

# ASHTON COMMUNITY SCIENCE COLLEGE: PSHE CURRICULUM

1 - Rights Responsibilities + BV

2 - Diversity + Equality

3 - Relationships + Sex Ed

4 - Staying Safe online + offline

5 - Health and Wellbeing

6 - Life Beyond School

Year 9						
	Half term 1 Politics & Parliament	Half term 2 Online Safety	Half term 3 Sex & Relationships	Half term 4 Heart Stopper	Half term 5 Heart Stopper	Half term 6 Extremism
	Rights Responsibilities + BV Diversity + Equality Relationships Life Beyond School	Relationships Staying Safe online + offline Health and Wellbeing	Relationships Staying Safe online + offline Health and Wellbeing	Rights Responsibilities + BV Diversity + Equality Relationships Staying Safe online + offline Health and Wellbeing		Rights Responsibilities + BV Diversity + Equality Relationships Staying Safe online + offline
Knowledge	<p>Topic:</p> <ul style="list-style-type: none"> <li>Politics &amp; Parliament</li> <li>Citizenship N/C</li> </ul>	<p>Topic:</p> <ul style="list-style-type: none"> <li>Online Media / Safety</li> <li>Online Grooming</li> <li>Sexting</li> <li>Pornography</li> <li>Digital Footprints</li> </ul>	<p>Topic:</p> <ul style="list-style-type: none"> <li>Sex &amp; Relationships</li> </ul>	<p>Topic:</p> <ul style="list-style-type: none"> <li>Discrimination / Equality / Stereotyping</li> </ul>		<p>Topic:</p> <ul style="list-style-type: none"> <li>Extremism / Terrorism</li> </ul>
Skills/ application of knowledge	<ul style="list-style-type: none"> <li>the development of the political system of democratic government in the UK including the roles of citizens, Parliament, and the monarch</li> <li>the operation of Parliament, including voting and elections</li> <li>the precious liberties enjoyed by the citizens of the UK</li> <li>the importance of a free press</li> <li>the different electoral systems used in and beyond the United Kingdom</li> <li>other systems and forms of government, both democratic and non-democratic, beyond the UK</li> <li>UK's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world</li> <li>diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding</li> <li>the different ways in which a citizen can contribute to the improvement of their community</li> </ul>	<ul style="list-style-type: none"> <li>the impact of viewing harmful content.</li> <li>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.</li> <li>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment</li> <li>how information and data is generated, collected, shared and used online.</li> </ul>	<ul style="list-style-type: none"> <li>how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> <li>how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>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.</li> <li>how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.</li> <li>that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>the facts about the full range of contraceptive choices, efficacy and options available.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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).</li> <li>Consent / Bullying / Peer Pressure</li> <li>that there are a range of strategies for identifying and managing pressure, including understanding peer pressure, resisting pressure and not pressuring others.</li> </ul>		<ul style="list-style-type: none"> <li><a href="https://educateagainsta.com/">https://educateagainsta.com/</a></li> <li>What is extremism?</li> <li>What is terrorism?</li> <li>Radicalisation</li> <li>Examples of extreme/terrorist groups</li> <li>The laws associated with extremism and terrorist acts</li> </ul>

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			<ul style="list-style-type: none"> <li>▪ how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> <li>▪ how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>▪ about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>▪ the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment</li> </ul>		
Links to prior learning/ links to other ACSC curriculum areas	<ul style="list-style-type: none"> <li>• British Values in all other pshe units.</li> <li>• History Yr 8 curriculum</li> <li>• Geography yr 8 – democracy</li> <li>• General Election / Brexit school votes</li> <li>• Current Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Computing Curriculum Yr 7</li> <li>• PSHE Yr 8 online safety</li> <li>• Current affairs and assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Science Curriculum Yr 7 puberty</li> <li>• Yr 7 – Term 1a/b peer pressure and being safe</li> <li>• Computing Curriculum Online Safety - Grooming</li> </ul>	<ul style="list-style-type: none"> <li>• Yr 7 Term 1b</li> <li>• Current Affairs / Assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• History Curriculum – Nazi Germany</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• I can statements – Learning Journey</li> <li>• Mind map v1/v2</li> <li>• Recall every lesson</li> <li>• British Value final discussion</li> </ul>	<ul style="list-style-type: none"> <li>• I can statements – Learning Journey</li> <li>• Mind map v1/v2</li> <li>• Recall every lesson</li> <li>• British Value final discussion</li> </ul>	<ul style="list-style-type: none"> <li>• I can statements – Learning Journey</li> <li>• Mind map v1/v2</li> <li>• Science Curriculum</li> <li>• Recall every lesson</li> <li>• British Value final discussion</li> </ul>	<ul style="list-style-type: none"> <li>• I can statements – Learning Journey</li> <li>• Mind map v1/v2</li> <li>• Recall every lesson</li> <li>• British Value final discussion</li> </ul>	<ul style="list-style-type: none"> <li>• I can statements – Learning Journey</li> <li>• Mind map v1/v2</li> <li>• Recall every lesson</li> <li>• British Value final discussion</li> </ul>