



## St. Cecilia's R.C. High School



Personal, Social, Health and Economic education

# Whole school curriculum delivery of PSHE, RSE, Citizenship, SMSC and Gospel (British) Values

**Updates needed from Eng, ma, sci, RE, Gg, His, Art, Mus, PE, Tech, food tech, MFL, Cp, drama, debating?**

*"You are BRAVER than you believe, STRONGER than you seem, and SMARTER than you think." A.A. Milne*

*Discover*

*Develop*

*Rejoice*

# PSHE / RSE / Citizenship / SMSC – Gospel (British) Values

National curriculum in England

## Citizenship

### **Purpose of Study**

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

## PSHE / RSE and Health Education

### **Purpose of Study**

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential. Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases. The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools must cover from September 2020 (though not all they should cover as part of broader PSHE education). This updated edition of the PSHE Association Programme of Study for PSHE education will support schools to provide a comprehensive programme that integrates, but is not limited to, this statutory content. A broader PSHE programme should also cover economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk. This Programme of Study sets out learning opportunities for key stage 1 to 5, based on three core themes: CORE THEME 1: HEALTH AND WELLBEING CORE THEME 2: RELATIONSHIPS CORE THEME 3: LIVING IN THE WIDER WORLD

## Promoting fundamental British values as part of SMSC in schools

### **Purpose of Study**

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

### **Key Issues**

**Delivery of Citizenship / PSHE / RSE / SMSC – Gospel (British) Values: key stages 3 and 4 across the whole school curriculum.**

Many subjects have an affinity with Citizenship / PSHE / RSE / SMSC – Gospel (British) Values education and are able to deliver many aspects of the citizenship curriculum. They act as ‘carrier’ subjects for citizenship education; however, all subjects contribute significantly in a variety of creative ways e.g. debating, discussion of topical issues and working collaboratively and respectfully. This can help students to see the wider significance of citizenship education and makes the subject more of a whole-school responsibility.

### **Taught through assemblies/form time**

- Links to current affairs e.g. horse meat scandal; Links to global events e.g. explanation/dictatorships etc – Middle East / N Africa conflicts
- Human rights is delivered consistently throughout the year with emphasis on equality. Culture, religion and social status
- Remembrance assemblies
- Celebration of St Georges day
- World days e.g. Holocaust, mental health day, Human Rights etc
- Themed months e.g. Gay pride and black history
- Links to voting systems – mock elections
- Student council and prefect elections
- Visiting speakers from the groups/organisations
- Various charity and voluntary groups are invited into school on a regular basis
- Whole earth assemblies

## PSHE / RSE and Health Education

Families							
Programme of study KS3 / KS4	By the end of secondary school: Pupils should know:	Delivered by subject, assembly or suspended timetable events	Subject	Developing	Established	KS3	KS4
R1, R4, R36	that there are different types of committed, stable relationships.	Reproduction KS3 & KS4	Science	Y		Y	Y
			RE		*	*	*
H2, R2, R4, R25, R36	how these relationships might contribute to human happiness and their importance for bringing up children.	One child policy and Kerala population policy	Geography		Yes	Yes	
		Spanish -GCSE Family and Relationships module	Spanish	D			x
		Reproduction KS3 & KS4	Science	Y		Y	Y
			RE		*	*	*
R4, R10	what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.	More sacramental – only touch on the legal status	RE		*	*	*
		Inspector Calls	English		/	/	/
		Looking at different cultures and countries views on marriage	Geography	/		/	
R4, R6, R10, R33	why marriage is an important relationship choice for many couples and why it must be freely entered into	Romeo and Juliet	English				/
			RE		*	*	*
R1, R4	the characteristics and legal status of other types of long-term relationships.		RE	*			*
		Looking at different cultures and countries views on marriage	Geography	/		/	
R25, R35, R36	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.		RE	*			*
		Romeo and Juliet, and Inspector Calls	English				/
R2, R6, R17, R23, R24, R37, R38, R46, L23, L27	how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	Romeo and Juliet	English				/
		How science works – analysing validity of sources runs throughout entire KS3 and KS4 curriculum	Science		Y	Y	Y
		Looking at different cultures and countries views on marriage	Geography	/		/	
			RE		*	*	

