



# CURRICULUM INTENT




## PSHE AND RSE (KS3 AND KS4)



*PSHE is essential for the development of students to enable them to become well rounded individuals both inside and outside school. Through PSHE, students will study a range of topics including how to take care of themselves through mental wellbeing to appreciating our British Values in society. Students will begin to think about life post 16 including choices with their careers and personal relationships in their future.*




# CURRICULUM INTENT OVERVIEW

 <b>HEAD</b> KNOWLEDGE-RICH	<p><b>Students will:</b></p> <ul style="list-style-type: none"><li>• Know how to keep themselves safe on the internet, in school and in wider society e.g. first aid.</li><li>• Know what a healthy relationship looks like from friendship to intimate sexual relationships.</li><li>• Know about how to look after themselves through personal hygiene and knowing the risks associated with alcohol and drug use.</li><li>• Know British values including democracy and respect for everyone.</li><li>• Know about life post 16 including careers and financial education.</li></ul>
 <b>HEART</b> FAITH, LOVE AND RESPECT	<p><b>Students will:</b></p> <ul style="list-style-type: none"><li>• Develop respect and tolerance for people of different faiths, cultures and race.</li><li>• Consider the importance of healthy relationships with their friends, family and intimate relationships in their future.</li><li>• Understand the importance of how we should conduct ourselves on the internet including the importance of raising awareness of cyberbullying and how to report it.</li><li>• Understand that all staff at the Trinity School are shaping students to be well rounded citizens and are here to safeguard all students.</li><li>• Appreciate that it is important to look after and have love and respect for themselves through promoting good habits for a positive mental wellbeing and good physical health.</li></ul>
 <b>HANDS</b> APPLICATION OF KNOWLEDGE	<p><b>Students will:</b></p> <ul style="list-style-type: none"><li>• Be able to reflect on their learning in topics and apply their knowledge in lessons for example, first aid can help them in their biology and theory PE lessons.</li><li>• Be able to make links between PSHE and their wider school education.</li><li>• Have a good understanding of how their PSHE lessons have a real impact on their wider life and enable them to mature into respecting adults.</li><li>• Have the opportunity to display their positive character by having the opportunity to take part in wider school campaigns that focus on justice and respect, e.g. Anti-Bullying week</li><li>• Be able to live out British values in school, for example celebrating our cultural diversity in our Culture Week</li></ul>



# CURRICULUM TO CLASSROOM

 <b>HEAD</b> <b>KNOWLEDGE-RICH</b>	<b>KNOWLEDGE FOCUSED</b>	<p>For each topic, students have a booklet that contains the key information for students to access for that topic. There are PowerPoints to accompany the booklets and from the PowerPoint, students will be able to access information required to answer questions.</p>
	<b>EXPERT TEACHERS (EXPLANATIONS)</b>	<p>Teachers will use booklets, PowerPoint and teacher guidance notes to enable them to deliver each PSHE session. Teachers will ensure they guide students through the content and break down any key concepts or new ideas. Occasionally, external companies may be used for students to ensure they gain knowledge in an appropriate way e.g. year 8 have a talk from Betel to understand the importance of rehabilitation for people who have overcome addictions. External companies are booked by the PSHE coordinator or Progress Coordinators to ensure what they are delivering is appropriate and meaningful.</p>
	<b>TAUGHT TO BE REMEMBERED</b>	<p>Students will have the themes of the topics repeated throughout year 7-11. Therefore, students will be able to unlock prior learning to understand how this is built on in later years. As students are encouraged to think and contribute through discussion during PSHE sessions, activities such as match up tasks and quizzes during the sessions are important to understand what students have learnt during the sessions.</p>
<b>HEART</b> <b>FAITH, LOVE AND RESPECT</b>	<b>ENCOURAGING CLASSROOMS BASED ON FAITH, LOVE &amp; RESPECT</b>	<p>PSHE sessions are timetabled lessons with form tutors – who have an excellent knowledge and strong relationships with our students. Students are encouraged to actively participate in lessons by answering questions, having class discussions and completing tasks in their booklets. Students are encouraged to have respect for other's opinions during these sessions and when discussing key themes such as families, students should be aware that people in their classroom come from a variety of family backgrounds. Should a student be upset by any content covered in sessions, the Progress coordinator/ Assistant progress coordinator are on hand to offer support for the student.</p>
<b>HANDS</b> <b>APPLICATION OF KNOWLEDGE</b>	<b>EXPERT TEACHERS (MODELLING)</b>	<p>Teachers are encouraged to demonstrate how students should approach these sessions by encouraging students to be mature and sensible in their approaches. When discussing RSE, teachers will use appropriate terminology e.g. for genitals so students understand what language is to be used. Teachers are encouraged to model student's answers particularly from group discussions and from any work completed in booklets to ensure students complete work to the best of their ability.</p>

