

St Philip Howard Learner Curriculum Overview

Subject: RSE/PSHE

Head of Department: Mr Sam White

Year: 8

Curriculum organisation

Students are taught in mixed ability groups form groups for the equivalent of one hour per week.

What topics will students be studying this year? Includes links to National Curriculum, Curriculum Intent and Prior Related Learning*

	Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	
Theme	<ul style="list-style-type: none"> Created and chosen Appreciating Differences 	<ul style="list-style-type: none"> Feelings 	<ul style="list-style-type: none"> Before I was born 	<ul style="list-style-type: none"> Tough Relationships 	<ul style="list-style-type: none"> Think Before you share 	<ul style="list-style-type: none"> Wider World
RSE Theme	<ul style="list-style-type: none"> Physical Health and Mental Well-Being Identification of Gender ad sexual identify. 	<ul style="list-style-type: none"> Caring friendships Respectful relationships Online relationships 	<ul style="list-style-type: none"> Health Sexual relationships Pregnancy 	<ul style="list-style-type: none"> Protected Characteristics 	<ul style="list-style-type: none"> Being Safe Online relationships 	<ul style="list-style-type: none"> Family Friends

	<p>Links to Prior learning (Y7): Puberty, Physical, emotional and sexual development.</p> <p>National Curriculum: Respect by others and too others, including people in positions of authority, happiness is being connected to others. Physical and psychological risks associated with alcohol. How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. The legal rights and responsibilities regarding equality (particularly with</p>	<p>Links to Prior learning (Y7): Self-esteem, and its effects and how to increase it.</p> <p>National Curriculum: The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. Practical steps they can take in a range of different contexts to improve or support respectful relationships. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. How to recognise the characteristics and</p>	<p>Links to Prior learning (Y7): Sexual intercourse, marriage, production of life and development</p> <p>National Curriculum: The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. The facts around pregnancy including miscarriage. That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</p> <p>CES Curriculum: 3.1.1.3, 3.1.1.7, 3.1.4.6, 3.1.5.2, 3.1.5.5, 3.2.1.2, 3.2.2.2,</p>	<p>Links to Prior learning (Y7): different types of friendships, family structures, how to manage behavior, thoughts and feelings</p> <p>National Curriculum: That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. How to talk about their emotions accurately and sensitively, using appropriate vocabulary. How to critically evaluate when</p>	<p>Links to Prior learning (Y7): Online world, being safe online, safeguarding themselves, know the dangers</p> <p>National Curriculum: How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed. The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. Practical steps they can take in a range of different contexts to improve or support respectful relationships. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to</p>	<p>Links to Prior learning (Y7): effects of their actions on others, forms of bullying.</p> <p>National Curriculum: How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed. How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs.</p>
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<p>reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> <p>The main changes which take place in males and females, and the implications for emotional and physical health.</p> <p>Key facts about puberty, the changing adolescent body and menstrual wellbeing.</p> <p>CES Curriculum: 3.1.1.1, 3.1.1.2, 3.1.1.3, 3.1.1.6, 3.1.1.7, 3.1.2.5, 3.1.4.5, 3.2.1.2, 3.2.3.1, 3.2.3.10, 3.2.3.11, 3.3.2.1, 3.3.3.6, 3.1.2.4, 3.1.3.1, 3.1.3.4, 3.2.3.5, 3.1.4.4, 3.2.2.4, 3.2.4.7.</p> <p>PSHE Curriculum: H1, R3, R20, R21, H3, H5, H34, R4, R5, R11, R18, R38, R39, R40, R41, L23, L26</p> <p>Curriculum Intent</p> <p>Pupils will learn what makes them scientifically unique, and that our deepest need is to love and be loved.</p> <p>Pupils will learn about some of the ways in which people may choose to articulate their identity, including gender and sexual identity</p>	<p>positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex.</p> <p>How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>That happiness is linked to being connected to others.</p> <p>The main changes which take place in males and females, and the implications for emotional and physical health</p> <p>CES Curriculum: 3.1.1.4, 3.1.1.5, 3.1.2.1, 3.1.2.2, 3.1.2.5, 3.1.3.2, 3.1.3.3, 3.1.3.4, 3.1.4.2, 3.1.4.4, 3.2.1.3, 3.2.1.6, 3.2.2.2, 3.2.3.3, 3.2.3.4, 3.2.3.11, 3.3.2.1</p> <p>PSHE Curriculum: H2, H5, H34, R5, R6, R9, R11, R12, R15, R16, R18, R42, R43, L3</p> <p>Curriculum Intent: Pupils will learn that an increase in hormone production during puberty leads to physical and psychological changes, including sexual attraction, and methods for managing the feelings involved with these.</p>	<p>3.2.3.7, 3.2.3.8</p> <p>PSHE Curriculum: H2, H17, R1, R34, R35, L26</p> <p>Curriculum Intent: Pupils will learn what happens during the different stages of pregnancy, the importance of pre-natal care and the emotional, real life impact of pregnancies carried to full term and otherwise.</p>	<p>something they do or are involved in has a positive or negative effect on their own or others' mental health.</p> <p>CES Curriculum: 3.1.1.5, 3.1.1.6, 3.1.1.7, 3.1.2.4, 3.1.2.5, 3.1.2.6, 3.1.4.6, 3.2.1.3, 3.2.1.4, 3.2.3.1, 3.3.1.1, 3.3.1.2, 3.3.1.3, 3.3.3.4, 3.3.3.6</p> <p>PSHE Curriculum: H4, R3, R10, R14, R16, R19, R38, R39, R40, R41, R43, L6, L26</p> <p>Curriculum Intent: Pupils will learn the meaning of terms such as 'prejudice', 'discrimination', 'Protected Characteristics', 'tolerance', 'kindness' and 'forgiveness' and consider what these look like in real terms.</p>	<p>others, including people in positions of authority and due tolerance of other people's beliefs.</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</p> <p>How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p> <p>CES Curriculum: 3.1.1.1, 3.1.1.5, 3.1.1.4, 3.1.1.6, 3.1.2.6, 3.1.3.3, 3.1.4.4, 3.1.4.6, 3.2.1.6, 3.2.3.3,</p>	<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> <p>How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</p> <p>CES Curriculum: 3.1.1.5, 3.1.1.7, 3.1.2.4, 3.1.2.5, 3.1.2.6, 3.1.4.4, 3.1.4.6, 3.2.1.2, 3.2.1.3, 3.2.1.6, 3.2.3.1, 3.3.1.1, 3.3.1.3, 3.3.3.4, 3.3.3.6.</p> <p>PSHE Curriculum: H4, H6, H12, R3, R9, R14, R38, R39, R40, R41, R43, L23, L26.</p> <p>Curriculum Intent: Pupils will learn from history that prejudice can grow into discrimination without the courage of upstanders, and that we all can all, through our language and behaviour, play a part in dismantling prejudice at its root.</p>
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Equipment needed for sessions:		What can you do to support your child?	
<ul style="list-style-type: none"> Year 7 PowerPoints (TENTEN) – downloaded to the shared drive 		<ul style="list-style-type: none"> 	
How will learning be assessed and progress measured?		Extension and enrichment activities:	
<ul style="list-style-type: none"> Pupils will engage with the films and take an active part in classroom discussions and personal activities, all the time demonstrating respect for the views of others. 		<ul style="list-style-type: none"> Student council, trust pupil parliament and chaplaincy team, gratitude club and all extracurricular activities 	