

PSHE - Form 2 Scheme of Work (July 2022 update)

Overview

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<p>Being me in my world</p> <ol style="list-style-type: none"> 1. Who am I? 2. My 'family' 3. 'Family Factors' 4. The power of first impressions 5. Faith and beliefs 	<p>Celebrating Difference</p> <ol style="list-style-type: none"> 1. Prejudice and discrimination 2. Inequality 3. When things go right 4. Bullying 5. How I can make a difference 	<p>Dreams and Goals</p> <ol style="list-style-type: none"> 1. Your goals – long term 2. What money can't buy 3. Online safety 4. Money and earnings 5. The price of life 	<p>Healthy Me</p> <ol style="list-style-type: none"> 1. Me and my health 2. Healthy choices on...managing stress 3. Healthy choices on... substances 4. Substance misuse and exploitation 5. Healthy choices on... medicines and immunisation 	<p>Relationships</p> <ol style="list-style-type: none"> 1. Being in control of...myself 2. Being in control of...my relationships 3. Being in control of ...personal space 4. Managing control and coercion in relationships 5. Being in control of...social media 	<p>Changing Me</p> <ol style="list-style-type: none"> 1. Different types of relationship 2. What's in a relationship? 3. Looks and smiles 4. Does watching pornography help people ot understand relationships? 5. Alcohol and risk

Intent

The aim of the PSHE curriculum at Longridge Towers is to produce students who are equipped with life skills which will allow them to be fully-participating members of a fast changing British and global society. Using the JIGSAW curriculum, our students will develop a sense of self-worth and confidence to be the best version of themselves. They will mature into individuals who can think independently and critically, and have the knowledge to make informed choices around their physical, mental, sexual, emotional and economic wellbeing. The spiral nature of the curriculum allows them to revisit areas and explore them at an age appropriate level, and provides our students with opportunities to reflect on and clarify their own values and attitudes, allowing them to engage in a meaningful way with a world where values and attitudes may be complex and at times in direct conflict with their own. The RSE elements of the curriculum allows our students to understand

appropriate behaviours which will help them to develop and maintain healthy relationships.

Problem solving is an important aspect of PSHE. This may be in the form of working collaboratively in a group or pair to produce possible responses to scenarios which students might encounter in life, or reflecting on how they will use their acquired knowledge to make positive choices in their own lives as they move through school.

Differentiation

In PSHE, we have high learning expectations for all students. It is essential that all our students are challenged to think deeply about the different aspects of PSHE and their rights and responsibilities in respect of being caring, thoughtful and productive individuals.

A range of strategies will be used to achieve appropriate levels of differentiation. Students may be given thinking time before being asked questions, sometimes with the opportunity to share their ideas in discussion with a partner or in a small group to improve understanding. All students will be asked to contribute to lessons, though due to the sensitive nature of some areas of the curriculum there will be an awareness on the part of the teacher that a student may not wish to share a response with a larger group of their fellow students, and therefore it may at times be appropriate to allow for collecting anonymised responses to share. Consistent referencing back to earlier learning and linking this to wider society and the modern world will assist students in making sense of how the knowledge and skills they acquire in PSHE apply to real life.

Questions will be asked at an appropriate level of challenge for individual students, and where appropriate, students will be encouraged to develop further independent research into different aspects of a particular topic.

Literacy and numeracy

Shared understanding of particular vocabulary are important in PSHE. A high level of skill in communication is essential when presenting an opinion or point of view, and an understanding that such communication need to utilize precise, neutral and non-offensive language in order

to convey intended meaning clearly. Evidence supporting a particular position should be presented in the same way, and topic specific vocabulary used where appropriate.

In respect of literacy in PSHE, students should be expected to:

- Be able to present an opinion or point of view which is clear in meaning
- Use subject specific vocabulary in an appropriate context
- Present evidence to support a particular opinion which uses precise, neutral and non-offensive language

Students are likely to encounter numeracy in a variety of ways in the PSHE curriculum. These may be in understanding numerical data presented in graphic form, as percentages, and in the form of statistics.

In respect of numeracy in PSHE, students should be expected to

- Be able to understand numeral data presented in graphic form, such as pie charts, bar and other types of graphs
- Be able to calculate percentages and work percentages backwards into original amounts
- Be able to analyse simple statistical information and decide if it meets a standard for statistical significance

Cross-curricular links

There are a number of cross-curricular links between the Form 2 PSHE curriculum and other subjects. These include: Music – discrimination and its links to the development of Jazz; Art – photography project on self-image; Maths – loans and interest in relation to money and budgeting; PE and games – fitness, the importance of physical health and different types of training; English – reading ‘Holes’ and considering making judgements; Science – healthy lifestyles.

Outdoor learning

Outdoor learning opportunities will be explored where they are relevant to the curriculum.

SMSC

Spiritual

- Exploring beliefs and experiences
- Respecting faiths, feelings and values
- Enjoying learning about oneself, others and the surrounding world
- Using imagination and creativity
- Reflecting on own values and beliefs

Moral

- Recognising different ideas of right and wrong, and how these sit with personal moral compasses
- Respecting the law
- Understanding the consequences of actions and behaviours
- Exploring moral and ethical issues
- Offering reasoned viewpoints in concise, neutral and non-offensive language

Social

- Engaging with Fundamental British Values
- Working collaboratively with others
- Linking learning to wider society

Cultural

- Appreciating the role of culture in shaping individual values and opinions
- Understanding, accepting, respecting and celebrating diversity

Fundamental British Values

Being me in my World presents opportunities to explore individual liberty, whilst this and Celebrating Difference present opportunities to underpin respect and tolerance for people who are different or have different lifestyles.

ICT

Students' ICT skills will develop through the use of Google Classroom and the Google suite to access, organise, and present information.