



# Curriculum and Progression Overview

PSHE and Citizenship

Plymouth High School for  
Girls



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# 1. The Curriculum

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## a. Intent

Plymouth High school has always prided itself on its pastoral provision and care of students, this is synonymous with our robust PSHE and Citizenship programme. Our school motto of “for life not school we learn” is central to our PSHE and Citizenship curriculum. Our programme is designed to educate and inform our students about the world around them and how to take care of themselves and others, think critically and contribute to the wider world. It is our intent to make “lifelong PSHEer’s” for them to have interest in the wider world and what it means to be part of humanity and a global citizen. It is our responsibility to reliably inform students with accurate up to date information to allow them to assess risk and make decisions.

*“Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain”*  
*PSHE Association*

Our citizenship education develops knowledge, skills and understanding that pupils need to play a full part in society as active and responsible citizens. Pupils learn about politics, parliament and voting as well as human rights, justice, the law and the economy. They also learn the skills of active citizenship. We listen to students through interactions with the Diversity student led group and the LGBT+ Alliance student led group, together with informal feedback to allow us to adapt our curriculum to the needs and interests of our students.

## b. Implementation

The implementation of our intent is based around designing a curriculum that our young people need and that will meet the statutory RSHE curriculum that comes into effect from September 2020. The staff are in the main experienced PSHE teachers and those who are new are welcomed and developed to be confident in teaching PSHE and Citizenship. That expertise and passion allows for high quality delivery, allowing inclusivity through content design and use of language. Our language is open, inclusive and free from discrimination.

- E.g. partner instead of boyfriend, a relationship is non-gender or non-sexuality specific.
- Selective use of the word ‘normal’, as it means different things to different people.
- Language that skills students up to assess risk when making decisions (How is a student going to decide what to do if a situation presents its self?) rather than catastrophe style language (frightening them into not doing a course of action)

Lesson content is designed to take into account all levels of knowledge, awareness and confidence around specific areas. To make sure all elements of social, moral, spiritual and cultural and religious values are recognised and respected.

Our curriculum design model is spiral learning, where a student learns more about a subject each time the topic is reviewed or encountered. The idea is that each time a student encounters the topic, the student expands their knowledge or improves their skill level. This teaching model allows students to reflect over their development and be able to revisit topics and concepts again, when they are more personally relevant and developmentally mature enough to apply subject knowledge and context.

Within this model we have strived for breadth and depth so that students get a variety of content, that interests, motivates and engages them and most importantly, that which is relevant to them. We incorporate Thinking Maps and Thinking Hats where appropriate to aid students cognitive load and allow them to order their thinking. Retrieval slides are used to remind students of where they have met topics before and to bring knowledge that they might have from their outside life into the classroom. Salient slides are used to emphasise the topics and learning we have covered.

The implementation of the PSHE and citizenship curriculum is quality assured with lesson observations, drop in's and close monitoring and updating of teaching material regularly.

### c. Impact

The impact the curriculum has on students is individual and widespread. Students feel lessons aid their knowledge on their bodies, how to be healthy and open their minds to current affairs. Students are able to access high quality curriculum content that may not be taught in the home environment; being taught sensitive topics professionally. Students feel prepared for life events and they see PSHE and Citizenship as a way of how to better yourself and a tool of self-realisation. Students feel the curriculum keeps them safe, both in lessons and beyond and aids them in how their decisions will affect their lives.

The overall impact is that the curriculum helps our young people to safely learn about the world and explore themselves ready for adult life.





