

PSHE inc RSE Curriculum Map

The curriculum is designed to be well-balanced and gives rich opportunities. It promotes the spiritual, moral, cultural, mental and physical development of our students and prepares them for the opportunities, responsibilities and experiences of adult life. Our aim is to provide a curriculum that is highly effective in delivering outcomes that provide exceptionally well for all our students' needs. Our students will be widely educated, with experiences that include consideration of the best that humanity has produced: words, art, ideas, science. We aim to ensure that students leave the schools within The Castle Partnership Trust very well equipped for the next stage of their education, training or employment, and educated so that they enjoy life, live well and are decent human beings.

Central to our intent is the mapping of the knowledge that we want The Castle Students to know, remember and act upon. Mapping the curriculum ensures that knowledge is not attained by chance, instead it is planned, taught and sequenced so students receive age-appropriate knowledge, which builds in depth and sophistication as they progress through school. This maps the knowledge within PSHE, SMSC, Citizenship and the experiences in our universal enrichment offer.

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Delivered through...	Allocation
Specialist team	5-6 hours per year group per year.
Tutors and EDs	Weekly tutor time, Extended tutor times, Enrichment Days
Elsewhere in the curriculum	Delivered through subjects like Citizenship, Computing, History etc

Composite	In Yr 7 students will know	In Yr 8 and 9 students will know	In Yr 10 and 11 students will know
Relationships			
Consent Specialist Team	<ul style="list-style-type: none"> Definition of consent Everyone has the right to refuse – touching, kissing, body and personal space Respect for decisions Examples of healthy relationships How to report Know what 'private' areas are. Consent with regard to nudes, linked to online safety. Overview of the law -> nudes are illegal. Age of consent = 16 Consent cannot be given below 13 : The link to FBV- Individual liberty 	<ul style="list-style-type: none"> Values and morals around consent Everyone has the right to refuse Types of sexual activity – through clothes, groping, up skirting, oral, penetration. How to report and support Examples from the media how consent has been broken. Nudes used as revenge porn. Consent – drugs & alcohol affecting consent. The law in detail: <ul style="list-style-type: none"> 18 - images 16 - Age of consent (Below is statutory rape) 13 – No consent can be given What the sanctions and charges that can be applied in law. Legal conditions on adults in positions of responsibility 	<ul style="list-style-type: none"> Refresher to remind & build confidence Consent with regard to drugs & alcohol – greater depth, details around date rape drugs, details around not having capacity once drunk. Revenge porn and the consequences on both parties. Signposting once students have left school How to deal with sexual harassment in the workplace
Loss and bereavement Specialist Team	<ul style="list-style-type: none"> What is loss Recognising types of loss How loss can make people feel Understanding that different people respond to loss in different ways Ways to cope with loss 	<ul style="list-style-type: none"> What is grief and bereavement know the process and stages of grief and bereavement Understand how grief/bereavement can affect people Know ways of managing grief Know how to access support for grief and bereavement 	<ul style="list-style-type: none"> Know and understand why relationships can break down know the effects of change in relationships – loss, separation, divorce and bereavement Able to recognise the stages of grief and bereavement in people's behaviour know strategies for managing changing relationships

