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**Long Term Mapping**

**Key Stage 4**

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|  | | **Cycle 1** | **Cycle 2** |
| **(2022-2023)** | **(2023-2024)** |
| **Autumn** | **1** | **Making informed choices about health and wellbeing** | **Understanding the role and influence of the media on lifestyle** |
| **2** | **Personal Finance** | **Maintaining physical, mental and emotional health and wellbeing. Making informed choices about health and wellbeing** |
| **Spring** | **1** | **Making informed choices about health and wellbeing** | **Maintaining physical, mental and emotional health and wellbeing. Identifying and accessing help advice and support** |
| **2** | **British values: Rights and Responsibilities as part of diverse communities** | **Making informed choices and being ambitious and enterprising** |
| **Summer** | **1** | **British values and equalities: Rights and Responsibilities as part of diverse communities** | **British values: Rights and Responsibilities as part of diverse communities.** |
| **2** | **Citizenship** | **Assessing and managing risks to health and to stay and keep others safe**  **Managing Transition** |

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| **MEDIUM-TERM PLANNING**  **PSHE – KS4** | | | | | | | | | | | | | |
| Intent : We will promote, develop, equip and prepare healthy learners for life. | | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiated, aspirational targets dependent on pupil needs. | | | ***Language for Life*** | | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | | Opportunities to develop cross curricular skills e.g. drama | |
| **CYCLE 1 – 2022- 2023** |  |  | | |  | |  | |  | |  | |  | |
| **Autumn 1** | | **Autumn 2** | | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| 7 weeks | | 7 weeks | | | 6 weeks | | 6 weeks | | 5 weeks | | 7 weeks | |
| **Making informed choices about health and wellbeing**  - Maintaining a balanced diet  - Making informed choices on healthy and unhealthy food  - Categorise foods into group’s protein, carbohydrates, dairy and fats.  - Physical activity  - Planning a healthy lifestyle | | **Personal Finance**  - Bank Accounts/saving accounts  - Bill paying  - Managing money  - Gambling and its consequences  - Income and expenditure  - Credit and debt  - Insurance  - Pensions  - Financial products and services  - Work | | | **Making informed choices about health and wellbeing**  - Alcohol  - Tobacco  - Understanding terminology – habit, dependence, addiction  - Support available and where this can be found  - Wider risks and consequences of legal and illegal substance use  - Personal safety, career, relationships including online relationships and future lifestyle | | **British values: Rights and Responsibilities as part of diverse communities**  - Respect for community areas e.g. litter/graffiti  - Where to find guidance and support within the community  - Different ways citizens can contribute to the improvement of the community  - Active volunteering | | **British values and equalities: Rights and Responsibilities as part of diverse communities**  - Radicalisation  - Prejudice: tolerance and knowledge of race and culture  - Inclusive Communities  - Rights and -Responsibilities as part of a community/society  - Human Rights  International Law  - Legal systems  - How the law helps society  - Diverse national, regional, religious and ethnic identities and having mutual respect. | | **Citizenship**  - Parliamentary democracy and key elements of constitution  - Power of the government  - Role of Citizens in Parliament, Power and roles in Parliament.  - Different electoral systems  - Democratic and electoral processes  - Democratic and non-democratic government  - Local, regional and international governance – UK, Europe, Commonwealth and the Wider World | |
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| **SUGGESTED ACTIVITIES** | | | | | | | | | | | | |
| Yoga  Physical activity  Differentiate between healthy and unhealthy food  Food planner  Week planner | | Plan and spend a weekly budget  Plan activities and Work for money, including budgeting  Monopoly  Dangers of credit cards and buying on credit | | | List risks to health  Legal and illegal drugs and consequences of taking them  Effects of alcohol and drugs  Making life decisions/scenarios  How to critically consider online friendships  How information and data is shared and used online | | Walk round local community litter picking and tidying  Learn about our local community and where important things are  Important and whose important  Draw/create our local community  Britain as a community | | Learn about radicalisation with case studies  Prejudice worksheets and get pupils initial reactions to people of certain jobs e.g. man as a builder  What are human rights and rights for children and why, draw/write what’s important  How the legal system works  How diverse the country is, religion, ethics and mutual respect | | Learn about the government and what they do from Local government up.  Create your own political party to make Tor View a better place, rosettes, policies, and vote in a leader and write a manifesto and vote with ballot papers. (3 weeks)  Learn about Rossendale council and the parties  International governance and leaders of other powerful countries compare countries. | |
