Curriculum Plan - Overview

**SPHERE stands for Social, Personal, Health, Economy, Relationships and the Environment.**

SPHERE comprises:

* The statutory ‘Relationships Education, Relationships and Sex Education and Health Education (England) Regulations’, which is compulsory for all schools to deliver since September 2020.
* The Learning Opportunities identified by the PSHE Association in delivering the PSHE Curriculum.
* The Citizenship National Curriculum Requirements.

At Kingstone High School, we want to nurture and develop our students into well rounded individuals, who respect themselves, each other as well as the community and environment that they live in. We want students to believe in themselves, to acknowledge their strengths and weaknesses, so they can continue to learn from mistakes and to value everyone they meet daily, so see the good in people and to treat people with respect.

As a school, we believe our SPHERE curriculum plays an important role in helping students develop these values as well as preparing them for life beyond Kingstone when they leave.

The SPHERE curriculum is delivered across all years of the school in form groups by the students’ form tutor. These 30 minutes lessons take place on three mornings a week. Each of the modules are titled ‘… and Me’ to highlight their importance and how they affect EACH student. The modules covered have been arranged in the order they are to try and make the topics covered more ‘age specific’. They are further supported by a weekly year group assembly with regular guest speakers and two or three ‘drop down’ days a year. Recent guest speakers have included visits from the Police, Army, local colleges and local businesses.

**Assessment Opportunities**

Assessment takes the form of both formative and summative assessment in SPHERE. There are many opportunities to check students’ understanding that are built into lessons. This could take the form of questioning to check understanding, asking for feedback on a task which students have undertaken, or reading a written response. In addition, students complete a short assessment at the end of each module that takes the form of 20 short questions. These are peer assessed and the results recorded on ‘Go4Schools’. In doing so, assessment:

* Enables students to reflect on their learning journey;
* Demonstrates progress across the lesson/s;
* Supports teacher’s future planning;
* Provides evidence of learning;
* Demonstrates the impact of the SPHERE curriculum in relation to meeting whole school outcomes.

**What does ‘progress’ look like in SPHERE?**

This can be a change or reconfirmation of Knowledge & Understanding, Skills or Attitudes. For example:

Knowledge – Before I only knew… Now I also know…

Understanding – I always knew … But now I can how it connects to…

Richer Vocabulary – Before I would have said… But now I can say…

Skills & Strategies – Before I didn’t know how to… But now I know how to… Now I know new/more effective ways to…

Confidence – Before I would/could not say or do… But now I feel I am able to say or do…

Assumptions – Before I thought that… but now I realise that was just a myth or a stereotype.

