



## HPRS CURRICULUM MAP



<b>SUBJECT AREA:</b> PHSE	<b>YEAR / GROUP:</b> 7
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### BRIEF SUMMARY OF CURRICULUM INTENT

The intention is to develop the whole child to provide them with the knowledge, skills and attributes needed to protect and enhance their wellbeing. HPRS is committed to providing a high quality educational experience for all pupils. Our curriculum determines and underpins the whole ethos of our school which is that we want all pupils to achieve and to do well in all areas. At HPRS, our Personal, Social, Health and Economic Education (PSHE) and RSE (Relationships and Sex Education) is taught through both discreet and cross-curricular lessons but also underpins all activities, educational visits (if and when appropriate), form time and guest speakers/visitors.

It is intended that we will offer a cohesive whole-school approach which enables our pupils to become healthy, independent and responsible members of society. Our staff ensure that the lessons and activities are accessible to all pupils, creating suitable resources to support everyone. Through lessons, pupils will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Work is carried out on 'mind-set and attitudes' to inspire all pupils to achieve and believe in themselves, creating active, confident members of the community. Lessons will provide pupils with the knowledge they need to stay safe and to know when and how they can ask for help.

### How SMSC and British Values are delivered in this subject

**SMSC and British Values underpin all teaching and learning in PHSE. They are taught discreetly in lessons based on British Values and through the delivery of other key skills and topics. Please see the EC covering British Values document for a full description of how SMSC and British Values are covered through our scheme of work.**

### KEY DATES / NOTES

Please see calendar of events related to PHSE (changes each year) for special events. These special calendar events will be covered alongside the curriculum key skills for each half term either through discreet lessons or through verbal discussions in a group. Additional features of map column will be used for Visits.

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> <li>• Themes</li> <li>• Learning Styles</li> </ul>	Literacy elements to be covered (whole school Literacy focus)	Assessment Focus <i>including dates and suggested assessments</i> <i>Methods of assessment</i>	Additional features of map <ul style="list-style-type: none"> <li>• Visits</li> <li>• Special events</li> </ul>
<b>AUTUMN</b> Half term 1	Aspirations Self-Esteem Wants and Needs	<b>Living in the Wider World</b> Pair work Group work Independent work	Students respond to questions using full sentences/paragraphs where needed.	Formative assessment will be ongoing through discussions, high quality questioning and the marking of student's written work. A teacher	

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		Group discussion Feedback exercises individual and group Read aloud activities as a group to gain information Written responses in exercise books Give me 5 Teacher presentation Questions to be answered whilst watching a video/online presentation	Students will be supported with punctuation and spelling particularly of key words.	judgement will then be made against the learning objective and each student will be RAG rated on the assessment tracker for their year group (Excel Spreadsheet). This will then provide the teacher with summative assessment information and will help inform the teacher as to which objectives need to be revisited during future learning.	
<b>AUTUMN</b> Half term 2	Introduction to Prejudice and Discrimination Introduction to Keeping safe online Being an ethical consumer	<b>Living in the Wider World</b> Pair work Group work Independent work  Group discussion Feedback exercises individual and group Read aloud activities as a group to gain information Written responses in exercise books Give me 5 Mind map Teacher presentation Questions to be answered whilst watching a video/online presentation	Students respond to questions using full sentences/paragraphs where needed. Students will be supported with punctuation and spelling particularly of key words.	Formative assessment will be ongoing through discussions, high quality questioning and the marking of student's written work. A teacher judgement will then be made against the learning objective and each student will be RAG rated on the assessment tracker for their year group (Excel Spreadsheet). This will then provide the teacher with summative assessment information and will help inform the teacher as to which objectives need to be revisited during future learning.	
<b>SPRING</b> Half term 3	Maintaining genuine friendships and avoiding toxic ones	<b>Relationships</b> Post-it responses Case studies on Powerpoint	Students respond to questions using full	Formative assessment will be ongoing through discussions, high quality questioning and	

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	Families and different types of long term commitments Romance, Love, New Feelings and Teen Relationships Keeping safe and positive relationships	Mind map Role play Table of arguments for and against Match up definitions Pair work Group work Independent work  Group discussion Feedback exercises individual and group Read aloud activities as a group to gain information Written responses in exercise books Teacher presentation Questions to be answered whilst watching a video/online presentation	sentences/paragraphs where needed. Students will be supported with punctuation and spelling particularly of key words.	the marking of student's written work. A teacher judgement will then be made against the learning objective and each student will be RAG rated on the assessment tracker for their year group (Excel Spreadsheet). This will then provide the teacher with summative assessment information and will help inform the teacher as to which objectives need to be revisited during future learning.	
<b>SPRING</b> Half term 4	Bullying or Banter – what is and isn't acceptable How to prevent online bullying What does it mean to be a British Citizen? What is online Radicalisation?	<b>Identity and Safety</b> Post-it responses Case studies on Powerpoint Mind map Role play Table of arguments for and against Match up definitions Pair work Group work Independent work  Group discussion	Students respond to questions using full sentences/paragraphs where needed. Students will be supported with punctuation and spelling particularly of key words.	Formative assessment will be ongoing through discussions, high quality questioning and the marking of student's written work. A teacher judgement will then be made against the learning objective and each student will be RAG rated on the assessment tracker for their year group (Excel Spreadsheet). This will then provide the teacher with summative assessment	

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<b>SUMMER</b> Half term 5	What does a healthy lifestyle mean? Balanced diet and healthy eating Consequences of not leading a healthy lifestyle Energy drink affects Smoking and passive smoking Different types of drugs and the dangers associated with them	<b>Healthy Living</b> Creating posters Pie chart Designing own products Labelling diagrams Mind map Table of arguments for and against Match up definitions Pair work Group work Independent work  Group discussion Feedback exercises individual and group Read aloud activities as a group to gain information Written responses in exercise books Teacher presentation	Students respond to questions using full sentences/paragraphs where needed. Students will be supported with punctuation and spelling particularly of key words.	Formative assessment will be ongoing through discussions, high quality questioning and the marking of student's written work. A teacher judgement will then be made against the learning objective and each student will be RAG rated on the assessment tracker for their year group (Excel Spreadsheet). This will then provide the teacher with summative assessment information and will help inform the teacher as to which objectives need to be revisited during future learning.	

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		Questions to be answered whilst watching a video/online presentation			
<b>SUMMER</b> Half term 6	How to keep good mental health and symptoms of depression Emotional Literacy – controlling anger Puberty – What to expect, why it happens and what’s normal Periods, the menstrual cycle and PMS FGM	<b>Puberty, Emotional Health and Wellbeing</b> Just a minute plenary True or false quiz Create leaflet Create TV advert Mind map Pair work Group work Independent work  Group discussion Feedback exercises individual and group Read aloud activities as a group to gain information Written responses in exercise books Teacher presentation Questions to be answered whilst watching a video/online presentation	Students respond to questions using full sentences/paragraphs where needed. Students will be supported with punctuation and spelling particularly of key words.	Formative assessment will be ongoing through discussions, high quality questioning and the marking of student’s written work. A teacher judgement will then be made against the learning objective and each student will be RAG rated on the assessment tracker for their year group (Excel Spreadsheet). This will then provide the teacher with summative assessment information and will help inform the teacher as to which objectives need to be revisited during future learning.	