	<ul style="list-style-type: none"> Who to talk to 		<ul style="list-style-type: none"> know where to access support
Sexual education Specialist Team	<ul style="list-style-type: none"> Positive relationships and personal values of friendship. Different family types – role of families and stable relationships Difference between biological sex, gender identity and sexual orientation Navigating relationships through compromise and negotiation, developing skills to manage conflict. To be able to navigate loss and break down relationships. Laws around sexual consent What menstruation is and how to deal with its occurrence. - also in science 	<ul style="list-style-type: none"> To look at the personal values in sexual relationships. To evaluate trust in relationships. To understand sexual attraction and different sexualities are diverse. Are you ready for sexual relationships? The responsibility of contraception and the risks of unprotected sex. Knowledge of the main types of contraception, how to use these and where to find them. To know how the media portrays relationships. To know the dangers of online relationships Being aware of your body and changes that may occur. Be aware of the choices around birth control and the choices around delivery during labour To know that there is legal responsibility that come with parenthood and how these affect adult life Understand how to use a condom and understanding of other types of contraception Contraception taught based on any exchange of sexual fluids 	<ul style="list-style-type: none"> Know how social media portrays pornography and understands how this affects relationships and sex. The characteristics of abuse, victim blaming etc. Know that intimate relationships are pleasurable Know the law to relating coercive control and harassment. Understand honour-based violence, religious abuse and forced marriage Develop skills to support younger peers when in position of influence. Sexual health checks – Testicular, breast checking and intimate care. Understand these and be able to carry self examination. To know that contraception is a shared responsibility within relationships and have the signposting reminded.
Relationships Tutors and EDs	<ul style="list-style-type: none"> Know the characteristics of positive and healthy friendships <ul style="list-style-type: none"> (in all contexts, including online) including: trust, privacy, consent and the management of conflict, reconciliation in family relationships. Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control 	<ul style="list-style-type: none"> Know the unacceptability of all forms of discrimination, and how to challenge prejudice and bigotry within families Understand practical steps they can take in a range of different contexts to improve or support respectful relationships To know the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others 	<ul style="list-style-type: none"> To be able to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including ‘honour’ based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk, especially when developing new relationships. To develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support To know the law relating to abuse in relationships, including coercive control and online harassment To gain the skills and strategies to respond to exploitation, bullying, harassment and control in relationships To know about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them.
Living in the wider world			
Fundamental British Values Citizenship, tutors and EDs	<ul style="list-style-type: none"> Be able to recall the five British values and support with examples Compare to school and personal values Know the impact of not following British values eg intolerance etc 	<ul style="list-style-type: none"> Be able to explain the British values and their fundamental importance, including place within in context of equality and diversity, so students can celebrate difference, and understand it. To understand the importance of democracy and the UK’s political system (See Citizenship SoL for more details) 	<ul style="list-style-type: none"> Know the importance of democracy in our community and nationally, and be involved in student voice (See Citizenship SoL for more details).