Belief – I used to feel… But now I feel…

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Term** | **Duration** | **Topic** | **Lesson Content** | **Key Knowledge** | **Summative Assessment** | **Links** |
| **Year 7** | **Aut. 1** | **13 lessons** | **New Beginnings & Me** | 1. Intro to SPHERE Yr 7 2. Self Regulation 3. Who is in my Form? 4. How is Year 7 different? 5. What makes a good friend? 6. What makes an unhealthy friendship? 7. Understanding Emotions 8. Understanding the Teenage Brain 9. Communication Skills 10. Bullying & Banter 11. Cyberbullying 12. Why Bully? 13. End of Module Assessment | * What is SPHERE? * What is meant by Self Regulation? * How is high school different from primary school? * What makes a healthy/unhealthy friendship? * Understanding emotions * Types of communication – Aggressive/Assertive/Passive * What is Bullying & types of bullying – physical, verbal, social, cyber & Banter * What is Cyber Bullying & what to do to stop Cyber Bullying * Why do people bully others & what are the effects of Bullying? * What can people do if they are being bullied? | End of Module Assessment | RSE/PSHE Association:  H1, H2, H4, H5, H6, H7, H10, H30, H31  R2, R9, R10, R13, R14, R16, R18, R19, R21, R23, R38, R42, R43, R44  Citizenship:   * the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Term** | **Duration** | **Topic** | **Lesson Content** | **Key Knowledge** | **Summative Assessment** | **Links** |
| **Year 7** | **Aut. 1-2** | **14 lessons** | **Growing Up & Me** | 1. Intro to Puberty 2. Reproductive Organs 3. Puberty in boys 4. Erections & Wet Dreams 5. Puberty in Girls 6. Menstrual Cycle 7. Myths & Facts 8. Personal Hygiene 9. Independence   10-11. Coming of Age Ceremonies  12. Coming of Age Presentations  13. End of Module Assessment  14. Target Setting | * What is puberty – When and why does it occur? * What are the names given to the different parts of the male and female reproductive organs? * What are the physical and emotional changes that take place during puberty? * What are erections and wet dreams? * What is the Menstrual Cycle? * What are some of the myths and facts about puberty and sex? * What is BO and why is personal hygiene important? * What does good personal hygiene involve? * In what ways are students becoming more independent and how can they can manage situations with parents better * How to work effectively within a Team * How do different religions and cultures celebrate puberty through ‘Coming of Age’ Ceremonies? * What are SMART targets? | End of Module Assessment | RSE/PSHE Association:  H1, H5, H6, H20, H21, H34  R14, R15, R16, R18, R19, R21  L1, L2, L3, L9  Citizenship:   * the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Term** | **Duration** | **Topic** | **Lesson Content** | **Key Knowledge** | **Summative Assessment** | **Links** |
| **Year 7** | **Aut. 2 – Spr 1** | **10 lessons** | **Relationships & Me** | 1. Types of Relationship 2. Abusive Relationships 3. Why Marry? 4. Types of Family 5. Forced Marriages 6. Arranged Marriages 7. Gay Marriages 8. Cohabitation 9. Divorce 10. End of Module Test | * What is meant by a relationship and who do students have relationships with? * What different types of relationship are there? (Family, Friendships, Acquaintances, Romantic, Work/School) * What are the different types of abusive relationship? (Physical, Emotional, Sexual, Coercion, Economic, Neglect) * Why do some people choose to marry and what types of romantic relationships are there? * What types of family groups are there (eg Nuclear, Extended, Step/Blended, Adopted, Foster) * What is meant by a forced marriage and why do they occur? * What is meant by arranged marriages? * What are people’s views towards Gay Marriage and how have attitudes changed? * What is cohabitation and why do some people choose to cohabit? * Why do some people divorce? * How and why have attitudes towards divorce changed? | End of Module Assessment | RSE/PSHE Association:  H1, H2, H6, H10  R1, R2, R3, R6, R7, R9, R10, R11, R13, R14, R16, R18, R19, R21, R22, R23, R35, R36, R38  Citizenship:   * the precious liberties enjoyed by the citizens of the United Kingdom |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Term** | **Duration** | **Topic** | **Lesson Content** | **Key Knowledge** | **Summative Assessment** | **Links** |
