

## PSHE - Form 4 Scheme of Work (July 2022 update)

### Overview

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Being me in my world 1. Liberty and safety in my world 2. How I feel when things end 3. How social media affects me, my identity and culture 4. Rated! 5. Risk	Celebrating Difference 1. Equality: what does it mean to me in the UK? 2. Equality in the workplace 3. Multicultural society 4. Power in relationships 5. Challenging inequality	Dreams and Goals 1. Relationships and goals 2. Me, my goals and my health 3. Work/life balance 4. A health balance in life 5. A healthy balance for different people	Healthy Me 1. My health MOT 2. What protects my health? 3. Extraordinary bodies 4. Extraordinary minds 5. Diseases, treatments and lifestyle choices	Relationships 1. Health, long-term relationships 2. Love and loss 3. Healthy connections 4. Relationships – don't believe what you see! 5. Better together?	Changing Me 1. Changing society and me 2. Managing change and decision making 3. Gender and sexual identity 4. Gender stereotypes and sexual identity 5. Physical and emotional changes

### 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 4 PSHE curriculum and other subjects. These include: Sports Studies – how factors such as race, religion, age disabilities, gender and gender stereotyping can impact upon participation in sport, effect of media and commercialisation on performers and officials in sport, diet, nutrition and drugs in sport: Science – balance diet and long-term health, organ donation and stem cells.

**Outdoor learning**

Outdoor learning opportunities will be explored when 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**

Celebrating Difference presents opportunities to consider the importance of respect and tolerance in a multicultural UK, whilst gender identity presents opportunities to explore individual liberty.

### **ICT**

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