## Respectful Relationships, including friendships

Programme of study KS3 / KS4	By the end of secondary school: Pupils should know:	Delivered by subject, assembly or suspended timetable events	Subject	Developing	Established	KS3	KS4	
R1, R2, R10, R12, R13, R14, R16, R19, R21	the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	Of Mice and Men and Inspector calls, Romeo and Juliet	English			/		
		Through questioning in lessons.	History			x	x	
		What makes a good friend? Relationships within the family	Spanish -GCSE Family and Relationships module		X			X
		Looking at different cultures and countries views on marriage	Geography	/			/	
		Characteristics such as honesty, respect and trust are essential to sportsmanship which is embedded throughout the PE curriculum	PE		Y		Y	Y
		Collaboration in science is embedded in core skills throughout KS3 and KS4	Science		Y		Y	Y
R13, R14, R30, R31, R34, R36, R41, R42	practical steps they can take in a range of different contexts to improve or support respectful relationships.		RE		*	*		
			RE	*		*		
		Inspector Calls	English				/	
R7, R8, R39, R40, L5, L10	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).	Looking at artists who use their gender/sexuality/personal beliefs as stimulus for their work	Art	/		/	/	
		Of Mice and Men The merchant of Venice	English			/		
		Looking at different cultures and countries views on marriage	Geography	/			/	
		Lessons around place, culture, conflict, policies and beliefs e.g. Kenya, China etc	Geography	Yes	Yes	Yes		
		Slavery, Native Americans, Chartism, Holocaust, Reformation	History				X	X
		RE			*	*	*	
R1, R2, R10, R14, L29	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show	Looking at artists who use their gender/sexuality/personal beliefs as stimulus for their work	Art	/		/	/	

	due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	Y7 – e-safety module What is cyberbullying; impact of; getting help and reporting	Cp	✓		✓	
		Collaboration in science is embedded in core skills throughout KS3 and KS4	Science		Y	Y	Y
			RE		*	*	*
		Inspector calls and Of Mice and Men	English				/
R14, R23, R38, R40 R7, R34	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	Poetry, an Inspector Calls and of mice and men	English			/	
		Different types of bullying and what to do	Spanish- GCSE School module	x			x
R2, R25, R28, R29, R30, R37	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	Inspector calls	English				/
		Looking at different cultures and countries views on marriage	Geography	/		/	
R16, R29, R37, L15	what constitutes sexual harassment and sexual violence and why these are always unacceptable.	Inspector calls	English				/
		Looking at different cultures and countries views on marriage	Geography	/		/	
R5, R6, R40, R41, L10, L15	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.	Looking at artists who use their gender/sexuality/personal beliefs as stimulus for their work	Art	/		/	/
		Lessons around place, culture, conflict, policies and beliefs e.g. Kenya, China etc	Geography	Yes	Yes	Yes	
		Ethics in sport	GCSE PE		Y		Y
			RE	*		*	*
		Inspector calls	English				/

## Being safe

Programme of study KS3 / KS4	By the end of secondary school: Pupils should know:	Delivered by subject, assembly or suspended timetable events	Subject	Developing	Established	KS3	KS4
H22, H23, R6, R16, R18, R19, R24, R25, R27, R28, R29, R30, R31, R32, R33, R37	the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.	Romeo and Juliet, Inspector Calls	English				/
		Looking at different cultures and countries views on marriage	Geography	/		/	
R18, R20, R21, R22, R24, R26, R27	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).	Inspector calls	English				/