| **Year 7** | **Spr 1 –**  **Spr 2** | **10 lessons** | **Healthy Living & Me** | 1. The importance of Sleep 2. The importance of Exercise & Physical Activity 3. The importance of Diet & Healthy Eating 4. The dangers of Energy Drinks 5. The importance of Good oral health    1. Display Work on Healthy Living   8. Eating Disorders  9. Self Harm  11. My Life Balance – What can I do?  10. End of Module Test | * Why is sleep important and what can be done to improve sleep patterns? * Why is exercise and physical activity important? * What constitutes a healthy diet? * What are the effects and dangers of Energy Drinks? * Why is good oral health important and how can you maintain good oral health? * What are Eating Disorders and why do some people have them? * What is meant by Self Harm and why do some people self harm? * The importance of maintaining a positive life balance | End of Module Assessment | RSE/PSHE Association:  H1, H2, H4, H5, H6, H7, H10, H11, H12, H13, H14, H15, H16, H17, H18, H20, H21, H30, H31  R15, R16  L1 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Term** | **Duration** | **Topic** | **Lesson Content** | **Key Knowledge** | **Summative Assessment** | **Links** |
| **Year 7** | **Spr 2 – Sum 1** | **10 lessons** | **Rights & Me** | 1. What are Rights? 2. What is the UDHR? 3. Rights within Home 4. Rights to Education 5. The role of the press? 6. Child Soldiers? 7. Breast Ironing 8. FGM 9. Do animals have rights? 10. Debate – Do animals have Rights? 11. The Role of Amnesty international 12. End of Module Test | * What are rights and responsibilities? * What is the Universal Declaration of Human Rights and why is it important? * What rights do young people have in the home? * What rights do you have in school and why is a right to education important? * What rights do the press have inc. reporting & Freedom of Information? * Why are some children soldiers? * What is Breast Ironing and why is it practised? * What is Female Genital Mutilation (FGM) and why is it practised? * What are the laws about FGM? * Do animals have rights? – Circus Animals, Zoo Animals & Animal Testing * Who are Amnesty International and what do they do? | End of Module Assessment | RSE/PSHE Association:  H22,  R14, R16, R35  L10,  Citizenship:   * the precious liberties enjoyed by the citizens of the United Kingdom * the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Term** | **Duration** | **Topic** | **Lesson Content** | **Key Knowledge** | **Summative Assessment** | **Links** |
| **Year 7** | **Sum1 – Sum 2** | **11 lessons** | **Money & Me** | 1. Winning the Lottery – Blessing or a Curse? 2. The importance of Budgeting 3. Personal Budget Plans 4. What is Savings, Loans and Interest? 5. Types of Bank Account 6. The advantages and disadvantages of on- line banking 7. Staying safe on line – Online Scams 8. How does advertising influence spending? 9. Why pay Tax? 10. Financial Exploitation 11. End of Module Test | * Can Money bring happiness – Examples of people winning the lottery * How can we budget our money? * How to create a Personal Budget Plan? * What is meant by Savings, Loans and Interest? * What types of Bank Account are there? Advantages & Disadvantages – Including Online Banking * How to stay safe online & avoid Online Scams? * How does advertising influence spending? Role of Influencers & Prime Energy Drinks * What types of Tax are there and what is the money used for? * How to avoid financial exploitation – Drug & Money Mules | End of Module Assessment | RSE/PSHE Association:  R16, R17  L15, L16, L17, L18, L19  Citizenship:   * the functions and uses of money, the importance and practice of budgeting, and managing risk |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Term** | **Duration** | **Topic** | **Lesson Content** | **Key Knowledge** | **Summative Assessment** | **Links** |
| **Year 8** | **Aut. 1** | **14 lessons** | **Emotional Wellbeing & Me** | 1. Intro to SPHERE 2. What is Emotional Wellbeing? 3. What is Depression? 4. Understanding your brain 5. Self Esteem 6. Understanding Self Esteem 7. Improving Self Esteem 8. Dealing with Stress 9. Building Resilience 10. What is a Growth Mind Set? 11. Target setting 12. What is Bereavement? 13. Coping with Bereavement 14. End of Module Assessment | * What is SPHERE? * What is Emotional Wellbeing and what are the main mental health issues? * What causes Anxiety and Depression * What are the 3 main parts of the brain (Primitive, Limbic System & Neo Cortex) and what are they responsible for? * Why do teenagers sometimes struggle with their emotions? * What is self esteem? * Why do people often have low self esteem? * What is a SADMAP? * Self labelling * All or Nothing * Dwelling on the past * Mind Mapping * Approval at all costs * Positives don’t count * Ways to improve self esteem * What are the physical and emotional symptoms of stress? * How can people deal with stress? * How can people be more resilient? * What is meant by a growth mind set? * What are SMART targets? * How does bereavement affect people? * What can be done to support those who are grieving? | End of Module Assessment | RSE/PSHE Association:  H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H12, H30, H31    R14, R16, R19, R21, R22, R23, R38, R42, R43, R44  L2, L3, L9 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Term** | **Duration** | **Topic** | **Lesson Content** | **Key Knowledge** | **Summative Assessment** | **Links** |
