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** Extremism	**Half term 3** Sex & Relationships	**Half term 4** Online Safety	**Half term 5&6** Heart Stopper
	Rights Responsibilities + BV Diversity + Equality Relationships Life Beyond School	Rights Responsibilities + BV Diversity + Equality Relationships Staying Safe online + offline	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
Knowledge	Topic: ▪ Politics & Parliament ▪ Citizenship N/C	Topic: ▪ Extremism / Terrorism	Topic: ▪ Sex & Relationships	Topic: ▪ Online Media / Safety ▪ Online Grooming ▪ Sexting ▪ Pornography ▪ Digital Footprints	Topic: ▪ Discrimination / Equality / Stereotyping
Skills/ application of knowledge	▪ the development of the political system of democratic government in the UK including the roles of citizens, Parliament, and the monarch ▪ the operation of Parliament, including voting and elections ▪ the precious liberties enjoyed by the citizens of the UK ▪ the importance of a free press ▪ the different electoral systems used in and beyond the United Kingdom ▪ other systems and forms of government, both democratic and non-democratic, beyond the Uk ▪ UK's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world ▪ diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding ▪ the different ways in which a citizen can contribute to the improvement of their community	▪ https://educateagainsthate.com/ ▪ What is extremism? ▪ What is terrorism? ▪ Radicalisation ▪ Examples of extreme/terrorist groups ▪ The laws associated with extremism and terrorist acts	▪ 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can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). ▪ 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. ▪ 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. ▪ how the use of alcohol and drugs can lead to risky sexual behaviour. ▪ that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. ▪ that they have a choice to delay sex or to enjoy intimacy without sex. ▪ the facts about the full range of contraceptive choices, efficacy and options available.	▪ the impact of viewing harmful content. ▪ 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. ▪ that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. ▪ the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment how information and data is generated, collected, shared and used online.	▪ 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 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). ▪ Consent / Bullying / Peer Pressure ▪ that there are a range of strategies for identifying and managing pressure, including understanding peer pressure, resisting pressure and not pressurising others.

			▪ how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. ▪ 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. ▪ about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. ▪ the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment		
Links to prior learning/ KS2 Curriculum **links to other ACSC curriculum areas**	• British Values in all other pshe units. • History Yr 8 curriculum • Geography yr 8 – democracy • General Election / Brexit school votes • Current Affairs	• History Curriculum – Nazi Germany	• Science Curriculum Yr 7 puberty • Yr 7 – Term 1a/b peer pressure and being safe • Computing Curriculum Online Safety – Grooming	**KS2 Statutory Requirements Link** • People sometimes behave differently online and pretend to be someone they are not • Respecting other online even when anonymous • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted. • How data is shared online • The internet can be a negative place for online abuse, trolling bullying and harassment. • Computing Curriculum Yr 7 • PSHE Yr 8 online safety • Current affairs and assemblies	• Yr 7 Term 1b • Current Affairs / Assemblies
Assessment	• I can statements – Learning Journey • Mind map v1/v2 • Recall every lesson • British Value final discussion • MS Forms / End of unit quiz	• I can statements – Learning Journey • Mind map v1/v2 • Recall every lesson • British Value final discussion • MS Forms / End of unit quiz	• I can statements – Learning Journey • Mind map v1/v2 • Science Curriculum • Recall every lesson • British Value final discussion • MS Forms / End of unit quiz	• I can statements – Learning Journey • Mind map v1/v2 • Recall every lesson • British Value final discussion • MS Forms / End of unit quiz	• I can statements – Learning Journey • Mind map v1/v2 • Recall every lesson • British Value final discussion • MS Forms / End of unit quiz