



HPRS
CURRICULUM MAP



SUBJECT AREA: PHSE

YEAR / GROUP: 11

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	<p>Bullying – Cyberbullying</p> <p>LGBT and Trans community</p> <p>Digital Footprints</p> <p>Gambling/online gambling</p> <p>Importance of sleep</p> <p>County Lines</p> <p>CSE</p> <p>Mindfulness</p>	<p>Living in the Wider World</p> <p>Health and Wellbeing</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 revisited during future learning.</p>	
AUTUMN Half term 2	<p>Contraception</p> <p>STI’s</p> <p>Obesity and Body Positivity</p> <p>Safe sex and chem sex</p> <p>Internet safety: the dark web</p>	<p>Health and Wellbeing</p> <p>Relationships</p> <p>Living in the Wider World</p> <p>Pair work</p> <p>Group work</p>	<p>Students respond to questions using full sentences/paragraphs where needed. Students will be supported with</p>	<p>Formative assessment will be ongoing through discussions, high quality questioning and the marking of student’s written work.</p>	<p>Gail – Hereford Colleges Information for students, applying, visits</p>

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	Cyber crime and online fraud	<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>	punctuation and spelling particularly of key words.	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.	
SPRING Half term 3	<p>Consent, rape and sexual harassment and violence (to be covered by WMRSASC)</p> <p>Types of relationship (to be covered by WMRSASC)</p> <p>Identifying abusive relationships (to be covered by WMRSASC)</p> <p>Relationship break ups</p> <p>What makes good sex?</p> <p>Fertility and Reproductive Health</p>	<p>Relationships Health and Wellbeing WMRSASC Sessions 3 weeks</p> <p>Pair work</p> <p>Group work</p> <p>Independent work</p> <p>Case studies</p> <p>Group discussion</p>	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	Purple Leaf Programme provided by WMRSASC (Sarah Melia: Sarah.Melia@wmrsasc.org.uk)

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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 Happiness Dice Identity Cubes</p>		<p>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>	
<p>SPRING Half term 4</p>	<p>Perseverance and Procrastination</p> <p>Risk taking and decision making</p> <p>Personal safety in the wider world</p> <p>The Effects of Privilege</p> <p>Applying to college</p> <p>Identity and Diversity</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>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</p>	

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		<p>Written responses in exercise books</p> <p>Teacher presentation</p> <p>Questions to be answered whilst watching a video/online presentation</p> <p>Role play</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>SUMMER Half term 5</p>	<p>Animal rights and sustainability</p> <p>Pollution, plastics and the environment</p> <p>Globalisation</p> <p>Multiculturalism (British Values)</p> <p>Right-Wing extremism</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>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</p>	

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SUMMER Half term 6	Independent living Preparing for Job Interviews Health and safety at work Trade unions First Aid – CPR				