H27, H28, H29, H31, H34, R21	H18, H27, H28, H29, R16, L11-12, L15-18	H23, H24, H31, R14, R16, R19, L13-14	H21, H34, H35, H36, R3, R4, R5, R8, R10, R11, R12, R21, R26-34
Subject Vocabulary	Power, Control, Leadership, Democracy, election	Legacy, Charity, Reflection, Refuse	Anxiety, Stress, Support, Regulation, Wellbeing	Fair Trade, Health, UPF (Ultra Processed Food),	Protect, Rights, Regulations,	Gender, Sexuality, Protected Characteristics, Health, Relationships
Subject Texts Used (Key News Article)	<u>The Week: Powers of Charles III article</u>	<u>Belfast Telegraph: James McClean article</u>	<u>Young Minds Self-Care pages</u>	<u>Tony's Chocolonely Fair Annual Report</u>	<u>UN Human Rights Charter</u>	<u>The Guardian: Russell T Davies on It's a Sin</u>
Cultural Enrichment Opportunities	<u>Learn with the Lords Session</u>	Chelsea Pensioner/ Veteran visit	<u>In-school pilates session</u>	Visit to a Fair-Trade company	<u>Solutions not Sides workshop</u>	<u>Proud Trust Workshop</u>
Learning Behaviours	Democracy- investigate democracy in action in the UK	Empathy- consider how different people may be impacted by historic events	Resilience- signposting to support from anxiety and stress including self-care	Empathy- the impact of unfair production and trade practices can have on people across the world	Democracy- consider the rights of people across the world and how they differ from country to country	Empathy- recognise healthy relationships and how they take on many different forms



## Year 10 Curriculum

Learning Focus	How do you know when you need help?	Why do we have the Welfare State?	How is society changing around us?	Sex and the media	When I grow up, I'm going to be...	Should Act-Up have a place on our curriculum?
Learning Hours Associated	Half-term 1 Approx. 4 hours	Half-term 2 Approx. 3 hours	Half-term 3 Approx. 3 hours	Half-term 4 Approx. 2-3 hours	Half-term 5 Approx. 3 hours	Half-term 6 Approx. 3-4 hours
What pupils will know, understand and be able to do.	<p>Continuing to explore mental health, identifying different aspects of this and the use of coping mechanisms.</p> <ul style="list-style-type: none"> <li>✓ Revisit the key terms and themes needed when considering good and bad mental health</li> <li>✓ Use Mental Health First Aid continuums to consider mental health and reasons for changes in this</li> <li>✓ Reflect on personal identification of these changes and where to find help if necessary</li> <li>✓ Explore and develop useful coping mechanisms</li> </ul>	<p>A consideration of laws and acts that have made Britain what it is today and how the compares on the global stage</p> <ul style="list-style-type: none"> <li>✓ The history and formation of the welfare state including the NHS</li> <li>✓ A comparison study to other countries including the USA and Sweden.</li> <li>✓ Reflect on the ideas of democracy and capitalism, and potential changes that may support people further</li> <li>✓ Consider the Equality Act and how people are protected by UK laws</li> </ul>	<p>An opportunity to develop from the previous study of human rights by considering change in society and reactions to this</p> <ul style="list-style-type: none"> <li>✓ Investigate how laws develop including new (and re-) classifications of drugs</li> <li>✓ Investigate changes to the country including migration, citizenship, systems of support and governmental decisions</li> <li>✓ Consider how changes on a national or international level can impact our local community-explore the benefits and</li> </ul>	<p>An investigation into the portrayal of sex in the media and the impact this can have on healthy self-image and healthy relationships</p> <ul style="list-style-type: none"> <li>✓ Explore different representations of sex and relationships in the media.</li> <li>✓ Investigate the role of pornography in the lives of young people including restrictions, ethics and influence</li> <li>✓ Investigate the presence of healthy relationships in the media and explore the potential impact this has on young people</li> </ul>	<p>In the absence of work experience, this allows opportunity for a developed look at the careers service and support on offer within school.</p> <ul style="list-style-type: none"> <li>✓ Investigate a range of careers and entry level jobs, especially those in the local area.</li> <li>✓ The role of higher education and apprenticeships</li> <li>✓ Opportunity for each class to focus on a different sector and then present to the rest of the year group in assembly sessions</li> <li>✓ Consider the transferrable skills involved in the above activity,</li> </ul>	<p>A detailed study of international activism from the AIDs pandemic.</p> <ul style="list-style-type: none"> <li>✓ History of AIDs and the initial impact this had, especially in gay and trans communities in New York</li> <li>✓ The development of Act-Up as a protest movement and the direct action involved</li> <li>✓ The representation of this in the TV series Pose</li> <li>✓ HIV, AIDs and sexual health today. The role of the Terrance Higgins Trust</li> </ul>