## Online and Media

Programme of study KS3 / KS4	By the end of secondary school: Pupils should know:	Delivered by subject, assembly or suspended timetable events	Subject	Developing	Established	KS3	KS4
R13, R14, R15, R16, L11, L12, L20, L22, L23	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Y7 – e-safety module Respectful online communication	Cp	✓		✓	
		Yr 9 Media scheme	English	/		/	
		Discussing ‘fake news’ on topical issues and when conducting research	Geography	/		/	/
H22, H30, R14, R17, R21, R22, R37, L20, L21, L25	about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	Y8 – digital footprints	Cp	✓		✓	
		Yr 9 Media scheme	English	/		/	
		Discussing ‘fake news’ on topical issues and when conducting research	Geography	/		/	/
R14, R17, R30, R37, L23, L27	what to do and where to get support to report material or manage issues online.	Yr 9 Media scheme	English	/		/	
H3, R7, R8, L25	the impact of viewing harmful content.	Yr 9 Media scheme	English	/		/	
		Discussing ‘fake news’ on topical issues and when	Geography	/		/	/

		conducting research					
R8	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.						
R22, R30	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	Yr 9 Media scheme	English	/		/	
L20, L21 L22, L23, L25, L26	how information and data is generated, collected, shared and used online.	Y9 – Cybersecurity unit	Cp	✓		✓	
		Yr 9 Media scheme	English	/		/	
		Sports participation	GCSE PE		Y		Y
		Discussing ‘fake news’ on topical issues and when conducting research	Geography	/		/	/

## Intimate and sexual relationships, including sexual health

Programme of study KS3 / KS4	By the end of secondary school: Pupils should know:	Delivered by subject, assembly or suspended timetable events	Subject	Developing	Established	KS3	KS4
R1, R2, R10, R14, R18, R24, R31	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.	10.2 Reproduction – Genes Genetics and reproduction	Science	Y		Y	Y
		Looking at different cultures and countries views on marriage	Geography	/		/	
H2, H6, H26, H27, H36, R13, R18, R24, R33	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	10.2 Reproduction – Genes Genetics and reproduction	Science	Y		Y	Y
		Looking at different cultures and countries views on marriage	Geography	/		/	



	reproductive health and wellbeing.						
H26, H30, H31, H32, R24, R26	the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	10.2 Reproduction – Genes Genetics and reproduction	Science		Y	Y	Y
		Looking at different cultures and countries views on marriage	Geography	/		/	
H4, H5, R3, R18, R21, R24, R26, R28, R30, R42	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	Looking at different cultures and countries views on marriage	Geography	/		/	
R2, R9, R10, R11, R12, R21, R24, R25, R28, R31	that they have a choice to delay sex or to enjoy intimacy without sex.	Lessons around place, culture, and policies Kerala, China, population etc can be linked to that they have a choice to delay sex or having children	Geography	Yes	Yes	Yes	
		10.2 Reproduction – Genes Genetics and reproduction	Science	Y		Y	Y
H26, H29, H35, H36, R23	the facts about the full range of contraceptive choices, efficacy and options available.	10.2 Reproduction – Genes Genetics and reproduction	Science		Y	Y	Y
		Lessons around place, culture, and policies Kerala, China, population etc can be linked to that they have a choice to delay sex or having children	Geography	/		/	
H30, H32, R33, R34	the facts around pregnancy including miscarriage.	10.2 Reproduction – Genes Genetics and reproduction	Science		Y	Y	Y
H33, R23, R24, R26, R27, R34	that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).	10.2 Reproduction – Genes Genetics and reproduction	Science		Y	Y	Y
		Abortion looked at in Y9 Morality	RE		*	*	
H27, H28, H31, H35, H36, R23, R33	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.	AIDs	History				x
		10.2 Reproduction – Genes Genetics and reproduction	Science		Y	Y	Y
			RE	*			*
		Touched on in lessons around place, culture, and policies Kerala, China, population etc can be linked to that they have a choice to delay sex or having children					
H27, H28, H31, H36	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about	10.2 Reproduction – Genes Genetics and reproduction	Science		Y	Y	Y

	treatment.						
H20, H27, R20	how the use of alcohol and drugs can lead to risky sexual behaviour.	Drugs in sport (doesn't link to sexual behaviour)	GCSE PE		Y		Y
		8.3 Breathing – Drugs, alcohol, smoking Disease and bioenergetics	Science	Y		Y	Y
H14, H28, H29, H32, H33, H35, R7, R17, R23, R24, R32, R34, R37	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.						

