



## HPRS CURRICULUM MAP



**SUBJECT AREA:** PHSE

**YEAR / GROUP:** 10

### 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 Methods of assessment</i>	Additional features of map <ul style="list-style-type: none"> <li>Visits</li> <li>Special events</li> </ul>
AUTUMN Half term 1	Change, grief and bereavement Suicide Managing social anxiety Social media and self esteem Screen time CSE Binge drinking	<b>Health and Wellbeing</b> Pair work  Group work  Independent work  Case studies  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	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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<b>AUTUMN</b> Half term 2	Managing time effectively Living sustainably Homelessness Hate crime Tattoos and piercings	<b>Health and Wellbeing</b> <b>Living in the Wider World</b> <b>Relationships</b> Pair work  Group work  Independent work  Case studies  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  Mind map	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.	Alcohol awareness and Drugs session PC Jo Utley: Joanne.utley@westmercia.pnn.police.uk

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<b>SPRING</b> Half term 3	The right career for me Employability Skills: CV Careers in STEM Right and Responsibilities International Women's Day	<b>Living in the Wider World</b> Pair work Group work Independent work Case studies 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 Mind map	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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<b>SPRING</b> Half term 4	Criminal justice system Anti-social behaviour County Lines Money laundering Terrorism and holy war Covert and overt racism Fake news and critical thinking	<b>Living in the Wider World</b> Pair work  Group work  Independent work  Case studies  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  Independent research using laptops Just a minute plenary	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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		Mind map			
<b>SUMMER</b> Half term 5	Conflict managements Forced and arranged marriages Harassment and stalking Revenge porn Relationships with role models	<b>Relationships</b> Pair work  Group work  Independent work  Case studies  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  Role play	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	

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<b>SUMMER</b> Half term 6	Same-sex relationships Gender and trans identity Community cohesion Sexism Parenting	<b>Relationships</b> Pair work Group work Independent work Case studies 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	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	

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