

Biddulph High School Curriculum Intent

To deliver a broad and enriching curriculum through engaging and challenging lessons that provide a wide range of opportunities for all students to achieve their potential.

Students will all be prepared to take their next steps in a diverse and ever changing future ready to make a positive contribution to society.

Through a broad programme of extracurricular activities students will have the opportunities to showcase their talents and experience new challenges.

We value individuals and all that they can offer as well as supporting each other with kindness and empathy.

Curriculum Intent for PSHE

The intent for our PSHE curriculum is to deliver an inspirational curriculum that meets the needs of our students and directly supports their pastoral education. We strive to give students a sense of empowerment through knowledge, skills and understanding. This will enable students to become aware, active and responsible citizens, at all levels.

Students will have access to a broad and in-depth curriculum, that is both challenging and interesting. The PSHE curriculum allows for life-long learning on issues such as; RSE (relationships & sex education) and health & well-being, as well as financial and careers education. The breadth of our curriculum ensures future preparation for our students to help them become well-rounded individuals that are prepared for life throughout and after Biddulph High School. We aim to build the confidence in our students to make well informed decisions on how to stay safe, to be positively involved in their communities and be the best possible version of themselves.

All teachers will follow the schemes of work provided by the department. This will ensure that all students receive the same high-quality provision. All units of work will provide a clear outline of the knowledge and skills required and assessments will ensure that this knowledge has been retained and that skills can be evidenced.

Teachers will ensure that gaps are closed through regular monitoring within the classroom. DINT activities will allow for interleaving and recap of previous learning. Misconceptions will be identified through effective questioning and the regular inspection of student work.

PSHE Long Term Overview						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	<ul style="list-style-type: none"> • Introduction to PSHE • Violence and exploitation by gangs • Extremism/ radicalisation 	<ul style="list-style-type: none"> • Criminal exploitation & 'county lines' drugs operations • Hate Crime • Bullying 	<ul style="list-style-type: none"> • Internet safety and harm • RSE 	<ul style="list-style-type: none"> • RSE continued 	<ul style="list-style-type: none"> • Drugs and alcohol 	<ul style="list-style-type: none"> • Drugs and alcohol continued • Careers
10	<ul style="list-style-type: none"> • Family Life (RSE) 	<ul style="list-style-type: none"> • Family life (RSE) • Careers - WEX 	<ul style="list-style-type: none"> • Careers – WEX • RSE 	<ul style="list-style-type: none"> • Gender identities & stereotypes • Identity & equality 	<ul style="list-style-type: none"> • Healthy lifestyles • Health & nutrition • Mental wellbeing 	<ul style="list-style-type: none"> • Drugs & alcohol
11	<ul style="list-style-type: none"> • Post 16 options • RSE 	<ul style="list-style-type: none"> • RSE continued 	<ul style="list-style-type: none"> • Economic wellbeing • British values 	<ul style="list-style-type: none"> • Party Politics • Gender identity 	<ul style="list-style-type: none"> • Gender identity continued • Mental health 	<ul style="list-style-type: none"> • How to revise • Revision
12	<ul style="list-style-type: none"> • Self-concept • Mental health 	<ul style="list-style-type: none"> • Grade sheet and target setting • Healthy lifestyles • First aid • Managing risk and personal safety • Drugs and alcohol 	<ul style="list-style-type: none"> • Grade sheets and target setting • University visit • Sexual health • Relationship values • Consent 	<ul style="list-style-type: none"> • Contraception and parenthood • Employment rights and responsibilities • Financial choices 	<ul style="list-style-type: none"> • Financial choices • Bullying, abuse and discrimination 	<ul style="list-style-type: none"> • UCAS/careers • Soft skills
13	<ul style="list-style-type: none"> • UCAS/ employment/ apprenticeships 	<ul style="list-style-type: none"> • Presentation and interview • Grade sheet and target setting 	<ul style="list-style-type: none"> • Covering letters • How to live away from home 	<ul style="list-style-type: none"> • Personal study/ applying for apprenticeships • Grade sheet review and target setting 	N.A.	N.A.

