PSHE Learning Plan- Key stage 4

Year 10	Module 1	Module 2	Module 3	Module 4	Module 5	RSE
Topic	Humanity, Charity, and Ethical living	Mental health and wellbeing	Loss and Change	Rights and Responsibilities	RE Ethics	RSE
Threshold concept explored	Tolerance and respect (Pressure groups) Empathy, Emotional awareness, understanding of others. (Sweatshops, homelessness, genocide)	Empathy, Emotional awareness, Understanding of others, Tolerance and respect, Acceptance.	Empathy, Emotional awareness, Understanding of others.	Tolerance and respect, Emotional awareness, Understanding of others, Empathy, Acceptance.	Tolerance and respect, Emotional awareness, Understanding of others, Empathy, Acceptance.	Tolerance and respect, Emotional awareness, Understanding of others, Empathy, Acceptance.
Building on	Building from RSE modules in KS3 of understanding how to be respectful and understanding of others' beliefs and options. Looking further into the view of what it means to be human. Cross curricular as sweatshops in covered in year 9 Geography and genocide in History.	Building from RSE modules in KS3. Such as body image and bullying in year 7 and understanding how an unhealthy relationship can lead to poor mental health. (Year 8 and 10). Students will also build knowledge from successful lives sessions on mental health.	Revisiting the topics of eating disorders (7, 10), cancer (8), saviour siblings (9), alcoholism (9) and how they can lead to loss and grief. Also building on from lessons about mental health and using certain strategies to learn to cope with our feelings and emotions. They may also build from personal experiences and understanding of death and grief.	Building on any existing knowledge on rights and responsibilities. Term 1 year 8 lessons on MLK about the fight for equality. LGTQ lessons and fighting for equality in year 8 and year 9. Building from discussions about ethical issues on abortion from Year 9 lessons in medical ethics. If students have already had H,C and E L module they will have discussed human rights in the context of that modules topics. Those students who took law, war and more in year 9 will find that they will build knowledge from modules on human rights, and crime and punishment.	Developing the questioning from Year 7, 8 and 9 by from looking deeper at the 'big questions' in life. Term 1, 3 and 4 Year 7 how did religion begin, what happens to us when we die, how did we get here? Ethical questions in year 9 medical ethics, war and conflict, society, and identity. Also, if Year 9 students choose philosophy as a subject.	A recap lesson will be delivered building from their learning on drugs in year 9. Developing learning about unhealthy relationships from Year 7,8 and 9 however now relating to romantic relationships. Revisiting consent from Year 8 and 9 but a lesson dedicated to understanding the importance of consent. More focus on understanding gender building from Year 9 lessons in RSE. Continued learning with pros and cons of different contraception's from Year 8 and 9. More detailed learning about STI's building from Year 9 lessons discussing symptoms of the most common STIs and how we can protect ourselves from ever getting these diseases.
Leading to	Greater understanding on how the topics of sweatshops, homelessness, pressure groups and genocide impact and effect	Students learn to discover how to identify mental health illnesses in themselves and others, symptoms to be aware of	Discovering the meaning of loss, change and death. Students to reflect on their own personal experiences on the	Understand what our human rights are in the UK and how they differ around the world. What the law says about our rights in relation to right to life,	Exploring ethical and moral decisions individuals make and other they impact society. Arguments for the existence of God and how the influence of	By the end of the module students will have reflected on how to respond to different relationship situations and know the warning signs of an

