



THE ARNEWOOD SCHOOL

KEY STAGE 4

PSHE / RSE



Implementation:

The Key Stage 4 curriculum is designed around key content that students encountered during Key Stage 3. For example, relationships, health and wellbeing and living in the wider world. The first two areas will be delivered in PSHE lessons, the latter will be delivered within the wider pastoral curriculum. Students also study core religious studies. This involves coverage of the Holocaust, the problem of suffering, infertility and genetics and cloning. Students are taught by the same teacher all year round to ensure consistency and a well established classroom routine. Additional training is provided for non-specialist staff covering RS topics. Finally, workshops are also used at KS4 to supplement the curriculum.

Students are assessed in various ways such as quiz activities, oracy projects and scenario based enquiry projects. The latter require students to make a collaborative, justified decision on an independent scenario.

Year 9:

Half term	Curriculum focus	Landmark assessment
Autumn 1	<p><u>Healthy Lifestyle:</u></p> <p>Within this topic students learn about the relationship between physical and mental health and how to balance pressures such as work, against leisure, exercise and sleep. Students build on their KS3 understanding to cement their understanding of making informed healthy eating choices. Students are also provided with a deeper understanding of the influences on body image.</p>	<p>Baseline assessment</p> <p>Quizzes</p> <p>Oracy project</p> <p>RAG against learning objectives</p> <p>End of unit assessment-revisit initial baseline.</p>
Autumn 2	<p><u>Respectful Relationships:</u></p> <p>Within this topic students learn about different types of families and parenting, including single parents, same-sex parents, blended families, adoption and fostering. Students also learn about to build positive relationships at</p>	<p>Baseline assessment</p> <p>Quizzes</p> <p>Scenario based enquiry</p>





	<p>home and skills to reduce homelessness among young people. Students also learn about how to manage relationship and family changes such as separation and divorce. Students are given conflict resolution strategies and signposted to appropriate support services that they can access.</p>	<p>RAG against learning objectives</p> <p>End of unit assessment-revisit initial baseline.</p>
Spring 1	<p><u>Intimate relationships:</u></p> <p>Within this topic students learn about choices around sexual activity including the choice to delay sex. Student understanding of consent is built upon from KS3 so that students can explore the facts and misconceptions of consent further. For example, the continuous right to withdraw consent and capacity to consent. Students learn about STIs and contraception, including consequences of unprotected sex such as pregnancy. Students also explore relationships in the media, such as pornography as well as the ever evolving risk of sending, sharing and passing on sexual images.</p> <p>Students will also take part in external workshops to cover more of the statutory RSE content.</p>	<p>Baseline assessment, especially surrounding the concept of consent.</p> <p>Quizzes</p> <p>Scenario based enquiry</p> <p>RAG against learning objectives</p> <p>End of unit assessment-revisiting initial baseline.</p>
Spring 2	<p><u>Peer influence, substance use and drugs:</u></p> <p>Within this unit students learn how to distinguish between healthy and unhealthy friendships, including those of a grooming nature. Students are taught to recognise passive, aggressive and assertive behaviour and how to communicate assertively. Within our context, it is important students have a sound understanding of county lines and how to manage their individual risk in relation to gangs and drugs. Students are taught to understand the legal and health risks in relation to drug use, including the implications of addiction.</p>	<p>Baseline assessment</p> <p>Quizzes</p> <p>Oracy project</p> <p>RAG against learning objectives</p> <p>End of unit assessment-revisit initial baseline.</p>