				<ul style="list-style-type: none">• Gambling• Unhealthy relationships• Managing unwanted attention		
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PSHE Medium Term Overview			
Year 9	Autumn Term 1	Unit Title: Introduction to PSHE, gangs, extremism/ radicalisation, criminal exploitation	No of Lessons: 4
Overview	Students are to receive an introduction to the PSHE programme and its purpose. This followed by gangs, extremism/radicalisation and criminal exploitation and 'County Lines' drug operations. These topics are placed at the start as student start to form new relationships and peer groups as they come into a new place of education.		
Assessment	In class assessment for learning. There is one assessment per half-term.		
<p><u>Essential Knowledge (what must students know):</u></p> <p>Terminology: Exploitation, violence, gangs, vulnerable, PSHE (personal, social, health education), extremism, radicalisation, county lines, protest</p>	<p><u>Essential Skills (what must students be able to demonstrate):</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Students are to learn what PSHE is, transition to Biddulph High School and adapting to new environments • Students will be able to identify how young people can be exploited by gangs and how gangs are linked with knife-crime • Students are to learn about the impact of individual's beliefs and actions on community cohesion • and how violent extremism differs from legitimate protest • Describe what is meant by 'County lines' • To Understand how to recognise if someone is involved in County lines • To understand the how to get help and seek support if they or someone they know if affected by the above 	<p>Lessons:</p> <ol style="list-style-type: none"> 1 Introduction to PSHE 2 Violence and exploitation by gangs 3 Extremism/radicalisation (assessment) 4 Criminal exploitation & 'county lines' drugs operations 	
			<p><u>MY PB</u></p> <p>Social Me- active listening, speaking effectively, working with others</p> <p>Thinking Me – evaluating</p> <p>This is Me – Resilience, responsibility, integrity, self-management</p>

PSHE Medium Term Overview			
Year 9	Autumn Term 2	Unit Title: Hate crime, bullying and internet safety and harms	No of Lessons: 3
Overview	Students will look at what constitutes a hate crime, bullying and link this to being safe online.		
Assessment	In class assessment for learning. There is one assessment per half-term.		
<u>Essential Knowledge (what must students know):</u> Terminology: Hate crime, discrimination, protected characteristics, cyberbullying, self-esteem, body image	<u>Essential Skills (what must students be able to demonstrate):</u> Students will be able to: <ul style="list-style-type: none"> • Identify what is considered a hate crime in terms of the law and what the protected characteristics are • Identify the different ways a person or people may be affected by bullying • Understand how someone might be cyberbullied • Know where to go for further support on bullying • Understand the Online World 'v' The Physical World in terms of behaviour and dangers 	Lessons: 5 Hate crime 6 Bullying (assessment) 7 Internet Safety & Harms – Online vs Physical World	
			MY PB Social Me- active listening, speaking effectively, working with others Thinking Me – evaluating This is Me – Resilience, responsibility, integrity, self-management

PSHE Medium Term Overview			
Year 9	<i>Spring Term 1</i>	Unit Title: Internet safety and harm continued and RSE (relationship and sex education)	No of Lessons: 4
Overview	Students will learn about internet safety and harms, respectful relationships, consent and sexual health. RSE is started at this point as teacher and rapport is established.		
Assessment	In class assessment for learning. There is one assessment per half-term.		
<p><u>Essential Knowledge (what must students know):</u></p> <p>Terminology: Cyberbullying, hate crime, discrimination, respectful, consent, freedom, capacity, intimacy, sexual health, STI</p>	<p><u>Essential Skills (what must students be able to demonstrate):</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognise internet harms and how to report them • Identify ways to keep themselves safe online • Identify respectful behaviour in everyday and romantic contexts and how to challenge inappropriate behaviour • Explain how someone might assess readiness for intimacy • Explain how and when to access support if encountering inappropriate behaviours • Know what is meant by freedom and capacity to consent • Identify contexts where someone’s freedom or capacity to consent have been reduced or removed • Explain why trying to make someone vulnerable, or misleading them is wrong and can be a very serious offence • Explain where, why and how to get advice and support for issues relating to consent • List some of the most common STIs, their symptoms and consequences • Can name the contraceptive methods which provide some protection against STI and describe where to get contraceptives • Know how to access reliable sources for help to support sexual health or relating to unplanned pregnancy 	<p>Lessons:</p> <p>8 internet safety & harms</p> <p>9 RSE – Respectful relationships (assessment)</p> <p>10 RSE – Freedom and capacity to consent</p> <p>11 RSE – Sexual Health</p>	
			<u>MY PB</u>