| **VOCABULARY** | | | | | | | | | | | | |
| Wellbeing  Healthy  Unhealthy  Physical  Emotional  Positive | | Budget  Finance  Income  Expenditure  Insurance  Pensions  Debt | | | Alcohol  Tobacco  Addiction  Dependence  Legal/Illegal  Consequences | | Citizens  Respect  Community  Volunteering  Council  Government  Britain | | Radicalisation  Prejudice  Race  Inclusive  Rights and responsibilities  Human rights  International law  Legal systems  Society  Diverse | | Parliament  Government  Local council  Constituency  Democracy  Electoral process  Policies  Manifesto  Ballot  Citizenship | |
| **IMPLEMENTATION** | | | | | | | | | | | | |
| **Week 1: Introduce wellbeing**  **Week 2: Yoga**  **Week 3: Physical lesson**  **Week 4: Healthy food**  **Week 5: Unhealthy food**  **Week 6: Food groups**  **Week 7: Plan a healthy life**  **Week 8:** Assessment | | **Week 1: Introduce**  **Week 2-4: Give pupils a budget, plan a way to make money, execute plan and count.**  **Week 5: Gambling, Credit and debt**  **Week 6: Plan personal finances**  **Week 7:** Assessment | | | **Week 1: Alcohol and tobacco**  **Week 2: Addiction**  **Week 3: Legal and illegal drugs and consequences**  **Week 4: Making life decisions and looking at scenarios**  **Week 5: Plan a career with relationships and future lifestyle**  **Week 6:** Assessment | | **Week 1: Learn about our local community**  **Week 2-3: Explore local area and litter pick**  **Week 4: Draw/create our local community**  **Week 5: Britain as a community**  **Week 6:** Assessment | | **Week 1: Radicalisation**  **Week 2: Prejudice**  **Week 3: Human rights**  **Week 4: Legal system and the diverse country**  **Week 5:** Assessment | | **Week 1: Introduce the government and what they do**  **Week 2, 3 + 4: Create your own political party**  **Week 5: Local council**  **Week 6:** **International leaders and countries**  **Week 7:** Assessment | |
| **INTENT** |

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| **MEDIUM-TERM PLANNING**  **PSHE – KS4** | | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiated, aspirational targets dependent on pupil needs. | | | ***Language for Life*** | | Explicit teaching/ exposure to new and know  vocabulary. | | ***Learning for Life*** | | Opportunities to develop cross curricular skills e.g. drama | |
| **CYCLE 2 – 2023-2024** |  | **Autumn 1** | | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
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| 7 weeks | | 7 weeks | | | 6 weeks | | 6 weeks | | 5 weeks | | 7 weeks | |
| **Understanding the role and influence of the media on lifestyle**  - Recognising and managing feelings about their bodies  - Understanding influences on their body image  - Understanding media portrayal of idealised and artificial body shapes  - Health risks and issues about body image  - Cosmetic procedures  - How the media can have an effect on our self-esteem/mental health.  - Influence of the media on our day to day lives  - Social media and recognising the importance of being respectful online including when we are anonymous | | **Maintaining physical, mental and emotional health and wellbeing. Making informed choices about health and wellbeing**  - Evaluating self-confidence and self-esteem and how these are affected by the judgement of others  - Characteristics of emotional and mental health  - Dealing with emotional health  - Dealing with mental health  - Drugs  - Understanding terminology – habit, dependence, addiction  - Support available and where this can be found  - Wider risks and consequences of legal and illegal substance use  - Personal safety, career, relationships and future lifestyle | | | **Maintaining physical, mental and emotional health and wellbeing. Identifying and accessing help advice and support**  - Causes, symptoms and treatments of mental and emotional health disorders (stress, anxiety, depression)  - Strategies for managing mental health including stress, anxiety, depression, self-harm and suicide.  - Services for help and support with mental and emotional help  - How to deal with it if it happened to us.  - Making effective use of constructive feedback  - Differentiating between helpful feedback and unhelpful feedback  - Where to obtain health information, advice and support | | **Making informed choices and being ambitious and enterprising**  - Types of skilled employability and what is required to qualify  - Processes to achieve qualifications and employment  - Skills needed to be enterprising  - Types of business and how they are organised and financed  - Different types of work; employment, self-employment, voluntary work  - Laws and by-laws related to young peoples permitted hours and types of employment  - Unacceptability of any discrimination.  - Setting goals/achievable targets  - Ambitions for jobs and careers  - Benefits of being ambitious and enterprising  - Skills required to do this | | **British values: Rights and Responsibilities as part of diverse communities.**  - Critical thinking on extremism and tolerance  - Understanding concept of ‘shame’ and ‘honour based violence’  - Shared responsibility to protect the community  - How to respond to anything that causes anxiety or concern | | **Assessing and managing risks to health and to stay and keep others safe**  - Looking out for the health of friends and family  - How to deal with ill health in the family  - Support for carers/young carers  - Knowing where to get help  - Street safety – always stay on a well-lit street etc.  - Safety in the home – when home alone what to do.  - Basic first aid  **Managing Transition**  - How to cope with transition  - Help and support  - Managing feelings about transition  - Career pathways | |