	<b>DELIBERATE PRACTICE</b>	Students will complete tasks in booklets to ensure they are aware that teachers monitor PSHE sessions to check student's understanding. Teachers are encouraged to circulate a room to check students are working/engaging in the sessions.
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Our Personal Development Curriculum lessons are currently divided into four complementary areas:  
**Careers, Citizenship, Physical and Mental Well-Being, RSE.**

## LEARNING SEQUENCE – YEAR 7

TOPIC	Online safety	Changing adolescent body and mental wellbeing	Families, intimate and sexual relationships	Personal hygiene, immunisation, sleep and basic first aid	Citizenship, including charity and equality	Careers
EXPLANATION	Students will learn about appropriate behaviour online and online risks. Students will learn the important of not sharing personal information to others and where to get support to report material/ manage issues online.	Students will learn the key facts about puberty and the implications for emotional and physical health. Students should know how to talk about their emotions and how to recognise the early signs of mental wellbeing concerns.	Students will learn the different types of committed, stable relationships. Students will learn how to judge unsafe relationships and how to improve relationships. Students should understand the different types of bullying and how to report bullying.	Students will learn about personal hygiene including how viruses are spread, the facts about immunisation and the importance of sufficient sleep. Students should know basic treatment for common injuries	Students will learn about the diverse national, religious and ethnic identities in the UK and how a citizen can contribute to the improvement of their community.	Students will be able to identify their personal skills, abilities and qualities. Students will understand how these link to their career aspirations and as well as what skills and qualities employers are looking for



## LEARNING SEQUENCE – YEAR 8

TOPIC	Online safety	Citizenship: finance and human rights	Healthy eating, well-being, drugs and tobacco	Careers	Physical health and fitness
EXPLANATION	Students learn the similarities and differences between the online and physical world. Students should know how to identify harmful behaviours online, how to report it and find help.	Students learn the functions and uses of money, the importance of budgeting and managing risks. Students should know human rights and international law.	Students learn to maintain a healthy lifestyle and the links with poor diet and health risks. Students should know the positive associations between physical activity and the promotion of mental wellbeing. Students should know about legal and illegal drugs and their associated risks.	Students identify the key employers in Nottingham and identify jobs you could do in these work places. Students collect information on an employment opportunity that they are interested in and identify skills, qualities and abilities needed for it	Students learn to be aware of what constitutes a healthy lifestyle including maintaining a healthy weight, and about the science relating to blood, organ and stem cell donation.



## LEARNING SEQUENCE – YEAR 9

TOPIC	Online safety and respectful relationships (including bullying and cyberbullying)	Families and intimate relationships and alcohol	Careers	Citizenship: Democracy and law	Basic first aid/study skills
EXPLANATION	Students learn about the different types of bullying, the impact of bullying and the responsibility of bystanders to report bullying.	Students learn about the characteristics and legal status of long-term relationships, the different types of relationships and how to report concerns for relationships which are unsafe. Students should know the physical and psychological risks associated with alcohol consumption.	Students will understand what the labour market is, the workplace is and the relationship between them both. Students will learn about the economy of Nottingham what job opportunities exist on their doorstep - particularly within STEM and new emerging industries	Students learn about the development of the political system and the liberties enjoyed by citizens of the UK. Students learn the laws of the justice system and the roles played by public institutions.	Students will learn the basic treatment for common injuries and life saving skills- including CPR and the purpose of a defibrillator. Students will explore the importance of revision and range of revision skills to support their studies.



## LEARNING SEQUENCE – YEAR 10

TOPIC	Careers	Intimate and sexual relationships and respectful relationships	Mental wellbeing	Citizenship
EXPLANATION	Students will learn about how to find the right career for given skills and aptitudes, using Unifrog, making the most out of work experience and how to write a CV and letter of application for work.	Students will learn about the characteristics of a healthy relationship, facts about reproductive health e.g. menopause, STI's and pregnancy. Students will learn that some types of behaviour in relationships are criminal e.g. coercive control.	Students will learn how to talk about their emotions, know happiness is connected to one another, common types of mental illness e.g. depression and coping with loss and bereavement.	Students will learn about parliamentary democracy, the power of the government and forms of democratic and non-democratic forms of government.





## LEARNING SEQUENCE – YEAR 11

TOPIC	Online and media and alcohol	Health and prevention	Careers	Citizenship
EXPLANATION	<p>Students will learn the impact of viewing harmful content, sharing and viewing indecent images of children is a crime and how information is shared online.</p> <p>Students will learn the physical and psychological consequences of addiction including alcohol dependency.</p>	<p>Students will learn the benefits of self-examination and screening and the importance of sufficient quality sleep.</p>	<p>Students will learn the different post 16 options including BTEC's and A levels, how to apply for sixth form and basic interview techniques.</p>	<p>Students will learn human rights and international law, diverse groups in the UK and the need for mutual respect.</p> <p>Students will learn about income and expenditure and how public money is raised and spent.</p>