Curriculum Overview

BE KIND
WORK HARD
AIM HIGH

PSHE

At Coquet Community School, we provide a broad and balanced, ambitious curriculum for all pupils. Our PSHE curriculum forms part of our wider Personal Development Programme and builds upon the knowledge and skills pupils have developed in first school through a well-planned and sequenced curriculum. Our curriculum plans follow the National Curriculum as well as drawing upon best practice within the field of PSHE. We draw on evidence-based research to ensure our curriculum is high quality and meets the needs of our pupils. We provide regular opportunities to revisit learning, so it becomes embedded in our pupils' long-term memory. The overview of our plan is below.

Assessment: Assessments follow assessment calendar						
Year	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
7	**Health and Wellbeing- Mental Health** What is emotional and mental health? Including emotional regulation Why is there stigma around mental health? What is anxiety? What is depression? What are eating problems? How do we look after our own mental health and why is sleep important? How do we support others?	**Living in the Wider World- Treatment of Self and Others** What are aspirations? What are needs and wants? What is racism? How do I be safe online? Including digital consent and sharing images How do I make ethical decisions? Why is diversity to be celebrated? What role does the monarch play in democracy?	**Relationships Education- Relationship with self, others and my community** Whole-school Hate Crime Intervention What are friendships? Including loneliness and social isolation What is romance? How to develop a positive relationship? How do you stay safe online? Including radicalisation and other hate-based/extremist groups.	**Health and Wellbeing- Puberty and Mental Health** Pupils will deepen their knowledge of puberty and what that means for personal hygiene as their body develops. They will also study what FGM is and to protect themselves and others.	**Living in the Wider World - Online harms and digital literacy** Whole-school Community Safety Intervention What is AI-generated content and what is a deep-fake? What are chat-bots and AI relationships? What are harmful influences and algorithms? National Week for Action on Knife Crime What is the manosphere and what is INCEL-culture? What is online grooming?	**Health and Wellbeing- Healthy Lifestyles** What is a healthy lifestyle? What is the impact of unhealthy eating? What is the impact of energy drinks? What is the impact of drugs? What is the impact of alcohol? What is the impact of vaping? Assessment.

8	**Living in the Wider World- Prejudice, values and extremism** What does it mean to be "radical"? (British Values) What does a terrorist look like? Is reformation rather than punishment the right way to deal with terrorists? What is exploitation and gang pressures? How do leaders attract people? What is sharia law? What is PREVENT?	**Relationships Education- Sex, healthy relationships and conflict** What is consent? How does contraception work? What is the impact of pornography? "What is ""sexting""? Including sextortion and image-based abuse" What are STIs? How to manage conflict in relationships? What role does the monarch play in democracy?	**Living in the Wider World- Careers and Finance** Whole-school Hate Crime Intervention What is the importance of communication? What is teamwork? What is an entrepreneur? How do I budget and save?	**Health and Wellbeing- Actions and consequences** What is the difference between smoking and vaping? Am I cancer aware? What is first aid? How to deal with bereavement and grief? Assessment	**Relationships Education- Identity within a Relationship** Whole-school Community Safety Intervention What are value conflicts? What makes a good friend? How do I treat my boy/girlfriend? (Consent) National Week for Action on Knife Crime How to communicate when you don't agree? (Consent) What is an INCEL?	**Health and Wellbeing- Goals, behaviours and emotions** What is self-awareness? How do I use my right to vote? What is mindfulness? How do my actions impact others? What do I aspire to be? How do you manage distractions? Assessment
9	**Living in the Wider World-Rights and Responsibilities** What are my human rights? Where did human rights come from? Why aren't we all given basic human rights? What is foreign aid? Do we have a responsibility to others? (Foreign Aid) What is INTERPOL? What is human trafficking?	**Health and Wellbeing- Addiction, risky behaviours and the laws surrounding them** Am I alcohol aware? Do I know the law around drugs? Why are vaccinations important? Why do people donate blood, organs and stem cells? What are acid attacks? What is self-harm? What role does the monarch play in democracy?	**Relationships - Identity and Discrimination** Whole-school Hate Crime Intervention What are my core values? What do I want from a relationship? (rights in a relationship) What is a healthy relationship? Including gender-based harassment What is sexual health? (SEd & contraception)	**Relationships- Identity and Discrimination** What is healthy body image and how may pornography impact that? What are LGBTQ+ relationships? What is domestic abuse and CSE? What are deep-fakes and how are these used in sextortion? Assessment	**Living in the Wider World - Preparing for the Wider World (Enterprise)** Whole-school Community Safety Intervention What plans do I have for the future? What are my strengths? What are soft skills? National Week for Action on Knife Crime What is enterprise? How do I become a part of my local community?	**Living in the Wider World - Preparing for the Wider World (Finance)** What influences my decisions (Econo-me)? How can I make informed decisions (Econo-me)? Why do my decisions matter (Econo-me)? How can I manage financial risk (Econo-me)? What are my rights as a consumer?