| **Year 8** | **Aut. 1 –**  **Aut 2** | **11 lessons** | **Sex & Me** | 1. Types of Relationship 2. Romantic Relationship 3. Sex & the Law 4. Sexting 5. Peer Pressure & Sex 6. Grooming 7. Arousal & Conception 8. Pregnancy 9. Giving Birth 10. Pornography 11. End of Module Assessment | * What is meant by a relationship and who do students have relationships with? * What is meant by a romantic relationship and why might some people want a romantic relationship? * What does Consent actually mean and what is the ‘Age of Consent’? * What is Sexting – including risks and consequences * What is Peer Pressure and when is the ‘right’ time to start having sex? * What is Grooming and the stages a predator uses to groom someone * Where to go for advice about grooming and issues to do with sex? * What are the signs of sexual arousal? * What is conception, where and how does it occur? * How long is a human pregnancy and how does the fetus develop? * What are the signs of labour and how are babies born inc. C Sections * What is Pornography and how does it differ from real sex? | End of Module Assessment | RSE/PSHE Association:  H1, H2, H5, H6, H30, H31  R1, R2, R5, R7, R8, R9, R10, R11, R13, R14, R16, R17, R18, R21, R23, R24, R25, R26, R27, R28, R29, R30, R31, R37, R38, R42 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Term** | **Duration** | **Topic** | **Lesson Content** | **Key Knowledge** | **Summative Assessment** | **Links** |
| **Year 8** | **Aut. 2 –**  **Spr 1** | **10 lessons** | **Substances & Me** | 1. What are drugs and what do they do? 2. Why are vaccinations important? 3. What are the dangers of Alcohol? 4. What are the dangers of Smoking? 5. Vaping – Is it as bad as smoking? 6. What are the dangers of illegal drugs?   7-8 Group Display Work – ‘Types of Drugs’   1. Peer Pressure & Drugs 2. End of Module Test | * What exactly are drugs – Legal and illegal types? * Why are vaccinations important? * What are the short and long-term consequences of excess alcohol drinking? * The dangers of cigarettes and passive smoking * What is vaping and is this as bad as smoking? * What are drugs? Why are they dangerous? * Types of illegal drugs (class A, B and C) including effects * Dealing with Peer Pressure and substance abuse * Where to get help and support for substance abuse? | End of Module Assessment | RSE/PSHE Association:  H5, H6, H19, H23, H24,H25, H26, H27, H28, H29, H30, H31, H32  R15, R16, R20, R42, R43, R44  L1 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Term** | **Duration** | **Topic** | **Lesson Content** | **Key Knowledge** | **Summative Assessment** | **Links** |
| **Year 8** | **Spr 1**  **-**  **Spr 2** | **12 lessons** | **Democracy & Me** | 1. Democracy & Dictatorships 2. Houses of Parliament 3. House of Commons 4. Political Parties 5. Types of Elections 6. How Laws are made 7. The role of the Police 8. Types of Court 9. Life in Prison 10. Debate – Should Prisoners be allowed to vote? 11. What is a tribunal? 12. End of Module Test | * What is the difference between a democracy and a dictatorship? * What makes up the Houses of Parliament? * Who makes up the House of Commons and what do MPs do? * What are political parties and what are the main differences? * What types of elections are there and how are they organised – FPTP & PR * How are our laws made? * What is the role of the police and what powers do they have? * What types of court are there and how are they different? * What types of prison are there and what is life like in prison? * What is a tribunal and what are the main types? | End of Module Assessment | RSE/PSHE Association:  R14, R16,  Citizenship:   * the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch * the operation of Parliament, including voting and elections, and the role of political parties * the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Term** | **Duration** | **Topic** | **Lesson Content** | **Key Knowledge** | **Summative Assessment** | **Links** |