	Students take part in external workshops, such as St Giles Trust, in order to extend their understanding of county lines in Hampshire.	
Summer 1	<p><u>Problem of Suffering:</u></p> <p>Before studying the Holocaust, students gain foundational knowledge regarding the problem of suffering - how could an all-powerful, all-loving God allow evil and suffering in the world. They consider various theodicies or attempts to explain how evil can be reconciled with belief in God. For example, does pain have a function in keeping us safe? Can we learn from suffering? Without evil, would we know or appreciate what is good? Is this the best of all possible worlds?</p>	<p>Baseline assessment</p> <p>Quizzes to recap knowledge at the beginning of lessons.</p> <p>Student presentations with success criteria</p> <p>RAG against learning objectives.</p> <p>End of unit assessment-revisit initial baseline.</p>
Summer 2	<p><u>The Holocaust:</u></p> <p>Within this topic pupils learn about pre-war Jewish life and investigate the origins of antisemitism, including anti-Jewish decrees in 1930s Germany. Using survivor testimonies and individual account such as Anne Frank's, student learn about the levels of prejudice and discrimination that culminated in the Final Solution and the murder of 6 million Jews, as well as Gypsies, Jehovah's Witnesses, homosexuals and people with disabilities. Pupils learn about Jewish Resistance and opposition, and how non-Jews supported and rescued Jews in the 1940s. Pupils consider different responses to the Holocaust, linking in part to the work on the problem of evil. Pupils ask what lessons we have learnt from the Holocaust,</p>	<p>Baseline assessment</p> <p>Quizzes to recap knowledge at the beginning of lessons.</p> <p>Student project work on individual stories within the Holocaust and how they fit into the overarching event.</p> <p>RAG against learning objectives.</p> <p>End of unit assessment-revisit initial baseline.</p>

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. Further, students are able to apply for Duke of Edinburgh award which aids student contribution to the wider community.





Year 10:

Half term	Curriculum focus	Landmark assessment
Autumn 1	<p><u>Exploring Influence:</u></p> <p>Within this topic, students learn about positive and negative role models and how to evaluate the influence of role models. Students build upon their KS3 knowledge of drugs, alcohol and county lines and unpick the impact of this further. They learn exit strategies for pressurised or dangerous situations and how to seek help for substance use and addiction.</p> <p>This work is supported by external workshops run by St Giles Trust.</p>	<p>Baseline assessment</p> <p>Quizzes</p> <p>Scenario based enquiry</p> <p>RAG against learning objectives</p> <p>End of unit assessment-revisit initial baseline.</p>
Autumn 2	<p><u>Addressing extremism and radicalism</u></p> <p>Within this topic, students are taught how to safely challenge discrimination, with reference to the Equality Act 2010. Students are empowered through their understanding of appropriate legal provisions and how these can help them tackle extremism. Students are taught about the importance of communities, inclusion, respect and belonging. They will understand the link between social media and extreme/radical views and how to safely navigate misinformation, including that found online.</p>	<p>Baseline assessment</p> <p>Quizzes</p> <p>Oracy project</p> <p>RAG against learning objectives</p> <p>End of unit assessment-revisit initial baseline.</p>
Spring 1	<p><u>Healthy Relationships</u></p> <p>Students are taught about relationship values and the role of pleasure in relationships. They are taught about the opportunities and risks of forming and conducting relationships online. Further, they build upon their KS3 knowledge of consent, and learn to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support. Students</p>	<p>Baseline assessment</p> <p>Quizzes</p> <p>Scenario based enquiry</p> <p>RAG against learning objectives</p>