## CURRICULUM & ASSESSMENT OVERVIEW: PSHE and Citizenship

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KEY STAGE 4</b>						
Year 10	<p><i>Topic(s):</i></p> <p>First Aid Drug Education</p> <p><i>(Topics will vary slightly depending on time of year in rotation and P and H populations)</i></p> <p><i>Assessment:</i> Verbal feedback and teacher assessment.</p>	<p><i>Topic(s):</i></p> <p>Road Safety Well women</p> <p><i>(Topics will vary slightly depending on time of year in rotation and P and H populations)</i></p> <p><i>Assessment:</i> Verbal feedback and teacher assessment.</p>	<p><i>Topic(s):</i></p> <p>Pornography-Dangers and decisions</p> <p><i>(Topics will vary slightly depending on time of year in rotation and P and H populations)</i></p> <p><i>Assessment:</i> Verbal feedback and teacher assessment.</p>	<p><i>Topic(s):</i></p> <p>The Law Growth Mindset</p> <p><i>(Topics will vary slightly depending on time of year in rotation and P and H populations)</i></p> <p><i>Assessment:</i> Verbal feedback and teacher assessment.</p>	<p><i>Topic(s):</i></p> <p>Finance Careers</p> <p><i>(Topics will vary slightly depending on time of year in rotation and P and H populations)</i></p> <p><i>Assessment:</i> Verbal feedback and teacher assessment.</p>	<p><i>Topic(s):</i></p> <p>Voting Revision Techniques</p> <p><i>(Topics will vary slightly depending on time of year in rotation and P and H populations)</i></p>
Year 11	<p><i>Topic(s):</i></p> <p>Safe Relationships Sexual Health</p> <p><i>(Topics will vary slightly depending on time of year in rotation and P and H populations)</i></p> <p><i>Assessment:</i> Verbal feedback and teacher assessment.</p>	<p><i>Topic(s):</i></p> <p>Pregnancy and Birth .B mindfulness course</p> <p><i>(Topics will vary slightly depending on time of year in rotation and P and H populations)</i></p> <p><i>Assessment:</i> Verbal feedback and teacher assessment.</p>	<p><i>Topic(s):</i></p> <p>Human Rights Active Citizenship.</p> <p><i>(Topics will vary slightly depending on time of year in rotation and P and H populations)</i></p> <p><i>Assessment:</i> Verbal feedback and teacher assessment.</p>	<p><i>Topic(s):</i></p> <p>Finance and Credit</p> <p><i>(Topics will vary slightly depending on time of year in rotation and P and H populations)</i></p> <p><i>Assessment:</i> Verbal feedback and teacher assessment.</p>	<p><i>Topic(s):</i></p> <p>Mental Health</p> <p><i>(Topics will vary slightly depending on time of year in rotation and P and H populations)</i></p> <p><i>Assessment:</i> Verbal feedback and teacher assessment.</p>	<b>GCSE EXAMS</b>

Year 12	<i>Topic(s):</i> Stress management Sexting and the law Social change	<i>Topic(s):</i> FGM and circumcision Black history month Employment rights	<i>Topic(s):</i> Sexual harassment in the workplace GDPR and data Consent	<i>Topic(s):</i> Feminism Pride Month Algorithms and data	<i>Topic(s):</i> Place of the UK on the world stage Pornography	<i>Topic(s):</i> Mental Health awareness Post 18 choices
Year 13	<i>Topic(s):</i> Insurance Place of the UK on the world stage UCAS applications	<i>Topic(s):</i> Youth Justice Equality Act Black history month	<i>Topic(s):</i> Budgeting UCAS Student choice	<i>Topic(s):</i> Pride month First Aid Student choice	<i>Topic(s):</i> Student finance	<i>Topic(s):</i>

## 4. Feedback and Assessment systems

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Assessment in PSHE and Citizenship consists of self-reflection. Assessment sheets are used each module to get students to reflect on their own progress within their module. We have confidence lines for students to reflect on what they “know now and what they know at the end”. As well as knowledge gained, we want students to self-assess their personal growth from a module. We want students to take responsibility for what they gain from a module and we monitor how they self assess. We want student’s assessment and progress to be based around qualitative data, rather than quantitative outcomes. Feedback for students is marking for guidance in their books, students also receive verbal feedback in lesson during activities and discussions.

# PSHE and Citizenship Module Assessment Sheet

0 module..... 5 ..... 10

How much do I know about the topic at the beginning of the module?

0 5 10

How much do I know about the topic at the end of the module?

<b>Description of what I did</b> (use a separate line for the different activities you did)	<b>Skills used/gained</b> (choose 2 from the list of PSHE/ Cit skills from your book.	5	6	7	8
		/	/	/	/
		6	7	8	9

**TARGETS** –What do I need to work on in the next module?

1.

