

## Personal Development and PSHE Knowledge Sequencing – Key Stage 3

Key Stage 3 PSHE at KSHS seeks to introduce our students to the typical challenges and changes that we can anticipate them facing in the following years, to help them feel informed, supported, and positive in handling these obstacles and knowing how to keep themselves healthy and safe. Our curriculum follows the three strands of Healthy Relationships, Living in the Wider World, and Health and Wellbeing. It is responsive to the individual and social contexts of our specific pupils and to the concerns of their generation, specifically with regards to online safety, bullying, mental health, and vaping. Our Key Stage 3 PSHE lessons are timetabled once a fortnight for each class, and learning is completed in a bespoke workbook. For our Careers lessons we utilise TEAMS and the students complete an online workbook. PSHE workshop days also welcome external providers into school to facilitate provision on key topics such as sexual harassment, contraception, or knife crime.

Our PSHE curriculum is complemented by our directed Personal Development curriculum, which takes place throughout our assemblies and linked form time sessions twice a week. In these, students engage with national and international events, topical issues, or themed activities relating to wider experiences inside and outside of school.

Prior Knowledge	Due to welcoming Year 7 students from a high number of feeder schools there is a wide variety of prior learning and so a foundation of PSHE/Personal Development knowledge cannot always be assumed. Despite this, many students will have addressed core concepts such as consent, online safety, and healthy relationships, including consent, in their primary settings. Much of a Year 7 student's prior knowledge can also come from their experiences and conversations in the home due to the personal nature of the themes.
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Future Knowledge	With each key stage progression, our spiral curriculum ensures that the core concepts relating to the three strands (Healthy Relationships, Living in the Wider World, Health and Wellbeing) are reinforced with new age-appropriate provision. With guidance from the PSHE Association and statutory requirements of PSHE and SRE, we ensure students are prepared for their futures and equipped with strategies to handle key areas including their own wellbeing and mental health, the changing technological world, intimate relationships, and the world of work after their school journey.
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	Term	Key Knowledge
Year 7	1	<b>Health and Wellbeing, Healthy Relationships – ‘Me, My Mind and My Body’:</b> Students will know: what contributes to their individual identities; how they are valued members of our diverse school community; about attitudes to mental health and common misconceptions; how to promote daily wellbeing; how to build resilience and reframe disappointments; the qualities of healthy and unhealthy relationships; what consent looks like and means in practice; the physical changes that can happen during puberty; the emotional changes that can happen during puberty; the importance of menstrual wellbeing and the range of menstrual products available.
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	3	<b>Health and Wellbeing – Substance Abuse:</b> Students will know: about substance use and the risks and effects of caffeine consumption; about a range of risks related to tobacco and e-cigarette use; strategies for overcoming peer pressure and influence relating to smoking; about the risks and consequences of alcohol misuse; strategies for overcoming peer pressure and influence relating to alcohol misuse.
	4	<b>Careers – Unifrog and My Interests:</b> Students will know: how to use Unifrog; what a career is; how to search for career opportunities on Unifrog; what their interests are; how to use Unifrog to record interests and explore careers linked to these; the difference between a job and a career; how to find out career information using the Careers Library.
	5	<b>Living in the Wider World – Citizenship and Criminal Justice:</b> Students will know: that several different organisations make up the Criminal Justice System; some of the different arms of the Criminal Justice system; how the system links to British Values; the roles of different organisations; how to identify when a crime has taken place; how to use new terminology in the correct context and analyse what the next steps are in criminal proceedings; the ways evidence is gathered and the different types of evidence used by police; how the police collect evidence and the reliability of each type; the problems with certain types of evidence, especially those related to memory and forensics; the different roles in a courtroom and take part in a trial re-enactment; the purpose of each role in a courtroom and confidently play a key courtroom role; the consequences of having a criminal record and the stages of the appeal process; what life in a modern prison environment is like; their opinions on whether the consequences of having a criminal record are too harsh; how the (Criminal Cases Review Commission) uses evidence.
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Year 8	Term	Key Knowledge
	1	<b>Living in the Wider World – ‘Life Skills’:</b> Students will know: about the concept of our school's aims and how these relate to rules and responsibilities; the role of respect in secondary school and wider communities; how to identify values, skills and areas for development; how to set effective personal targets and goals; the benefits of developing a growth mindset and the disadvantages of having a fixed mindset; how setbacks and mistakes can be learning opportunities; the impact of self-advocacy skills and advocating for others; the role of the media in modern day social advocacy.
	2	<b>Healthy Relationships:</b> Students will know: what values and ‘red flags’ are and how these impact relationships we have; what consent is, how vital it is in relationships, and that it must be freely given; what is meant by the terms sexual orientation and gender identity; how gender stereotypes affect society; how all families are unique, including our own, and how to celebrate and embrace these differences; the challenges of parenthood and what defines effective parenting; the skills requires to successfully manage conflict within a relationship; how and why different contraceptives are used.
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4	<b>Careers – Unifrog, Skills and Jobs:</b> Students will know: how to use Unifrog; what a career is; how to search for career opportunities on Unifrog; what their new interests are; how to use Unifrog to record interests and explore careers linked to them; what success means to them; that success can be measured in different ways and can be achieved within lots of different career paths; key skills and themes that relate to their dream job; the benefits of exploring related career options and not focusing on one single dream job.	