	(especially for within school life)		potential dangers of this			
PSHE / RSE Key Strands	H2, H4, H5-8, H9, H10, H16-18, H21, R11, R17-18, R28	H22, L13-15, L16-21, L22-29	H22, R29-32,	H3, R1-3, R7-8, R14-17, R19-22, R39	R9, L1-8, L10-15, L22-29	H26-29, H33, R5, R6, R10, R18-19
Subject Vocabulary	Anxiety, Stress, Support, Regulation	Welfare, Support, Poverty, Campaign	Law, Citizens, Demographic, Development, Change	Romantic, Relationship, Civil Partnership, Marriage, Gender, Sexuality	Job, Career, Prospects, Change, Opportunity	Protest, Change, Aids, Protection, Politics
Subject Texts Used (Key News Article)	<u>Young Minds Self-Care pages</u>	<u>Wood St Mission Annual Report</u>	<u>Office for National Statistics Report</u>	<u>Helen Brook Women's Hour Interview</u>	<u>Natwest/ Telegraph: Future of Tech article</u>	<u>The Guardian: Pose article</u>
Cultural Enrichment Opportunities	<u>In-school pilates session</u>	Visit/fundraise for a local charity	<u>Solutions not Sides workshop</u>	<u>Split Banana Workshop</u>	Link with careers service (Val Worrall)	<u>Proud Trust Workshop</u>
Learning Behaviours	Resilience- signposting to support from anxiety and stress including MHFA strategies	Empathy- consider why people may have to rely on outside agencies and funding for support in modern Britain	Reflection- looking at the impact of national issues on themselves and those close the them	Safe choices- how to recognise healthy and unhealthy representations of relationship	Confidence- presenting in an assembly	Empathy- considering the treatment of different people in the AIDS epidemic and how this treatment has changed over time

## Year 11 Curriculum

Learning Focus	Finding your place in the world	How do I navigate the world as an adult?	How do you support a family?	Legacy at St Matthews	Exam Preparation
Learning Hours Associated	Half-term 1 Approx. 4 hours	Half-term 2 Approx. 3 hours	Half-term 3 Approx. 3 hours	Half-term 4 Approx. 2-3 hours	Half-term 5 Approx. 3 hours
What pupils will know, understand and be able to do.	<p>As the 'top' of the school, Year 11 can consider what they are part of and what the future holds for them.</p> <ul style="list-style-type: none"> <li>✓ Explore the demographic of their year, what you have in common with others and what sets you apart</li> <li>✓ Consider the role of the student, qualities they should have and ways to approach an intensive year of study</li> <li>✓ Investigate the outcomes for previous years, where have past learners ended up?</li> <li>✓ Consider personal aspirations and begin to explore how this can be achieved</li> </ul>	<p>A further look into the future and opportunity to present Year 11 with aspects of the adult world.</p> <ul style="list-style-type: none"> <li>✓ Consider the differences between the responsibilities of adults and children. Compare role of adults today and in the past, including gender roles.</li> <li>✓ Explore different choices that face, revisiting age restrictions</li> <li>✓ Investigate different expectations, where these ideas come from and whether they are helpful or necessary</li> </ul>	<p>A development of the previous study with a focus on family units.</p> <ul style="list-style-type: none"> <li>✓ Use the idea of the Game of Life to consider the potential long- and short-term consequences of different decisions.</li> <li>✓ Investigate the different areas of support offered to families and how they interact with each other</li> <li>✓ Investigate personal finances and money management</li> <li>✓ Consider how other elements of society and our government interact and support family units</li> </ul>	<p>An opportunity to look back on life at school as part of preparations for the next steps after school.</p> <ul style="list-style-type: none"> <li>✓ Explore the idea of legacy and what this might mean for individuals at St Matthews</li> <li>✓ Create an achievement book looking back at personal time at St Matthews</li> <li>✓ Contribute to yearbook/ end of year presentation celebrating the wider achievements of the year group</li> </ul>	<p>Supporting preparation for the GCSE exams</p> <ul style="list-style-type: none"> <li>✓ Explore exam related anxiety and stress, and signpost to coping strategies</li> <li>✓ Explore ways to revise, the effectiveness of this and ideas of how to use time/space well</li> <li>✓ Consider how students across the year group can be supportive of each other</li> </ul>

PSHE / RSE Key Strands	H1, H4, H10, R9, R35-37, L1-2, L22-29	H11-20, H24, R9, R10, R12-13, R17, R29-34, L5-8,	H19-20, H21, H30-33, R4, R17, R25-26, L16-21	L1-3. L22-29	H5-8
Subject Vocabulary	Aspiration, Achievement, Goals, Perseverance, Success	Adult, child, responsibility, expectation	Consequence, decision, budget, family, society	Legacy, impact, achievement, celebration	Exam, revision, anxiety, stress, support
Subject Texts Used (Key News Article)	<a href="#">The Guardian: NHS school leavers article</a>	<a href="#">Brene Brown- The Power of Vulnerability Ted Talk</a>	<a href="#">Pregnant then Screwed Case Studies</a>	<a href="#">The Atlantic: Why do people sign yearbooks article</a>	<a href="#">Young Minds Revision and Exam Tips</a>
Cultural Enrichment Opportunities	Link with careers service (Val Worrall)	<a href="#">Power 2 Session</a>	<a href="#">Power 2 Session</a>	Link with past alumni	Local University Outreach
Learning Behaviours	Leadership- promoting the position of Y11 as the oldest students and role models in the school	Logical thinking- Thinking about life as an adult and how different situations may be approached	Empathy- Opportunity to reflect on the demands on people around them, and consider how those people may feel	Reflection- opportunity to reflect on the secondary school experience as a whole	Resilience- investigating what is needed to successfully navigate GCSEs

### **For Information:**

Autumn Term – 15 Weeks (Week 1 – 15)

Spring Term – 11 Weeks (Week 16 – 26)

Summer Term – 13 Weeks (Week 27-39)

PSHE Curriculum Time – 1 hour per fortnight (2 Week Timetable)