						How can my financial choices impact my mental health? Assessment
10	**Living in the Wider World- Responsible Living** How do I manage my time? Now that social media is banned? What is my carbon footprint? What is fast fashion? What is coltan? Where does our rubbish go? What is homelessness? What is a hate crime?	**Health and Wellbeing- Mental Health** What is the difference between mental health and emotional health? How does mental health impact physical health? How do hormones impact mental health? What is anxiety? What is depression? What is FGM? What is the importance of a free press?	**Relationships- Diverse Relationships** Whole-school Hate Crime Intervention What are sexism and racism? What are same-sex relationships? What is Trans and gender identity? What is harassment and stalking? Including the difference between arranged and forced marriage.	**Living in the Wider World- Rights and Responsibilities in the Workplace** What are careers? How do I make myself employable? What are the risks of workplace relationships including harassment? What is financial exploitation? Assessment	**Relationship Education- Toxic relationships** Whole-school Community Safety What is a toxic relationship? Including sexual ethics. How can sharing imaging lead to sextorion and other scams? What is revenge porn? National Week for Action on Knife Crime Is upskirting an issue for men too? What is conflict management?	**Living In The Wider World- Organised crime** What is the criminal justice system? What is a criminal behaviour order? What are county lines? What is fraud? Including AI manipulation and misinformation. What does a terrorist look like? Understanding payslips and deductions. Assessment
11	**Living in the Wider World- Study skills and careers** What does effective revision look like? What revision works best for me & mapping my revision? What is my 5 and 10 year plan? What are my next	**Health and Wellbeing- Understanding our bodies and our place in society** What is the importance of individuality? Why is tolerance a British value (diversity)? What is the impact of	**Relationship Education- Relationships and Sex** HATE CRIME INTERVENTION - Sessions 1 to 4 What is FGM? Are there different types of relationships-	**Health and Wellbeing- Healthy living- online and in reality** How do you show perseverance? What is sleep hygiene? What are the risks of gambling? What is whistleblowing	**Playing Your Part (Citizenship mini-module)** Whole-school Community Safety What is credit, debit and taxation? What is civil vs criminal law?	N/A

	steps? (University or college?) What does it mean to live independently? Include independent healthcare access (booking a GP appointment, patient confidentiality, how pharmacies and clinics work) How employable am I? Include digital footprint What is health and safety within the workplace? Include decision making under pressure	privilege? (race and economic) What is body shaming? What is fertility? Including pregnancy and parenting realities What are menstrual and gynaecological conditions- including the menopause? What is CPR?	include reproductive choices and families (adoption, abortion, infertility etc). How do you gain consent? Include sexual ethics - EU law change on consent & consent in complex situations - pressure, age,status, alcohol/drugs, online, non-verbal coms, change of mind, disability, neurodiversity, cultural or fam pressures What is safe-sex (impact of pornography)? Include access to sexual health services - AYP	and how to I report a concern? Assessment	What are my legal rights? National Week for Action on Knife Crime Why should I use my vote? What is a mortgage?	

Examples of on-going assessment and feedback in lessons
● Pupils are formatively assessed every term. These assessments cover all content and consists of multiple-choice questions as well as a moral reasoning extended writing piece. ● Verbal feedback by the teacher to the whole class which students act on in the lesson; this is often evidenced using green pen. ● Pupils self-assess or peer-assess work with a clear framework guiding them through this. ● Teachers circulate to give 'LIVE' and immediate feedback as pupils are working independently ● Pupils may complete mini quizzes or retrieval r activities that revisit prior learning and receive verbal feedback ● Use of tailored questioning by the teacher