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| **SUGGESTED ACTIVITIES** | | | | | | | | | | | | |
| How the media (newspapers, magazines and online articles) influences how you feel about your body.  Cosmetic surgery and the risks.  Draw a man and woman see how they match up with the medias image of a perfect body.  Show pictures of people who have and have not had plastic surgery see if pupils can guess.  Create a Social media profile – an appropriate / inappropriate one  Draw/write an advertisement for food, objects or a holiday influencing the other pupils.  Write a song/film or product review and influence the class to buy/listen or watch. | | List risks to health  Legal and illegal drugs and consequences of taking them, where to find help if you become addicted.  Effects of alcohol and drugs  Making life decisions/scenarios  Mental health what makes us feel good about ourselves and strategies to help us build our self-confidence and self esteem.  Basic emotions and things that make us happy, sad, angry, excited and scared.  Personal safety, career, relationships and future lifestyle choices | | | Mental health- causes and symptoms. Also strategies for managing mental health.  Health information, advice and support and where to find it. What is MIND?  Physical wellbeing lesson- bikes, running or football.  Yoga/meditation  Mindfulness session-selection of mindfulness activities  Mindfulness colouring  Make a poster on Mental health | | Types of skills needed for various work and making you employable.  Write a CV.  Set goals and achievable targets for the future and research skills and qualifications needed for this.  Pupils get into two groups and come up with an idea to make money in school, e.g. car washing, making toast.  Budget and implement plan. | | What makes us British? List of activities that British people do and makes us British?  Tea parties? Bunting.  British animals.  List British food and taste them.  Extremism and examples of it, how it occurs and develops. Also honour and shame based violence. | | Identify safe places in our community.  Safety at home in each room.  Basic first aid treatment  Go through people who can help us with a selection issues. E.g. youth support and where and how we would contact them.  Selecting our career pathway and how we would start. Job dress up role-play.  A lesson on transition and where people are going, walk up to FE and see the department. | |
| **VOCABULARY** | | | | | | | | | | | | |
| Media  Body image  Artificial Body shape  Cosmetic procedures  Self esteem  Mental health  Media influence  Social media | | Evaluating  Self-confidence  Self-esteem  Emotional and mental health  Drugs  Dependence  Habit  Addiction  Consequences  Legal/illegal | | | Symptoms  Treatments  Stress  Anxiety  Depression | | Employability/Employment  Qualifications  Business  Finance  Ambition  Enterprise  Discrimination | | British Values  Extremism  Tolerance  Shame  Honour  Violence  Anxiety | | Health  Support  Safety  Career  Career pathway  Transition | |
| **IMPLEMENTATION** | | | | | | | | | | | | |
| **Week 1: Media influence on body image and feelings**  **Week 2: Cosmetic surgery, what you can have done and health risks**  **Week 3: How the media has an impact on our self esteem**  **Week 4: How the media influences what food we buy**  **Week 5: Social Media**  **Week 6: How reviews influence what we buy.**  **Week 7:** Assessment | | **Week 1: Emotions**  **Week 2: Mental health**  **Week 3: Drugs**  **Week 4: Effects of addiction and where to seek help**  **Week 5-6: Personal safety, career, relationships and future lifestyle choices**  **Week 7:** Assessment | | | **Week 1: Introducing mental health**  **Week 2: MIND-what is it and what they do.**  **Week 3: Physical wellbeing lesson**  **Week 4: Yoga/meditation**  **Week 5: Create a poster on how to maintain wellbeing**  **Week 6:** Assessment | | **Week 1: Introduce employability and skills needed**  **Week 2: Write a CV**  **Week 3: Set goals and what pupils want to do and how to achieve it**  **Week 4 + 5: Enterprise activity, plan and implement**  **Week 6:** Assessment | | **Week 1: What makes us British?**  **Week 2: British food**  **Week 3: British Animals**  **Week 4: British Tea Party**  **Week 5:** Assessment | | **Week 1: Safe places in our community**  **Week 2: People who can help us**  **Week 3-4: Safety at home**  **Week 5: Select career pathway**  **Week 6: Transition**  **Week 7:** Assessment | |
| **INTENT** |