



THE ARNEWOOD SCHOOL

KEY STAGE 3

PSHE/ RSE



Implementation:

Students begin KS3 by building on core skills from KS2 such as consent, building relationships and understanding the link between mental and physical health. Within KS3, students learn how to be resilient, reflective and safe in the choices they make and they understand the importance of being outward looking, tolerant and understanding of others. They become aware of their duties as citizens and the legal provisions that protect them. Students develop a critical understanding of the importance of inclusion and celebration of diversity.

Students remain with the same teacher all year in order to build a trusting, safe environment. Before September 2022, PSHE was taught on rotation.

Year 7:

| Half term | Curriculum focus | Landmark assessment |
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| Autumn 1 | <p><u>Transition to Secondary School and Personal Safety</u></p> <p>Within this topic, students learn how to manage the challenges of moving to secondary school such as establishing and managing friendships. They will begin work on emotional literacy and methods of keeping themselves safe, such as road and rail safety. They will also have an introduction to first aid.</p> | <p>Baseline assessment activity</p> <p>Quizzes</p> <p>RAG against learning objectives</p> <p>End of unit test- revisiting initial baseline assessment</p> |
| Autumn 2 | <p><u>Developing skills and aspirations</u></p> <p>Within this topic, students learn how to use the school career platform, Unifrog. They plan an oracy project on their chosen career path. They develop an understanding of duties within the workplace such as equality of opportunity and the equality Act 2010. They are encouraged to explicitly challenge stereotypes linked to certain career paths.</p> | <p>Baseline assessment activity</p> <p>Oracy project</p> <p>Quizzes</p> <p>RAG against learning objectives</p> <p>End of unit test- revisiting initial baseline assessment</p> |





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| Spring 1 | <p><u>Celebrating Diversity</u></p> <p>Within this topic, students learn about what a diverse society is and what their role is within in. Students will explore different examples of identity, such as LGBTQ+ and the struggle for rights of certain minority groups. Students learn to understand what prejudice and discrimination is and why it needs to be challenged. They are taught the warning signs of bullying behaviours and given appropriate safeguards/ signposting information.</p> | <p>Baseline assessment activity</p> <p>Scenario based enquiry</p> <p>Quizzes</p> <p>RAG against learning objectives</p> <p>End of unit test, re-visiting initial baseline assessment</p> |
| Spring 2 | <p><u>How to make safe financial decisions</u></p> <p>Within this topic, students learn the difference between safe and risky financial choices. They are also made aware of how to budget, save and spend according to a salary. They explore ethical and unethical business models such as sweatshops and zero hour contracts.</p> | <p>Baseline assessment activity</p> <p>Quizzes</p> <p>Oracy project on a business example</p> <p>RAG against learning objectives</p> <p>End of unit test, revisiting initial baseline assessment</p> |
| Summer 1 | <p><u>Building relationships</u></p> <p>Within this topic, students learn the difference between healthy and unhealthy relationships. They learn what consent is, building on their understanding from KS2 and how to communicate this. Students learn about different relationships such as those of LGBTQ+ individuals. From this, students learn how to challenge and unpick stereotypes concerning 'ideal' relationships. Students are informed about the safe signposts for relationships ranging from familial, friend and romantic.</p> | <p>Baseline assessment activity</p> <p>Scenario based enquiry</p> <p>Quizzes</p> <p>RAG against learning objectives</p> <p>End of unit test- revisiting initial baseline.</p> |
| Summer 2 | <p><u>Our health and puberty</u></p> <p>Within this topic, students learn about the link between physical and mental health and</p> | <p>Baseline assessment activity</p> |





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| | <p>how our choices on sleep and physical activity will impact our mental health. Students learn of the impact of addictive substances such as caffeine, nicotine and alcohol on our mental and physical health. They are also provided with healthy coping strategies to manage the physical and emotional changes that puberty brings and the importance of personal hygiene. Students are required to learn about FGM and how to access to support.</p> | <p>Review of our SMART goals</p> <p>Quizzes</p> <p>RAG against learning objectives</p> <p>End of unit test- revisiting initial baseline.</p> |
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Co-Curricular: There are anti-bullying reps in each year group, whole school council, an LGBTQ+ society that runs every Wednesday lunch time and 'the Zone' which runs every Mon, Tues, Thurs and Fri, centred on student mental health awareness and support.

Year 8:

| Half term | Curriculum focus | Landmark assessment |
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| Autumn 1 | <p><u>Drugs and Alcohol</u></p> <p>Within this topic, students learn how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes. They learn about medicinal and recreational drugs and how to manage pressures relating to substance use.</p> | <p>Baseline assessment activity</p> <p>Scenario based enquiry</p> <p>Quizzes</p> <p>RAG against learning objectives</p> <p>End of unit test- revisiting initial baseline.</p> |
| Autumn 2 | <p><u>Community and Careers:</u></p> <p>Within this unit, students learn about the importance of equality of opportunity in life and work. They are taught how to challenge stereotypes and discrimination in relation to work and pay and how they can set aspirational goals for the future.</p> | <p>Baseline assessment activity.</p> <p>Oracy project on chosen career</p> <p>Quizzes</p> <p>RAG against learning objectives</p> |





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| | | End of unit test- revisiting initial baseline. |
| Spring 1 | <p><u>Discrimination:</u></p> <p>Within this unit student learn how to develop self-worth and confidence in their identities. They learn about gender identity, transphobia and gender-based discrimination. They also learn how to recognise and challenge homophobia and biphobia as well as racism and religious discrimination.</p> | <p>Baseline assessment activity</p> <p>Scenario based enquiry</p> <p>Quizzes</p> <p>RAG against learning objectives</p> <p>End of unit test, re-visiting initial baseline assessment</p> |
| Spring 2 | <p><u>Digital Literacy:</u></p> <p>Within this unit, students learn about how to use social networking sites safely, including how to recognise online grooming in different forms. Students learn how to respond and seek support in cases of online grooming. Importantly, students learn to critically assess media sources and how to discern the difference between public and private information. They understand how to protect their financial security online and how to manage risks associated with gambling behaviours.</p> | |
| Summer 1 | <p><u>Identity and relationships:</u></p> <p>Within this unit, students continue to learn about gender identity and sexual orientation. Students are equipped to understand the qualities of positive and healthy relationships. Students are taught the risks of 'sexting' and how to manage peer pressures related to this. Student begin to learn about the basic forms of contraception such as condoms and the pill.</p> | |
| Summer 2 | <p><u>Emotional Wellbeing:</u></p> <p>Within this unit, students build on their understanding of managing emotions from Year 7. They are taught ways to manage their wellbeing daily and how to challenge myths</p> | |





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| | and stigma in order to maintain their wellbeing. Students are informed about unhealthy coping strategies and how to seek support. | |
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Co-Curricular: There are anti-bullying reps in each year group, whole school council, an LGBTQ+ society that runs every Wednesday lunch time and 'the Zone' which runs every Mon, Tues, Thurs and Fri, centred on student mental health awareness and support.