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PSHE Medium Term Overview			
Year 9	<i>Spring Term 2</i>	Unit Title: RSE (relationship and sex education)	No of Lessons: 2
Overview	Students will learn about contraception and how to manage the ending of relationships		
Assessment	In class assessment for learning. There is one assessment per half-term.		
<u>Essential Knowledge (what must students know):</u> Terminology: Conception, pregnancy, contraception, hormones, negotiate, breakup, emotions	<u>Essential Skills (what must students be able to demonstrate):</u> Students will be able to: <ul style="list-style-type: none"> • Name the main types of contraception and how they prevent conception and/or protect against STIs • Describe when, where and how to access contraception and how to seek help in the event of contraception failure • Have the confidence in being able to negotiate condom use within a relationship • Identify the range of emotions associated with breakups • Describe ways to manage a breakup safely and appropriately • Suggest strategies to help manage emotions when a relationship ends • Explain how and where to get help for managing difficult relationship breakups 	Lessons: 12 RSE - Contraception 13 RSE – Managing the ending of relationship (assessment)	

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PSHE Medium Term Overview			
Year 9	Summer Term 1	Unit Title: Drugs and alcohol	No of Lessons: 3
Overview	Students will look at various aspects of drugs and alcohol over these 3 lessons. This is a focus at this time as students may be more exposed to drugs and alcohol on the lead up to and during the Summer break.		
Assessment	In class assessment for learning. There is one assessment per half-term.		
<p><u>Essential Knowledge (what must students know):</u></p> <p>Terminology: Substance, Dependency, Problematic use, Cessation, Possession, Intent to supply, supply</p>	<p><u>Essential Skills (what must students be able to demonstrate):</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> describe the names, appearance and effects of a range of illegal drugs analyse their attitudes and beliefs about the prevalence of drug use amongst young people assess the reasons why young people might choose to use or not use drugs explain the legal terms ‘possession’, ‘supply’ and ‘intent to supply’ in relation to drugs explain the short- and long-term legal consequences of being found in possession of, using, selling or supplying different classes of drugs 	<p>Lessons: 14 Drugs and alcohol – exploring attitudes 15 Drugs and alcohol – drugs, the law and managing risk 16 Drugs and alcohol – drugs, their effects: Alcohol and cannabis</p>	

	<ul style="list-style-type: none"> describe some of the health risks associated with occasional and problematic substance use recognise and challenge myths related to cannabis use and drinking alcohol 	
		<p>MY PB</p> <p>Social Me- active listening, speaking effectively, working with others</p> <p>Thinking Me – evaluating</p> <p>This is Me – Resilience, responsibility, integrity, self-management</p>

PSHE Medium Term Overview			
Year 9	Summer Term 2	Unit Title: Drugs continued and careers	No of Lessons: 3
Overview	Students will finish the remainder of the drugs topic off and then be introduced to careers in preparation for year 10 work experience.		
Assessment	In class assessment for learning. There is one assessment per half-term.		
<p><u>Essential Knowledge (what must students know):</u></p> <p>Terminology:</p> <p>Substance, Dependency, Problematic use, Cessation, Possession, Intent to supply, supply, career, work experience, occupation</p>	<p><u>Essential Skills (what must students be able to demonstrate):</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> explain the physical, emotional and social consequences substance use might have for individuals demonstrate strategies they could use if someone offers them something that might be harmful or illegal explain the potential impact of others' views on drugs, alcohol and smoking on decision-making 	<p>Lessons:</p> <p>17 – Drugs and alcohol – managing influence</p> <p>18 – Careers WEX</p> <p>19 – Careers WEX</p>	

	<ul style="list-style-type: none"> • explain what support is available to people who are concerned about substance use and how to access it for themselves or others • Identify what work experience is (WEX) and start to think about places that would be appropriate to complete during year 10 • Understand the value of WEX and how it can improve skills and awareness of the work place • Awareness of the paperwork that needs to be completed for WEX 	
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