

PSHE Curriculum Sequence – Key Stage 4

	KS3 National Curriculum prior learning	By the end of the term, students can:	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3
What we want our students to know and remember	<i>How are you supporting transition of knowledge from KS3 to KS4? In order to continue supporting our students to develop as a whole person, PSHE in key stage 4 will continue to follow the same theme and structure as KS3 with pupil beginning the autumn term with 'Health and Wellbeing' and ending in the Summer term with 'Living in the Wider world'</i>	Define the key tier 3 vocabulary :	1. Mental Health: Depression + Anxiety 2. Coping Strategies 3. Cosmetic Dentistry 4. Substance Abuse 5. Medical Donation 6. Stem Cells	1. Marriages: Legal Status 2. Forced Marriage 3. Stereotypes and Prejudice 4. Coercive Control 5. Protected Characteristics 6. Image sharing	1. SMART targets 2. Careers 3. Budgeting 4. Universities (Entry Requirements) 5. Professionalism	1. Long and Short-term memory 2. Grief 3. Male body image 4. Cosmetic Surgery 5. Cancer 6. Self-Examination	1. Respectful Relationships 2. Image sharing 3. Explicit Content 4. Consent 5. Grooming 6. Reproductive Health	1. Zero-hour Contracts 2. Mortgages 3. Contracts 4. Pay-Day loans
	<i>How will this sequencing support transition from KS4 to KS5 and beyond? Subject sequencing will provide a foundation for further engagement with PSHE if pupils chose to attend STMCA Sixth form, following the same model as KS3 and KS5</i>	Recall the knowledge :	1. What factors can affect our mental health? 2. What is a balanced lifestyle? (Incl. an appropriate sleeping pattern) 3. The importance of maintain dental hygiene (the differences between necessary and cosmetic dental care). 4. What factors can increase risk relating to substance abuse? 5. What and why do we donate for medical purposes?	1. What are the legal parameters of a marriage? 2. What are the characteristics of a positive friendship and relationship? 3. What is Coercive Control and why is this now illegal? 4. What is the law surrounding image sharing? (Revenge porn) 5. What are the protected characteristics in the Equality Act 2010?	1. What are the benefits to aiming for higher education? 2. What job sectors are there in the UK? 3. How can you budget effectively? 4. What job opportunities are available for young people? 5. Where can you get support for finances?	1. What is grief and how can it affect us? 2. What coping strategies can be used to deal with grief? 3. What are the lasting impacts of engaging in cosmetic dentistry? 4. What is Cancer and who does it affect? 5. What and how can we complete a self-examination?	1. What are the laws relating to image sharing? 2. How can we report inappropriate online material? 3. What are the laws relating to abuse, grooming and consent? 4. Where can we go for reproductive health advice?	1. What are the risks of Pay-Day loans? 2. What type of employment contracts may you be offered? 3. How can you apply for a mortgage? What factors may affect this?

		Demonstrate excellence in these skills :	<ol style="list-style-type: none"> 1. Evaluate the risks of 'unhealthy' coping strategies 2. Analyse the positives and negatives of online chat forums. 3. Explain the risks involved with substance abuse (focus on drugs). 4. Recognise organisations for support with substance abuse. 5. Articulate the reasons for and benefits of medical donation. 	<ol style="list-style-type: none"> 1. Explain why marriage must be freely entered into? 2. Recognise a range of unhealthy behaviours in a relationship 3. Explain how to maintain a positive relationship. 4. Articulate at least 5 of the protected characteristics in the Equality Act 	<ol style="list-style-type: none"> 1. Evaluate the benefits of setting aspirational targets early 2. Articulate the services available to young people to aid them financially and with career planning 3. Explain how to effectively create a budget 4. Identify the entry requirements to certain universities and courses. 	<ol style="list-style-type: none"> 1. Explain methods of maximising success during exam periods 2. Evaluate a range of coping strategies. 3. Analyse the risks of cosmetic dentistry 4. Articulate the importance of attending cancer screenings. 5. Recognise organisations that can support us with cancer. 6. Recognise how we can improve our perceptions of our own bodies. 	<ol style="list-style-type: none"> 1. Explain why there are laws related to image sharing? 2. Explain the consequences of abuse, grooming or force in a relationship. 3. Recognise the signs of grooming or abuse. 4. Articulate how to end a relationship respectfully and appropriately. 	<ol style="list-style-type: none"> 1. Evaluate the risks of lending money from websites like Klarna 2. Articulate the benefits to managing a budget and saving. 3. Explain the benefits and negatives of a range of job contracts
			<ol style="list-style-type: none"> 1. What are (unhealthy) coping strategies? 2. What are the laws surrounding medical donation in the UK? 3. Explain what makes a 'healthy and well' person? 	<ol style="list-style-type: none"> 1. Explain why we all have the right to freely enter into and leave a relationship 2. Select the values and characteristics of positive relationships, friendships and families. 3. Evaluate how positive relationships can benefit our 'health and wellbeing' (KS3 links) 	<ol style="list-style-type: none"> 1. How can our finances link to our Mental Health and Physical Wellbeing? (Term 1 link) 	<ol style="list-style-type: none"> 1. How can we maintain our health and prevent cancer? 2. How can we maintain good mental health during exam seasons. 3. Explain what makes a 'healthy and well' person? 	<ol style="list-style-type: none"> 1. Explain the laws relating to grooming, abuse and consent 2. Explain how to end a relationship in a respectful manner. 3. Evaluate how positive relationships can benefit our 'health and wellbeing' (KS3 links) 	<ol style="list-style-type: none"> 1. How can achieving our goals and living successfully in Modern Britain benefit our health and wellbeing? (Term 1 link)
		What makes your subject different to other subjects? What are the expectations for students in your subject area in the KS4 National Curriculum if applicable / KS4 qualification specification?	(No NC) Following the PSHE association programme builder. Expectations are that students will develop empathy and compassion skills, in Autumn term 1 Students will be able to develop empathy and understanding, an awareness of their own physical health and an understanding of the laws regarding medical donation. Students are focusing on 'Health and Wellbeing'.	(No NC) PSHE Association Core Theme 2: Relationships. Students will build on their self-confidence to become assertive communicators, be able to clarify values and respect in a relationship, establish the legal parameters of marriage and establish how to end a relationship respectfully.	(No NC) - Following PSHE Association: Living in the Wider World. Students will be tasked with developing their independence and being setting aspirations (STM Values: Aspire to be More) Students will demonstrate a knowledge of a range of opportunities after they leave STM, be able to explain how to manage their finances and be able to signpost support for living in the wider world.	(No NC) Following the PSHE association programme builder. Expectations are that students will develop empathy and compassion skills, in Autumn term 1 Students will be able to develop empathy (focus: Grief and loss), an awareness of their own physical health (relating to screening) and an understanding of cosmetic procedures. Students are focusing on 'Health and Wellbeing'.	(No NC) PSHE Association Core Theme 2: Relationships. Students will build on their self-confidence to become assertive communicators, be able to clarify values and respect in a relationship, establish the laws relating to abuse, grooming and consent and establish how to end a relationship respectfully.	(No NC) Following the PSHE association programme builder from Key Stage 3. Expectations are that students will develop their skills in articulating their opinions, continue to foster high aspirations for their futures and leave STM able to make decisions and be prepared for life and work in Modern Britain. Students are focusing on 'Living in the Wider World'.