	our lives, beliefs, and the choices we make. To learn to have empathy to things that are considered inhumane e.g. genocide and the ethics behind how people are treated in certain environments.	and triggers. They will also gain knowledge on how to cope and manage these issues and where they can go for help and support.	subject and learn how to cope and react.	freedom of expression, equality, prisoner rights and the right to privacy.	faith and religion effects individuals.	unhealthy relationship. They will have understood consent and reflect on what influences our ideas about sex. Students will understand the meaning of sexual and gender identities and consider some issues surrounding identity in society. They will have discussed what toxic masculinity is and how it can be harmful.
How will you know how you are doing and how to improve it?	Teacher feedback, written and verbal. DIRT green pen. Self-reflection sheet at the end of the module. Recognition of the Threshold Concepts and their use in their work.	Teacher feedback, written and verbal. DIRT green pen. Self-reflection sheet at the end of the module. Recognition of the Threshold Concepts and their use in their work.	Teacher feedback, written and verbal. DIRT green pen. Self-reflection sheet at the end of the module. Recognition of the Threshold Concepts and their use in their work.	Teacher feedback, written and verbal. DIRT green pen. Self-reflection sheet at the end of the module. Recognition of the Threshold Concepts and their use in their work.	Teacher feedback, written and verbal. DIRT green pen. Self-reflection sheet at the end of the module. Recognition of the Threshold Concepts and their use in their work.	Teacher feedback, written and verbal. DIRT green pen. Self-reflection sheet at the end of the module. Recognition of the Threshold Concepts and their use in their work.
Experiences to look out for	Film Hotel Rwanda.			Film Selma	Film The Children's Act	
A link to useful resources (to be added 2022-23)	Home | genocidewatch Home - Unseen (unseenuk.org) Who We Are - Labour Behind the Label	MN Essex Mind: Mental Health Support Services in Essex Get Help & Support With... | Campaign Against Living Miserably (CALM) (thecalmzone.net) What To Do If You're Experiencing Eating Problems | YoungMinds	What is bereavement? - Mind Child Bereavement UK	What are human rights? | OHCHR The Selma-to-Montgomery Marches (nationalgeographic.org) What are human rights? | Amnesty International UK	BBC - Ethics - Introduction to ethics: Situation ethics The first cause argument - The existence of God - GCSE Religious Studies Revision - CCEA - BBC Bitesize	Healthy and unhealthy relationships | Childline Sex and consent | Childline Gender Identity (T+) - The Proud Trust Sexually Transmitted Infections (STIs): Worried You have an STI? (brook.org.uk)
Threshold Concepts for Successful Lives link	Independence Resilience Mindset	Success Metacognition Independence Resilience Mindset	Independence Resilience Mindset	Success Independence Resilience Mindset	Metacognition Resilience Mindset	Success Metacognition Independence Resilience Mindset

PSHE Learning Plan- Key stage 4

Year 11	Module 1	Module 2	Module 3	Module 4	Module 5	RSE
Topic	Finance	Parenting	Law	Politics	RE Ethics	PSHE Relationships and Sex Education.
Threshold concept explored	Understanding of others, Acceptance.	Tolerance and respect, Emotional awareness, Understanding of others, Empathy, Acceptance.	Tolerance and respect, Emotional awareness, Understanding of others, Empathy, Acceptance.	Tolerance and respect, Emotional awareness, Understanding of others, Empathy, Acceptance.	Tolerance and respect, Emotional awareness, Understanding of others, Empathy, Acceptance.	Tolerance and respect, Emotional awareness, Understanding of others, Empathy, Acceptance.
Building on	Building from general knowledge on finances they may have learnt outside of school. The students may also build from Maths lessons on compound interest.	Building from any prior knowledge they may have about parenting. Year 8, 9, 10 lessons on contraception and fertility lessons in year 9. In the Finance module, students would have discussed how much it costs for items for a baby.	Building from any prior knowledge on 'the law'. If students choose the year 9 Law, War and More option they will have discussed similar topics. They may also bring knowledge with them from RSE lessons on harassment as well as lessons from the Rights and responsibilities lessons on prisons.	Building on any prior knowledge of politics. Lessons in year 8 on British values. If students chose the Law, War and more module in year 9 they will have discussed the legal and political system in the UK.	Building from the Jesus module in Year 8 term 3-4 RE lessons when discussing antisemitism. Year 8 lessons in term 1 and 2 on MLK when discussing fighting for equality. Year 9 lessons on surrogacy and IVF. Interpretation of holy texts from the threshold concepts that are discussed in many RE lessons.	Building from learning in year 7,8, 9 and 10 in relation to drugs, contraception, STIs, pregnancy, consent and sexual harassment and hate crimes in RSE lessons however lessons will be more depth and age appropriate for year 11.
Leading to	By the end of the module the students will have learnt how to effectively manage their finances by saving, budgeting, and borrowing money and be aware of the risks. They will also have learnt how much items they may purchase in the future cost such as houses, cars, bills, food shops.	By the end of the module students will learn next steps if they discover they are pregnant and discuss their options. Students will explore what happens to women during pregnancy and labour. They will learn how fertility changes over time and the different routes to becoming a parent. They will have explored and evaluated different parenting styles and considered what needs to be bought for baby and how much having a child costs.	Students will learn about the legal systems in the UK by learning what the Crown Prosecution service is, what they do and how the role of the CPS is central to the English legal system. What the role of a jury is. Understand the impact of knife crime and violence in communities. They will discuss the aims of punishment and prisons and whether they are effective. Finally, what impacts the length of sentences: case study of harassment/stalking as a crime.	Students will have learnt about the British political system and elections. Along with the difference between British and American politics. The advantages of a democratic society with a comparison to dictatorships. Students would have learnt about to vote and the options of who to vote for. Finally, the meaning of party policies and how and why youth are disengagement in politics.	By the end of the module students should understand organ donation and their options. Why people may have ethical opinions in relation to organ donations, IVF and donors. Students will develop understanding on antisemitism. Where it has stemmed from and why it is happening today both in the UK and around the world along with understanding the history of the Jewish people.	By the end of the module and KS4 students will have a thorough understanding of key topics in RSE such as consent, sexual harassment, sexual health, pregnancy and drugs. Students will have also learnt about FGM and Identify what to look out for when a victim may have or may be soon to experience FGM.

