



# St. Matthew's

Roman Catholic High School

## KS4 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:

<b>Self</b>	<b>Society</b>	<b>Beliefs</b>	<b>Literacy and numeracy in the wider world</b>	<b>Memory and Retrieval</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).	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.	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	Opportunity for students to recognise the practical purpose of these subjects and their benefits to themselves and society.	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

## 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	Power
<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 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 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)	<a href="#">Young Minds Self-Care pages</a>	<a href="#">Wood St Mission Annual Report</a>	<a href="#">Office for National Statistics Report</a>	<a href="#">Helen Brook Women's Hour Interview</a>	<a href="#">Natwest/ Telegraph: Future of Tech article</a>	<a href="#">The Guardian: Pose article</a>
Cultural Enrichment Opportunities	<a href="#">In-school pilates session</a>	Visit/fundraise for a local charity	<a href="#">Solutions not Sides workshop</a>	<a href="#">Split Banana Workshop</a>	Link with careers service (Val Worrall)	<a href="#">Proud Trust Workshop</a>
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.	As the 'top' of the school, Year 11 can consider what they are part of and what the future holds for them. ✓ Explore the demographic of their year, what	A further look into the future and opportunity to present Year 11 with aspects of the adult world. ✓ Consider the differences between the responsibilities of	A development of the previous study with a focus on family units. ✓ Use the idea of the Game of Life to consider the potential long- and short-term consequences of	An opportunity to look back on life at school as part of preparations for the next steps after school. ✓ Explore the idea of legacy and what this might	Supporting preparation for the GCSE exams ✓ Explore exam related anxiety and stress, and signpost to coping strategies

	<p>you have in common with others and what sets you apart</p> <ul style="list-style-type: none"> <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>adults and children. Compare role of adults today and in the past, including gender roles.</p> <ul style="list-style-type: none"> <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>different decisions.</p> <ul style="list-style-type: none"> <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>mean for individuals at St Matthews</p> <ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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 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	Reflection- opportunity to reflect on the secondary school experience as a whole	Resilience- investigating what is needed to successfully navigate GCSEs

			consider how those people may feel			
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**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)