| **Year 8** | **Spr 2 – Sum 1** | **12 lessons** | **The Internet & Me** | 1. The Internet - its history & importance 2. Humans need not Apply – IT in Industry 3. Features of the Internet 4. The advantages of Social Media 5. Fake News 6. My Online Presence 7. Sexting 8. The Dark Web 9. Grooming & Radicalisation 10. AI – What’s it all about? 11. Staying Safe online 12. End of Module Test | * The history and importance of Computers and the Internet * The increasing role of IT in industry * What are the features of the Internet – speed & scale of information sharing, blurred public & private boundaries & perception of anonymity. * What are the benefits and positive use of social media? * What is Fake News and how to spot it * How your online presence can have positive and negative impacts on you? * What are the dangers of Sexting? * What is the Dark Web and what are it’s possible dangers? * What is meant by Grooming and Radicalisation & how the internet is used for these purposes? * What is AI and what are the advantages and disadvantages of AI? * How can we stay safe on line – Tips and advice * Where can we seek advice and support if things go wrong on line? | End of Module Assessment | RSE/PSHE Association:  H3, H5, H30, H31  L20, L21, L22, L23, L24, L25, L26, L27 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Term** | **Duration** | **Topic** | **Lesson Content** | **Key Knowledge** | **Summative Assessment** | **Links** |
| **Year 8** | **Sum1 – Sum2** | **10-12 lessons** | **Enterprise & Me** | 1. What is Enterprise? 2. Problem Solving & Creative Thinking 3. The Role of Charities 4. Introduction & Planning Group Enterprise   Rest of lessons – Students develop their fund raising ideas  Last 2 lessons – Groups Feedback – Money raised, Successes, Things they would do differently etc | * What is Enterprise? Skills & Qualities * What can we learn from successful business people and entrepreneurs * What is meant by creative thinking? * What are charities and how do they get their money? * Groupwork Skills * Financial Planning * Advertising & Promotion |  | RSE/PSHE Association:  R15, R16  L1, L5, L6  Citizenship:   * the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Term** | **Duration** | **Topic** | **Lesson Content** | **Key Knowledge** | **Summative Assessment** | **Links** |
| **Year 9** | **Aut. 1** | **13 lessons** | **Identity & Me** | 1. Intro to Sphere / Target Setting 2. My Identity 3. Multiple Identities 4. Prejudice & Discrimination 5. Gender Identity 6. Gender Dysphoria 7. Transphobia 8. Sexuality 9. Homophobia 10. Tackling Homophobia 11. Equality Act 2010 12. World View Homophobia 13. End of Module Assessment | * What is SPHERE and what are SMART Targets? * What is meant by Identity and what gives people their identity? * Can people have multiple identities? * What theories are used to support both one personal identity and multiple identity? * What does Prejudice and discrimination mean? * What types of discrimination are there and why do some people discriminate? * What is meant by Gender Identity and what genders are there? * What is Gender Dysphoria and what options are available? * Why are pronouns important? * What is Transphobia and what does the law say? * Where is support available? * What is the difference between gender and sexuality? * What types of sexuality are there? * What is homophobia and why are some people homophobic? * What can be done to tackle homophobia? * What does the Equality Act 2010 say and why is it important? * What is Homosexuality viewed around the world? | End of Module Assessment | RSE/PSHE Association:  H1, H2, H5, H6  R3, R4, R5, R7, R9, R10, R11, R13, R14, R16, R18, R19, R21, R23, R37, R38, R39, R40, R41, R42, R43, R44  L2, L3, L9, L10  Citizenship:   * the precious liberties enjoyed by the citizens of the United Kingdom |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Term** | **Duration** | **Topic** | **Lesson Content** | **Key Knowledge** | **Summative Assessment** | **Links** |
| **Year 9** | **Aut. 1 –**  **Aut 2** | **12 lessons** | **Risk & Me** | 1. What is a Risk? 2. Risky Situations 3. Peer Pressure 4. Joining Gangs 5. Gang Behaviour 6. Leaving Gangs 7. Knife Crime 8. County Lines 9. Grooming & Radicalisation 10. Gambling 11. Responsible Gambling 12. End of Module Test | * What is the difference between a risk & hazard? * Why take risks and can risk taking be positive? * What is meant by a risky situation and what are the possible positive and negative outcomes? * What is Peer Pressure and what types of Peer Pressure are there? * What can be done to overcome Peer Pressure? * Why do some people join gangs? * What are the risks and consequences of Gang behaviour? * What exit strategies are there to enable someone to leave a gang safely? * Why do some people choose to carry a knife? * What is the impact of knife crime? * What is meant by County Lines and how does it work? * What is meant by Grooming and Radicalisation? * How and why do extremists exploit young people? * Why do some people gamble? * Types of Gambling * Differences between Responsible and Irresponsible Gambling * Where to get help and support with Gambling? | End of Module Assessment | RSE/PSHE Association:  H5, H6, H30, H31  R1, R2, R10,R13, R14, R16, R18, R19, R21, R23, R37, R42, R43, R44, R45, R46, R47 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Term** | **Duration** | **Topic** | **Lesson Content** | **Key Knowledge** | **Summative Assessment** | **Links** |