How will you know how you are doing and how to improve it?	Teacher feedback, written and verbal. DIRT green pen. Self-reflection sheet at the end of the module. Recognition of the Threshold Concepts and their use in their work.	Teacher feedback, written and verbal. DIRT green pen. Self-reflection sheet at the end of the module. Recognition of the Threshold Concepts and their use in their work.	Teacher feedback, written and verbal. DIRT green pen. Self-reflection sheet at the end of the module. Recognition of the Threshold Concepts and their use in their work.	Teacher feedback, written and verbal. DIRT green pen. Self-reflection sheet at the end of the module. Recognition of the Threshold Concepts and their use in their work.	Teacher feedback, written and verbal. DIRT green pen. Self-reflection sheet at the end of the module. Recognition of the Threshold Concepts and their use in their work.	Teacher feedback, written and verbal. DIRT green pen. Self-reflection sheet at the end of the module. Recognition of the Threshold Concepts and their use in their work.
Experiences to look out for		Practicing how to change a nappy.		Mock voting. Mini classroom election.		
A link to useful resources (to be added 2022-23)	Needs Vs. Wants - Examples, Definition & Activity (barclayslifeskills.com) (you may need to create a free account). 34 ways to save | Barclays LifeSkills (again may need to set up free account) How To Save Money As A Teenager - HSBC UK	Finding out you're pregnant - NHS (www.nhs.uk) 4 Parenting Styles: What Your Style Is and Why It Matters (verywellfamily.com) The stages of labour and birth - NHS (www.nhs.uk)	About CPS | The Crown Prosecution Service Knife crime | Youth Endowment Fund Everything you need to know about jury service | ULaw	Political groups | Local Government Association Dictatorship Countries 2023 (worldpopulationreview.com) Introduction to voting - The Mix Politics and democracy - KS3 Citizenship (Wales) - BBC Bitesize	What is antisemitism? | IHRA (holocaustremembrance.com) Home - NHS Organ Donation	Contraception: Unsure Which Type is Right For You? – Brook Pregnancy: Worried You're Pregnant? – Brook What is sexual harassment? (brook.org.uk) Female genital mutilation (FGM) – Brook Hate crime | The Crown Prosecution Service (cps.gov.uk)
Threshold Concepts for LM's	Success Independence Resilience Mindset	Success Metacognition Independence Resilience Mindset	Independence Resilience Mindset	Success Independence Resilience Mindset	Metacognition Independence Resilience Mindset	Metacognition Independence Resilience Mindset