Mental wellbeing							
Programme of study KS3 / KS4	By the end of secondary school: Pupils should know:	Delivered by subject, assembly or suspended timetable events	Subject	Developing	Established	KS3	KS4
H6, H8	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Pupils use their own personal experiences as stimulus for their own work	Art				/
R1	that happiness is linked to being connected to others.	Christmas carol	English				/
			Music		/	/	/
			RE		*	*	
H6, H8, H10, H11, H12	how to recognise the early signs of mental wellbeing concerns.	Y8 issues faced by young people and how to overcome them, y9 healthy lifestyles module, Letters to a problem page, how to look after your mental health	Spanish	D		X	
H8, H9, H11	common types of mental ill health (e.g. anxiety and depression).			D		X	
H1, H2, H7, H11, H13, H14, H15, L2, L25	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.						

H2, H7, H10, H11, H13, H14, L11	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	Britain since 1900: Lifestyles	History				x	
		Studies on environmental geography and field trips	Geography	/		/	/	
		y9 healthy lifestyles module, Y9 young people in action module, The importance of physical exercise, -Fair trade, -Raising money for charity, - world issues for students around the world	Spanish				X	X
		GCSE- Building a better world module, Actions to improving our local and global communities - Sporting events and uniting the global community	-		E			
			Music	/		/	/	
		Importance of physical activity is again essential to the core principles embedded throughout the PE curriculum	PE		Y	Y	Y	Y
	9.3 Interdependence Exercise and lifestyle	Science	Y		Y	Y		

## Internet safety and harms

Programme of study KS3 / KS4	By the end of secondary school: Pupils should know:	Delivered by subject, assembly or suspended timetable events	Subject	Developing	Established	KS3	KS4
H3, H12, H13, H14, H22, H25, H30, H32, L18, L20, L24, L11, L18, L24, L25, L26	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and						

	how to be a discerning consumer of information online.						
H23, H30, R3, R7, R13, R14, R15, R16, R17, R22, R23, R29, R30, R31, R34, R37, R38, L20, L27	how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.						

## Physical health and fitness

Programme of study KS3 / KS4	By the end of secondary school: Pupils should know:	Delivered by subject, assembly or suspended timetable events	Subject	Developing	Established	KS3	KS4
H7, H10, H11, H13, H14	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	Importance of physical activity is again essential to the core principles embedded throughout the PE curriculum promoting physical activity, health and well-being. Sedentary lifestyle and its consequences are part of the GCSE course in furth detail.	PE GCSE PE		Y	Y	Y
		8.4 Digestion 9.3 Interdependence Exercise and lifestyle Non-communicable diseases	Science		Y	Y	Y
H11, H13, H14, H15, H16	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining	Importance of physical activity is again essential to the core principles embedded throughout the	PE GCSE PE		Y	Y	Y

	a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.	PE curriculum promoting physical activity, health and well-being. Sedentary lifestyle and its consequences are part of the GCSE course in further detail.					
		8.4 Digestion 9.3 Interdependence Exercise and lifestyle	Science		Y	Y	Y
H15	about the science relating to blood, organ and stem cell donation.	Cardio-respiratory system topic GCSE Basic cardio-respiratory system looked at through KS3 topics such as fitness, including short- and long-term effects on the body. (Stem cell not covered)	GCSE PE PE		Y	Y	Y
		B2 cell division	Science		Y		Y

