



HPRS CURRICULUM MAP



SUBJECT AREA: PHSE

YEAR / GROUP: 9

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"> Themes Learning Styles 	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"> Visits Special events
AUTUMN Half term 1	Eating Disorders Mindfulness Body Image Positive Thinking - Mindfulness Child Sexual Exploitation Abusive Relationships	Health and Wellbeing Relationships Living in the Wider World Pair work	Students respond to questions using full sentences/paragraphs where needed. Students will be	Formative assessment will be ongoing through discussions, high quality questioning and the marking of student's	

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	Peer Pressure	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 Match up Just a minute plenary	supported with punctuation and spelling particularly of key words.	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.	
AUTUMN Half term 2	Alcohol Awareness Drugs and the Law Vaccinations, organ/blood donation, stem cells Hygiene Acid Attacks Self Harm	Health and Wellbeing 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	

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		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 Mind map Match up Diamond nine plenary		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.	
SPRING Half term 3	Behaving to achieve Human rights: access to education Interpersonal Skills Discrimination and the Equality Act 2010 Growth Mindset Coping with Stress Managing Anxiety Selfie Safety	Health and Wellbeing Relationships Living in the Wider World Pair work Group work Independent work Case studies Group discussion	Students respond to questions using full sentences/paragraphs where needed. Students will be supported with punctuation and spelling particularly of key words. Acrostic	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	

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		<p>Feedback exercises individual and group</p> <p>Read aloud activities as a group to gain information</p> <p>Written responses in exercise books</p> <p>Teacher presentation</p> <p>Questions to be answered whilst watching a video/online presentation</p> <p>Mind map</p> <p>Role play</p> <p>Illustrating</p> <p>Just a minute plenary</p>		<p>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.</p>	
<p>SPRING Half term 4</p>	<p>Taking control of my future Work skills, enterprise and the work environment British Community, Religion and Culture British Values: Identity LGBT</p>	<p>Living in the Wider World Relationships</p> <p>Pair work</p> <p>Group work</p> <p>Independent work</p> <p>Case studies</p> <p>Group discussion</p> <p>Feedback exercises individual and group</p>	<p>Students respond to questions using full sentences/paragraphs where needed. Students will be supported with punctuation and spelling particularly of key words.</p>	<p>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</p>	

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		<p>Read aloud activities as a group to gain information</p> <p>Written responses in exercise books</p> <p>Teacher presentation</p> <p>Questions to be answered whilst watching a video/online presentation</p> <p>Match up</p> <p>Bingo!</p>		<p>summative assessment information and will help inform the teacher as to which objectives need to be revisited during future learning.</p>	
<p>SUMMER Half term 5</p>	<p>Employability: applying and preparing for the world of work</p> <p>(Catch up or revisiting time if needed)</p>	<p>Living in the Wider World</p> <p>Pair work</p> <p>Group work</p> <p>Independent work</p> <p>Case studies</p> <p>Group discussion</p> <p>Feedback exercises individual and group</p> <p>Read aloud activities as a group to gain information</p> <p>Written responses in exercise books</p>	<p>Students respond to questions using full sentences/paragraphs where needed. Students will be supported with punctuation and spelling particularly of key words.</p>	<p>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</p>	

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		<p>Teacher presentation</p> <p>Questions to be answered whilst watching a video/online presentation</p> <p>Post it</p>		<p>which objectives need to be revisited during future learning.</p>	
<p>SUMMER Half term 6</p>	<p>UNICEF Human rights: trafficking UK helping other countries Sustainability Young offenders and the law Knife Crime</p>	<p>Living in the Wider World</p> <p>Pair work</p> <p>Group work</p> <p>Independent work</p> <p>Case studies</p> <p>Group discussion</p> <p>Feedback exercises individual and group</p> <p>Read aloud activities as a group to gain information</p> <p>Written responses in exercise books</p> <p>Teacher presentation</p> <p>Questions to be answered whilst watching a video/online presentation</p> <p>Match up</p>	<p>Students respond to questions using full sentences/paragraphs where needed. Students will be supported with punctuation and spelling particularly of key words.</p>	<p>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.</p>	