2.

**Module Personal Reflection-** What have I taken from this module?

**www**

Excellent notes upkeep	Excellent contributions in class
<b>ebi</b>	
Fill in assessment sheets as set	Contribute more in class
Stick in ALL sheets	Take meaningful notes

## 5. Appendix: Plymouth High School Wide Provision map of Key PSHE Strands KS3 and KS4

Strand	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Citizenship</b>	<ul style="list-style-type: none"> <li>• A diverse society” Delivered through PSHE</li> </ul> <p>Additional coverage in RS and History</p>	<ul style="list-style-type: none"> <li>• Human Rights” Delivered through PSHE</li> </ul> <p>Additional coverage in RS and History</p>	<ul style="list-style-type: none"> <li>• Government and Parliament. Delivered through PSHE</li> </ul> <p>Additional coverage in RS and History</p>	<ul style="list-style-type: none"> <li>• Parties and Politics</li> <li>• The Law Government</li> <li>• Delivered through PSHE</li> </ul>	<ul style="list-style-type: none"> <li>• Human Rights and active citizenship</li> <li>• Human Trafficking</li> </ul>
<b>RSE</b>	<ul style="list-style-type: none"> <li>• PSHE puberty, introduction of tolerance and language of LGBTQ</li> <li>• HPV introduction</li> <li>• Biology How does a new life start?</li> <li>• Adolescence - considering emotional changes.</li> <li>• Reproduction in humans including the structure and function of the male and female</li> </ul>	<ul style="list-style-type: none"> <li>• HPV Vaccination programme</li> <li>• CAP programme.</li> <li>• Effect of stress on reproductive system and menstrual cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive RSE module.</li> <li>• Attitudes and values, LGBTQ</li> <li>• Sexually acquired infections.</li> <li>• Contraception.</li> <li>• RSE and safety</li> <li>• Consent</li> <li>• Sexual Behaviour</li> <li>• DV, CSE, Sexting and Grooming</li> <li>• Babies, students get the opportunity to take home simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Well woman</li> <li>• Advanced puberty,</li> <li>• Recap on contraception and STI’s</li> <li>• Pornography-danger and decisions.</li> <li>• Biology, Human reproduction, Hormones and the menstrual cycle, The artificial control of fertility</li> </ul>	<ul style="list-style-type: none"> <li>• Pregnancy, abortion (medically).</li> <li>• Specialist intervention on pregnancy and birth</li> <li>• Advanced consent DV, CSE and Exploitation</li> <li>• Abortion (religiously and morally)</li> <li>• Human reproduction, Hormones and the menstrual cycle, The</li> </ul>

	reproductive systems, menstrual cycle. Fertilisation, gestation and birth		babies for a weekend of parenting.		artificial control of fertility
<b>Careers</b>	Where subjects take you, job discovery and signposting	Psychometric testing, websites, new Kudos, national careers programme	Psychometric testing,, personality tests, employability skills and careers passports	Student finance, introduction to UCAS, career happiness, Barclays life skills, CV's work experience, WE debrief	Interview day, 1:1 with LON-opt in by appointment. Interview skills delivered via tutor.
<b>Economic and Financial Wellbeing</b>	Maths-When we teach percentages we often use money problems - sale prices etc.	<ul style="list-style-type: none"> <li>• Money Sense with Barclay's bank.</li> <li>• Maths-When we teach percentages we use money problems with regard percentage change.</li> </ul>	<ul style="list-style-type: none"> <li>• Back to basics, key terminology delivered in PSHE.</li> <li>• Maths- When we teach percentages we often use money problems - with regard investments and compound interest</li> </ul>		Taxes and Mortgages in PSHE