<p>FBV found explicitly elsewhere in the school curriculum</p>	<ul style="list-style-type: none"> • Know how the British values are demonstrated in school, at home, in life • Know how our political system differs from other around the world. • English - Debate and oracy composite. • Geography – What is our world like? • History – William I, King John composites • Food – Food from around the world 	<ul style="list-style-type: none"> • To know the impact of not having one or more British values. • To understand the legal system in the UK (See Citizenship SoL for more details) and link to individual liberty issues such as consent, drugs, sexual harassment. • English - Voices Against Oppression composite. • English - The Purple Hibiscus Composite. • History – Henry VIII and Elizabethan Age. Civil War. Empire & Slavery, C20th Century (Extremism, WWII & Holocaust), Swinging Sixties (Individual liberty). • Drama – Refugee boy. • RE – Respect 	<ul style="list-style-type: none"> • Know the links between British politics and economics and trans-national organisations such as the UN and EU (See Citizenship SoL for more details) • To understand the cultural history of the UK and how this has affected diversity today • Citizenship – UK parliament and democracy. International affairs.
<p>Diversity Tutors and EDs</p>	<ul style="list-style-type: none"> • To understand that we live in a society that celebrates diversity and difference. • To be able to articulate what diversity is. • To know to challenge anyone that has views which are anti-diverse • To know the protected characteristics and what this means eg age, gender, sexuality • To recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied • The impact of stereotyping, prejudice and discrimination on individuals and relationships • To start to understand how to challenge discrimination #notatourschool 	<ul style="list-style-type: none"> • To recognise the lasting effects prejudice has on individuals and society. • To be confident to challenge prejudice within their own sphere of influence. • To celebrate the positives diversity brings to the UK, with real world examples. • To appreciate and celebrate the range of national, regional, religious and ethnic identities in the United Kingdom • To consider the lives of people living in other places, and people with different values and customs • To know about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice • To know the laws around protected characteristics eg employment • To begin to be confident in challenging discrimination #notatourschool 	<ul style="list-style-type: none"> • To understand the cultural history of the UK and how this has affected diversity today • To understand the diversity within our community and how it makes it stronger. • To know the need to promote inclusion and challenge discrimination, and how to do so safely, including online • To understand the difference between bias, prejudice and discrimination • To know the impact of unconscious bias and institutionalised discrimination with real world examples • To know the law relating to ‘honour’-based violence and forced marriage; the consequences for individuals and wider society and ways to access support • To know strategies to challenge all forms of prejudice and discrimination • To be confident to challenge prejudice in the wider world following from #notatourschool
<p>Extremism Specialist Team</p>	<ul style="list-style-type: none"> • Know what is acceptable language and behaviour at The Castle School • Know the definition of extremism and the difference between extremism and terrorism and how they link to British values. • Know how extremism can manifest itself – actions, violence, words, online, stickers, within families • Know the Lockdown procedure • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help) 	<ul style="list-style-type: none"> • Understand the types of extremism – religious, fundamentalism, far-right, racism, sexism, homophobia, Incel (Involuntary celibacy). • Differences between extremism and religion (Especially challenging Islamophobia) • Lockdown procedure / retrieval • Impact of extremism, for example discrimination, racism, intolerance, violence etc with real world examples. • the importance of being careful what they forward to others and how it can implicate them. 	<ul style="list-style-type: none"> • Understand the danger of recruitment of young people into extremist groups • How to challenge and report extremism • Recent historical examples of extremism and terrorism – Anders Brevik, Timothy McVeigh, • the concept of ‘shame’ and ‘honour based’ violence • Know the Prevent Strategy • Know the causes of knife crime and how to stay safe. • Understand the laws surrounding knife crime and offensive weapons. • Understand the link between knife crime and extremism
<p>Sexual harassment and violence Specialist Team</p>	<ul style="list-style-type: none"> • What constitutes sexual harassment • In what forms sexual harassment occurs • How online media can contribute to sexual harassment • How to report sexual harassment 	<ul style="list-style-type: none"> • To understand the law relating to sexual harassment • To be aware of PSH and how to confidently challenge it • To understand how sexual violence is not part of a normal healthy relationship • To challenge harassment in their friendship groups, school and the wider community. • How to report sexual harassment 	<ul style="list-style-type: none"> • Looking at moral dilemma scenarios that challenge students understanding of sexual harassment and violence. • Making students aware of “date rape” substances, stealth injections and how these can be used to promote sexual violence. • How to seek help to escape sexual violence or sexual harassment either now or in future relationships • Understand workplace sexual harassment and how to respond to it