	are taught about asexuality, abstinence and celibacy. Students are also taught to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours.	End of unit assessment- revisit initial baseline.
Spring 2	<p><u>Mental Health</u></p> <p>Within this topic, students learn how to manage challenges during their adolescence such as mental health, stigma, stereotypes and misinformation. Students build on their skills from KS3 in how to reframe any negative thinking and are taught strategies to promote their emotional wellbeing. They are shown how to access support and treatment.</p>	<p>Baseline assessment</p> <p>Quizzes</p> <p>Oracy project</p> <p>RAG against learning objectives</p> <p>End of unit assessment- revisit initial baseline.</p>
Summer 1	<p><u>Genetics and Cloning</u></p> <p>Within this topic, pupils will learn about new techniques linked to IVF such as PGD, and ask whether people should be able to choose the gender of their child. A further use of PGD is to make saviour siblings, and pupils will discuss the rights and wrongs of creating a new life in order to save an existing child. Pupils build on this further as they find out about therapeutic cloning, and consider the possible treatments that might rely on embryonic stem cells. They will learn about how the same procedure could be used to create a cloned baby, and will weigh up the pros and cons of allowing reproductive cloning. Pupils will learn about new techniques in genetics, such as CRISPR, a procedure allowing the removal of sections of DNA and the substitution of genes from one species to another.</p>	<p>Baseline assessment</p> <p>Quizzes</p> <p>Oracy project / structured debate</p> <p>RAG against learning objectives</p> <p>End of unit assessment- revisit initial baseline.</p>
Summer 2	<p><u>Infertility</u></p> <p>Within this topic, pupils will learn about the ethical issues surrounding infertility. They will consider Artificial Insemination by</p>	<p>Baseline assessment</p> <p>Quizzes</p>





	<p>Donor, and whether donors have the right to anonymity. They will consider egg sharing, and whether this equates to selling human life. Pupils will consider different practices abroad, and ask whether making the sale of eggs illegal will lead to people travelling to other countries to buy them. They will learn about commercial surrogacy, evaluating the benefits and risks of legalising paid surrogacy.</p>	<p>Scenario based enquiry to advise on infertility practices</p> <p>RAG against learning objectives</p> <p>End of unit assessment-revisit initial baseline.</p>
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Year 11:

Half term	Curriculum focus	Landmark assessment
Autumn 1	<p><u>Building for the future:</u></p> <p>Within this topic, students learn how to develop self-efficacy, motivation, perseverance and resilience. Students learn stress management strategies, including maintaining healthy sleep habits and dealing with exam stress. Students also learn about making healthy food choices and the link between physical activity and improved mental health. This builds upon their work in KS3.</p>	<p>Baseline assessment</p> <p>Quizzes</p> <p>Oracy project</p> <p>RAG against learning objectives</p> <p>End of unit assessment-revisit initial baseline.</p>
Autumn 2	<p><u>Families:</u></p> <p>Within this topic, students learn about different types of families and how family structures can change. They learn about fertility and pregnancy choices and how these choices will differ depending on the relationship type. Students learn how to manage change, loss, grief and bereavement.</p>	<p>Baseline assessment</p> <p>Quizzes</p> <p>Scenario based enquiry</p> <p>RAG against learning objectives</p> <p>End of unit assessment-revisit initial baseline.</p>





Spring 1	<p><u>Independence:</u></p> <p>Within this topic, students learn how to assess and manage risks in new independent situations such as social situations. Students learn how to assess emergency and non-emergency situations and how to contact the appropriate services. Building on KS3 work regarding healthy lifestyles, students also learn the links between lifestyle choices and some cancers as well as the importance of screening and how to perform self-examinations. Students are taught how to register with a GP surgery and how to access doctors, sexual health clinics, opticians and other health services. Further, students consider the influences and risk relating to cosmetic and aesthetic body alterations and the impact of social media on this. Finally, they learn emergency first aid skills as well as about blood, organ and stem cell donation.</p>	<p>Baseline assessment</p> <p>Quizzes</p> <p>Oracy task</p> <p>RAG against learning objectives</p> <p>End of unit assessment- revisit initial baseline.</p>
Spring 2	<p><u>Communication in relationships:</u></p> <p>Within this topic, students build upon their KS3 and prior KS4 learning concerning gender identity, gender expression and sexual orientation. Furthermore, students learn the legal provisions relating to how to challenge harassment and stalking, including online. Students are taught about the various forms of relationship abuse and how to access support in abusive relationships.</p>	<p>Baseline assessment</p> <p>Quizzes</p> <p>Scenario based enquiry</p> <p>RAG against learning objectives</p> <p>End of unit assessment- revisit initial baseline.</p>

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