<p><b>E-Safety</b></p>	<ul style="list-style-type: none"> <li>• PSHE-E-safety, online rep, social media, trolling, emotional consequences, cyber bullying, how to get help</li> <li>• ICT-Examine the levels of privacy setting on sites such as Facebook and Instagram.</li> <li>• Discuss how to avoid 'trolls' and how to report incidents.</li> <li>• Assemblies</li> <li>• Electronic devices and information.</li> <li>• Sexting and grooming</li> </ul>	<ul style="list-style-type: none"> <li>• ICT-Create re-use and repurpose digital artefacts in the form of databases.</li> <li>• Examine the idea of 'Trustworthiness' of internet places. Examine copyright, plagiarism and 'creative commons'</li> <li>• Look at laws around the internet including the role of CEOP, what you can post and what you can download.</li> <li>• CAP, online safety and how to get help.</li> <li>• What we post about ourselves online</li> <li>• WB-our relationship with our technology, digital dependency and digital cocaine?</li> <li>• Assembly on 'online reputation'.</li> <li>• Selfies and online presence, the affect</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE-Discuss what is meant by 'Grooming' and how to avoid it. Look at 'Sexting' and the consequences of one's actions.</li> </ul>	<ul style="list-style-type: none"> <li>• E-Safety, how to negotiate the online world, trolling and negotiating forums, chat rooms and social media.</li> <li>• Digital manners and dependency</li> </ul>	
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		the social media has on our mental health.			
<b>Drug Education</b>	Personal safety- Smoking	<ul style="list-style-type: none"> <li>• Personal safety-drug education module</li> <li>• Drug treasure hunt, peer pressure, drugs and alcohol detail.</li> </ul>	Drug related behaviours, in-depth understanding of different drugs and recommended consumptions. Looking at the law and peer pressure. Looking at drug case studies.	<ul style="list-style-type: none"> <li>• Motivation to take drugs, risk taking behaviours, consequences of drug taking. Attitudes and values to drugs</li> <li>• Dependency and addiction</li> </ul>	
<b>Wellbeing and Mental Health</b>	<ul style="list-style-type: none"> <li>• Wellbeing Curriculum, .b, mindfulness.</li> <li>• Physical wellbeing. Hydration, diet, kindness and compassion.</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing curriculum, mental health, building people, when it all goes wrong, social intelligence.</li> <li>• You are your device, .b expansion lessons</li> </ul>	PSHE –Mental health module, studying coping strategies and common mental illnesses and how to take care		Mental Health awareness and condensed .b curriculum
<b>Miscellaneous</b>	Road Safety-fire brigade	<ul style="list-style-type: none"> <li>• Effects of stress on the body</li> <li>• Growth Mindset</li> <li>• CPR/First Aid</li> </ul>		<ul style="list-style-type: none"> <li>• BHF CPR training</li> <li>• Road safety-fire brigade</li> <li>• Revision Techniques</li> </ul>	

## 6 End of Year learning Summaries

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By the end of Year 7 students will **know** what happens to their body during puberty, know the dangers of smoking, know how to manage friendships positively, know the differences in people and celebrate them, begin to know how to navigate their online world safely and will **be able** to analyse, justify, express, participate, discuss and debate.

By the end of year 8 students will **know** about human rights, how to begin to manage the responsibility of money, know a vocabulary to explore attitudes and values around relationships and sexuality, know about the key areas of drug education and will **be able** to start to assess risk, empathise, seek support and solve problems.

By the end of year 9 students will **know** how to take care of their sexual health and develop their attitudes and values to relationships and sex education, develop their knowledge of drug education around the law and consequences, know about financial planning, know about mental health and mental ill health and what to do, know how the country is governed and managed and will **be able** to continue to assess risk, debate, make decisions based on evidence.

By the end of year 10 students will **know** about the health aspects of the female body, how their mindset can aid their levels of productivity, revise in variety of ways, know about the law with regards to harassment and continue to develop knowledge on relationships and sex education, know in more detail what political parties stand for and will **be able** to develop assessing risk, enquire, contribute, listen, recognise bias.

By the end of year 11 students will **know** how families are constructed and made, sequence birth, know about taxes and mortgages, human rights, trafficking and revisit mental health and mental ill health and will **be able** to assess risk, build on points, reach consensus, take responsibility for an outcome and be aware of own feelings.

By the end of Key Stage 5, students will **know** the risks associated with different behaviours, understand the different career options available to them, revisit mental health and mental ill health, further develop knowledge on relationships and sex education, further develop political awareness and will **be able** to assess risk, build on points, reach consensus, take responsibility for an outcome and be aware of own feelings.