## Drugs, alcohol and tobacco

Programme of study KS3 / KS4	By the end of secondary school: Pupils should know:	Delivered by subject, assembly or suspended timetable events	Subject	Developing	Established	KS3	KS4
H19, H20, H23, H26, H27, H28, R20	the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.	GCSE – health module - Types of drugs, risks of drugs/ alcohol and smoking	Spanish		E		X
		Drugs and Ethics in sport	GCSE PE		Y		Y
		8.3 Breathing – Drugs, alcohol, smoking Disease and bioenergetics	Science		Y	Y	Y
H19, H26, H28	the law relating to the supply and possession of illegal substances.	8.3 Breathing – Drugs, alcohol, smoking Disease and bioenergetics	Science		Y	Y	Y
H19, H24, H26, H27, H29, R20	the physical and psychological risks associated with alcohol consumption and	Drugs and Ethics in sport	GCSE PE		Y		Y
		8.3 Breathing – Drugs, alcohol, smoking	Science		Y	Y	Y

	what constitutes low risk alcohol consumption in adulthood.	Disease and bioenergetics					
H19, H20, H21, H26, H27, H29, R20	the physical and psychological consequences of addiction, including alcohol dependency.	Drugs and Ethics in sport	GCSE PE		Y		Y
		8.3 Breathing – Drugs, alcohol, smoking Disease and bioenergetics	Science		Y	Y	Y
H19, H23, H26, H27	awareness of the dangers of drugs which are prescribed but still present serious health risks.	Drugs and Ethics in sport	GCSE PE		Y		Y
		8.3 Breathing – Drugs, alcohol, smoking Disease and bioenergetics	Science		Y	Y	Y
H19, H21, H26, H27	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	Drugs and Ethics in sport Also included in health fitness and exercise in both KS	GCSE PE		Y	Y	Y
		8.3 Breathing – Drugs, alcohol, smoking Disease and bioenergetics	Science		Y	Y	Y

## Health and prevention

Programme of study KS3 / KS4	By the end of secondary school: Pupils should know:	Delivered by subject, assembly or suspended timetable events	Subject	Developing	Established	KS3	KS4
H16, H19, H20	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	The People's Health Through Time	History				X
		Personal Hygiene covered discreetly in KS3	PE		Y	Y	
		Micro-organisms Disease and bioenergetics	Science		Y	Y	Y
H19, H20	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.						
H16, H19	(late secondary) the benefits of regular self-examination and screening.						
H16, H19	the facts and science relating to immunisation and vaccination.	Micro-organisms Disease and bioenergetics	Science		Y	Y	Y

H11, H15	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.						
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## Healthy eating

Programme of study KS3 / KS4	By the end of secondary school: Pupils should know:	Delivered by subject, assembly or suspended timetable events	Subject	Developing	Established	KS3	KS4
H11, H17, H18	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	Lessons around place, culture, sustainability, development	Geography	Yes	Yes	Yes	Yes
		Diet and nutrition topic Healthy eating is also promoted and embedded in the PE curriculum.	GCSE PE PE		Y	Y	Y
		8.4 Digestion 9.3 Interdependence Exercise and lifestyle Non-communicable diseases	Science		Y	Y	Y

## Basic first aid

Programme of study KS3 / KS4	By the end of secondary school: Pupils should know:	Delivered by subject, assembly or suspended timetable events	Subject	Developing	Established	KS3	KS4
H24, H33	basic treatment for common injuries.	Y9 -Healthy living module, Injuries and remedies	Spanish		E	X	
		Injuries in Sport/ prevention topic	GCSE PE		Y		Y
H24, H33	life-saving skills, including how to administer CPR.	OOA/injuries in sport/ prevention topic	GCSE PE PE	Y			Y
H24, H33	the purpose of defibrillators and when one might be needed.	OOA/injuries in sport/ prevention topic	GCSE PE PE	Y			Y