<p>Risk Tutors and EDs</p>	<ul style="list-style-type: none"> • Know the rules and age restrictions that keep us safe, basic rules to keep safe online • Know the risks at home and how to stay safe (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) • How to get help in an emergency (how to dial 999 and what to say) • Know that household products (including medicines) can be harmful if not used correctly ways to keep safe in familiar and unfamiliar environments • Understand the basics of road safety and how to stay safe when using roads as a pedestrian or cyclist 	<ul style="list-style-type: none"> • Know the online dangers associated with grooming including chatrooms and social media and chats through gaming, and meeting these people physically. • Know the danger of gambling and gaming • Know the dangers of meeting strangers or acquaintances and getting in to cars etc. • Understand firework safety • Start to begin to assess risk using real-world scenarios. 	<ul style="list-style-type: none"> • Know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road); safe use of digital devices when out and about. • Know the dangers of dating apps/website, and meeting people from these • Know the risks associated with going out at night, clubbing and holidays abroad. • Know the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact • To be able to use knowledge from PSHE in order to keep safe in future situations, for example using a dynamic risk assessment if needed.
<p>Online safety and digital resilience Computing lessons, supported by Tutors</p>	<ul style="list-style-type: none"> • How to keep safe online • The potential dangers of online chat rooms • How to protect themselves online using passwords and digital security 	<ul style="list-style-type: none"> • The dangers of online chat rooms • The rise in online misogynistic (Incel), sexist, racist & discriminatory language that is unacceptable. • How online banking can have both positives and negatives. • Education in how to spot “fake news online”. And that without a verifiable source of information online information should be treated with healthy mistrust (Bellingcat) 	<ul style="list-style-type: none"> • Bank accounts and online banking security • The very real consequences of online “money mules” and “laundering money”. • How to protect themselves as much as possible if meeting up with someone they have met online, including through dating apps • How websites and other governments produce huge amount of fake news and disinformation to further political agendas and how this can influence our own society.
<p>Financial awareness Tutors and EDs</p>	<ul style="list-style-type: none"> • Know how to effectively budget, including the benefits of saving • Know different types of bank accounts • how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks. 	<ul style="list-style-type: none"> • to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions • Know the impact of debt, the importance of budgeting and how to manage debt. 	<ul style="list-style-type: none"> • Understand the use of credit and debit cards • Understand and recognise financial exploitation in different contexts e.g. drug and money/ mules, online scams • to evaluate the financial advantages, disadvantages and risks of different types of employment • Know the different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts • the skills to challenge or seek support for financial exploitation in different contexts including online • to know how to read a wage slip and understand contributions that are made through taxes. • To know what interest rates are and how they affect borrowing and the economy. • To understand inflation and recession and how this affects standards of living. • To understand mortgages and mortgage options
<p>Careers and progression Tutors and EDs Please see separate careers document</p>	<ul style="list-style-type: none"> • Students to review strengths, interests, skills, qualities and values and how to develop them. To set goals and identify areas for development. • To identify and develop their study and organisational skills, research and presentation skills. • To set realistic but ambitious targets and goals, to show an understanding of the skills and attributes an employer values and the importance of life long learning to develop qualities. 	<ul style="list-style-type: none"> • to evaluate their own personal strengths and areas for development and use this to inform goal setting • Identify how their strengths, interests, skills and qualities are changing and how these can relate to future careers. • To know about different work roles and career pathways, including clarification of their own early aspirations. • To know about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process 	<ul style="list-style-type: none"> • Know the range of opportunities available to them for career progression, including in education, training and employment • about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities. • about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities • about employment sectors and types, and changing patterns of employment. Understand different types of work patterns,

		<ul style="list-style-type: none"> • about routes into work, training and other vocational and academic opportunities, and progression routes • the benefits of setting ambitious goals and being open to opportunities in all aspects of life • to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations 	<p>including employed, self-employment and voluntary work. Everyone has a different pathway through life, education and work.</p> <ul style="list-style-type: none"> • to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities. • the benefits and challenges of cultivating career opportunities online • strategies to manage their online presence and its impact on career
Health and wellbeing			
Drugs and alcohol Specialist Team	<ul style="list-style-type: none"> • Know there are different types of drugs • Know the difference between legal and illegal drugs • Understand what effects taking drugs have on people • Know there are physical and mental effects • The unknown consequences and addictiveness of vaping. Habitual, addictive potential unknown risks. Early smoking advertising. 	<ul style="list-style-type: none"> • Know details about different types of drugs and their effects on people's physical, mental, emotional and financial health • Understand County lines • Know drugs are addictive and understand the impact of this. • Understand the laws surrounding drugs • Question the mixed messages about drugs from media, film and culture? • Know the specific services that people can go to for help eg Frank • The unknown consequences and addictiveness of vaping, what is in the vapes. Not all are certified, or chemical known 	<ul style="list-style-type: none"> • Understand the wider ripple effect of drug use and addiction for example: how it can affect families, drugs convictions and future life, criminality and exploitation • Understand the support people can receive for drug addiction • Why do they choose to use drugs in the first place – considering social and emotional issues. • Understand how to say no when offered drugs • How to stay safe when in social situations (date rape drugs etc) • How to recognise when others are using manipulation, persuasion or coercion and how to respond. • Increased understanding of County Lines • The unknown consequences and addictiveness of vaping. Is this a gateway drug?
Physical health and exercise Tutors and EDs	<ul style="list-style-type: none"> • How social media can affect mental health • How physical activity, participation and positive relationships can promote physical health. • How to plan a balance between school, work, leisure, exercise and online. • The benefits of physical activity for mental health and well-being, to be able to access reliable sources of information on support on all aspects of physical and mental health. • Importance of sleep and strategies to improve sleep • Maintaining personal hygiene – oral health, avoiding infection • The role of a balanced diet – impacts of an unhealthy diet. Strategies to manage eating choices. 	<ul style="list-style-type: none"> • The role of a balanced diet – impacts of an unhealthy diet. Strategies to manage eating choices. • What check ups should be carried out regularly to ensure physical health – dental check-ups, sun-safety, self examination, vaccinations. • The health service available to people; strategies to be a confident user of NHS. To over come barriers to seeking help. • The purpose of blood donation, organ donation, stem cell donation for individuals and society. 	<ul style="list-style-type: none"> • How to increase Testicular and breast cancer awareness, including self-examination (Coppafeel/Oddballs) • To make informed choices with regards to sleep, diet, exercise, work, revision and balancing time spent online. To recognise and manage choices about physical activity. • How industries and advertising can influence health and harmful behaviour, associated with managing risk associated with cosmetics, aesthetic procedures, tattooing, piercings and use of sunbeds. • STI and sexual health – To know how to protect themselves from STIs and indicators of STIs. Where to access medical help.
Pornography Specialist Team	<ul style="list-style-type: none"> • Know the definition of pornography and understand that there are different mediums of pornography (classification). All indecent images of children under 18 are illegal. • Images of yourself could be used for coercion. • The dangers of Snapchat, tiktok and how to report unwanted images and communication. • Dangers of pornography – self-esteem, warped understanding of relationships. 	<ul style="list-style-type: none"> • Know the differences between consensual, informed, decisions taken by actors and revenge porn. • Understand that social media is having an effect on mental health of young people, much of this is driven by pornography. • Know dangers of pornography – addiction, cost, unrealistic view of relationships, bodies and sex. • Know that the representation of bodies is extreme within pornography. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image 	<ul style="list-style-type: none"> • To complete a digital audit of their own online presence. • Retrieval of laws around revenge porn • Know the link between pornography and addiction • The role of pleasure in intimate relationships, including orgasms • The importance of consent and consensual relationships based on safe relationships. • Recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours

		<p>and how to critically appraise what they see and manage feelings about this</p> <ul style="list-style-type: none"> • Know the violence associated with pornography • Revenge porn and the law. To be fully aware of how certain images of themselves are illegal if they are under 16 and the law relating to this and revenge porn. 	<ul style="list-style-type: none"> • Evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences
FGM Specialist Team, Citizenship	<ul style="list-style-type: none"> • Definition • Illegality & very clear signposting • The different types – (Remove – Student voice). • Anatomical reminder • Geographical locations • Signs • Cultural excuses • Harmful effects – Mental health, birth problems, sexual problems, bleeding, infections, death 	<ul style="list-style-type: none"> • Reminder and recall during sexual assault and violence lesson 	<ul style="list-style-type: none"> • Four types of FGM • Removal of the labia/clitoris/sewing/harmful substances • NOT a religious practice in ANY religion, cultural roots • Reminder about where and why • How to spot signs and support • Illegality and very clear signposting • Differences between boys circumcision and FGM • Links to matriarchies • Links to sexism
First Aid Tutors and EDs	<ul style="list-style-type: none"> • How to identify risk and manage personal safety in increasingly independent situations, including online, cycling to and assessing risks in routes to and from school. Increasing in confidence and ways to seek help. • Ways of assessing and risk in relation to health, wellbeing and personal safety. 	<ul style="list-style-type: none"> • How to help in an emergency and perform basic first aid. • Increasing confidence in performing emergency first aid and lifesaving skills, including pulmonary resuscitation (CPR), the use of defibrillators, responses to choking and primary survey. 	<ul style="list-style-type: none"> • Refresher in skills learnt in years 7,8,9 • When to use CPR- how to spot the signs of a cardiac arrest. • Appropriate first aid if confronted with peers suffering the effects of drink or drugs
Mental Health Tutors and EDs	<ul style="list-style-type: none"> • Know how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary. • Understand people have a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support. • the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health • Understand the importance of quality sleep and develop strategies around the B.E.D model 	<ul style="list-style-type: none"> • Know and understand a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns eg mindfulness and meditation • Recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available. • Know that puberty is a time of huge change. Emotions and sense of self identity are challenged and can be a source of stress. 	<ul style="list-style-type: none"> • Know the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible • Know how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help