| **Year 9** | **Aut. 2 –**  **Spr 1** | **13 lessons** | **Intimate Relationships & Me** | 1. Types of Relationship 2. Romantic Relationships 3. Sex & the Law 4. Consent, Peer Pressure & Sex 5. Celibacy & Silver Ring Thing 6. Intimacy without Sex 7. Contraception Methods 8. Consequences – Teen Pregnancy 9. Consequences – STIs 10. STIs Group Work 11. STIs Presentations 12. Self Checking inc Testicular Checking 13. End of Module Test | * Recap the different types of Relationship * What is meant by a romantic relationship including why some people want romantic relationships and the qualities of a romantic relationship? * Recap of the laws surrounding Sex including Consent * How to deal with Peer Pressure about Sex? * What is meant by Celibacy and what is the Silver Ring Thing? * Is it possible to be intimate without having sex – Masturbation * What methods of contraception are there? – The advantages and disadvantages are each * The effects of Teen Pregnancies * What types of STI are there? Symptoms and Treatment * The importance of Self Checking including Breast and Testicular Awareness | End of Module Assessment | RSE/PSHE Association:  H1, H2, H5, H6, H10, H19, H20, H21, H30, H31, H35, H36  R1, R2, R3, R9, R10, R11, R12, R13, R14, R15, R16, R18, R21, R23, R24, R25, R26, R27, R28, R29, R30, R31, R32, R33, R34, R42, R43, R44  L1 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Term** | **Duration** | **Topic** | **Lesson Content** | **Key Knowledge** | **Summative Assessment** | **Links** |
| **Year 9** | **Spr 1 –**  **Spr 2** | **8 lessons** | **Options & Me** | 1. Options – Why are they important? 2. Planning my Future 3. Post 16 Choices 4. Family & Cultural Expectations 5. What are employers & colleges looking for? 6. Reviewing my SMART Targets 7. My online Presence 8. End of Module Test | * Why do we have options and what to consider when choosing your options? * Where can I get information, advice and support about Options * What are the benefits of setting ambitious goals? * What possible careers are there and what type of qualifications do they require? * Challenging stereotypes and how to deal with possible family and cultural expectations * What else can I do to increase my future opportunities – eg extra-curricular activities * Have SMART targets been achieved? If so, how or they need to be modified or changed? * What does my online presence say about me? | End of Module Assessment | RSE/PSHE Association:  R16, R17  L6, L7, L8, L9, L10, L12 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Term** | **Duration** | **Topic** | **Lesson Content** | **Key Knowledge** | **Summative Assessment** | **Links** |
| **Year 9** | **Spr 2 – Sum 1** | **11 lessons** | **Communities & Me** | 1. What is a community? 2. Online Communities – Positives & Negatives? 3. Threats to the community – Prejudice & Discrimination 4. Threats to the community - Bullying & Banter 5. Islamophobia 6. Threats to the community – Radicalisation 7. Improving the local Kingstone Community   8-9. Improving the School Community – Groupwork  10. Group Feedback   1. End of Module Test | * What is a community and what makes a good community? * What are the positives and dangers of online communities? * What is meant by prejudice and discrimination? * What are the reasons, effects and solutions to Bullying & Banter? * What is Islamophobia? * What is radicalisation and what are the warning signs? * Debate – Improving the local Kingstone Community * Groupwork – Improving the School Community | End of Module Assessment | RSE/PSHE Association:  H1, H2, H4, H5, H6, H10, H30, H31  R14, R15, R16, R17, R38, R39,R40, R41  L1  Citizenship:   * the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Term** | **Duration** | **Topic** | **Lesson Content** | **Key Knowledge** | **Summative Assessment** | **Links** |
| **Year 9** | **Sum 1 –**  **Sum 2** | **11 lessons** | **Work & Me** | 1. Why work? The advantages of working? 2. Types of Work 3. Routes into Work 4. What are the laws regarding Work? 5. What are my Employment Rights and Responsibilities? 6. Types of Harassment in the Workplace 7. What is my career pathway? 8. What do Employers value?    1. Display Work – My Career Pathway 9. End of Module Test | * What are the advantages of work? * Types of work eg Employment, self-employment, Voluntary * What are the routes into work, training and other vocational and academic opportunities and progression routes? * What employment rights do young people have? * Types of Harassment in the workplace – Sexual, Gender, Racism, Bullying etc * What is my career pathway and what do I need to do to be successful? * What do Employers value – skills etc | End of Module Assessment | RSE/PSHE Association:  H1, H5  R15, R16, R19, R37  L1, L4, L6, L8, L9, L10, L11, L12, L13, L14 |