## Changing adolescent body

Programme of study KS3 / KS4	By the end of secondary school: Pupils should know:	Delivered by subject, assembly or suspended timetable events	Subject	Developing	Established	KS3	KS4
H34	key facts about puberty, the changing adolescent body and menstrual wellbeing.	10.2 Reproduction – Genes Genetics and reproduction	Science		Y	Y	Y
H34, R5, R6, R18	the main changes which take place in males and females, and the implications for emotional and physical health.	10.2 Reproduction – Genes Genetics and reproduction	Science		Y	Y	Y

## Citizenship

By the end of secondary school: Pupils should know:	Delivered by subject, assembly or suspended timetable events	Subject	Developing	Established	KS3	KS4
the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch	Chartism, English Civil War	History			X	
	Dealt with in a very peripheral manner in a variety of topics throughout	RE		/	/	/
the operation of Parliament, including voting and elections, and the role of political parties	Dealt with in a very peripheral manner in a variety of topics throughout	RE		/	/	/
the precious liberties enjoyed by the citizens of the United Kingdom	Lessons around place, culture, conflict, policies and beliefs e.g. Kenya, China compared with the UK	Geography	Yes	Yes	Yes	
the nature of rules and laws and the justice system,	Rules are embedded across all the PE curriculum	PE		Y	Y	Y



including the role of the police and the operation of courts and tribunals	Dealt with in a very peripheral manner in a variety of topics throughout	RE		/	/	/
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	Dealt with in a very peripheral manner in a variety of topics throughout	RE		/	/	/
the functions and uses of money, the importance and practice of budgeting, and managing risk.	Money problems, best buys, utility bills, currency, savings and interest rates, bank statements	Maths			/	/
parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press						
the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond						
other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom						
local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world	Governing bodies in sport	GCSE PE		Y		Y
human rights and international law						
the legal system in the UK, different sources of law and how the law helps society deal with complex problems						
diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	When looking at different artists from cultures around the world	Art	/		/	/
		Music		/	/	/
	Minority groups and participation in sport	GCSE PE		Y		Y
	Dealt with generally	RE		/	/	/
the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other	Participation in sport and physical activity	GCSE PE		Y		Y
	Dealt with generally	RE		/	/	/

forms of responsible activity						
income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.						

## Gospel (British) values

Through their provision of SMSC, schools should:	Delivered by subject, assembly or suspended timetable events	Subject	Developing	Established	KS3	KS4
enable students to develop their self-knowledge, self-esteem and self-confidence;	Pupils use their own personal experiences as stimulus for their own work	Art	/			/
		Music		/	/	/
	Embedded in the PE curriculum	PE		Y	Y	Y
	Independence in science is embedded in core skills throughout KS3 and KS4	Science		Y	Y	Y
enable students to distinguish right from wrong and to respect the civil and criminal law of England;	Ethical decisions is embedded in core skills throughout KS3 and KS4	Science		Y	Y	Y
	Dealt with generally	RE		/	/	/
encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to	Collaboration in science is embedded in core skills throughout KS3 and KS4	Science		Y	Y	Y

society more widely;						
enable students to acquire a broad general knowledge of and respect for public institutions and services in England;						
further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;	Lessons around place, culture, conflict, policies and beliefs e.g. Kenya, China etc	Geography	Yes	Yes	Yes	
		Music		/	/	/
	Collaboration in science is embedded in core skills throughout KS3 and KS4	Science		Y	Y	Y
	Dealt with generally	RE		/	/	/
encourage respect for other people; and cultures	Lessons around place, culture, conflict, policies and beliefs e.g. Kenya, China etc	Geography	Yes	Yes	Yes	
	Embedded in the PE curriculum	PE		Y	Y	Y
	Collaboration in science is embedded in core skills throughout KS3 and KS4	Science		Y	Y	Y
	Dealt with generally	RE		/	/	/
encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England						