	5	<b>Health and Wellbeing – ‘Managing Emotions’:</b> Students will know: potential circumstances that can lead to intense emotions that may be difficult to manage; a range of positive strategies for managing difficult emotions; whom, how and why to ask for support when needed ; why self-harm and eating disorders are unhealthy coping strategies; misconceptions about unhealthy coping strategies; how to identify warning signs of emotional difficulties.
	6	
Year 9	Term	<b>Key Knowledge</b>
	1	<b>Health and Wellbeing – Substance Abuse:</b> Students will know: the names, appearance and effects of a range of illegal drugs; attitudes and beliefs around the prevalence of drug use amongst young people; reasons why young people may choose to use or not use drugs; the legal terms of “possession”, “supply” and “intent to supply in relation to drugs; the short- and long-term legal consequences of being found in possession of, using, selling or supplying different classes of drugs; what is meant by the term ‘county lines’; the health risks associated with occasional and problematic substance use; how to recognise and challenge the myths related to cannabis use and drinking alcohol; the physical, emotional and social consequences of substance use; the potential impact of others’ views on drugs, alcohol, and smoking on decision-making; what support is available to others who are concerned about substance use and how to access it.
	2	<b>Careers:</b> Students will know: how to use Unifrog; how to explore careers linked to interests; how to record skills and activities; what choices are at age 14; the important factors to consider whilst deciding on subject choices; what to do next to reach a pathway decision; career needs and wants; how to take the initiative in developing a career journey; how to overcome barriers people face on their career journeys; why developing and recording skills now is important for the future world of work; how soft skills can be developed and the benefits of accepting help, advice and support.
	3	<b>Health and Wellbeing, Healthy Relationships – ‘Choices’ relating to <i>changing relationships; substance abuse; intimate relationships; mental health and wellbeing; stress and work to life balance; food nutrition and exercise.</i></b> Students will know: about the choices we can make during challenging experiences and what strategies, skills and support can help people make healthy choices; how these choices can lead to positive or negative outcomes for our health and wellbeing; how to improve our communication skills to become better listeners and effective communicators; how to respond to the challenges that can come with changing relationships.
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	5	<b>Health and Wellbeing – ‘Vaping’:</b> Students will recall their learning from Term 1: substance abuse but focus specifically on: the risks and consequences of developing a vaping habit; what vaping is; how vaping can affect the body; the history of vaping in comparison to the history of tobacco; the social perceptions of vaping and how these can be challenged; how to resist influence with regards to vaping; how to be a positive influence in social circles where vaping may occur; where to go for support about vaping.
6	<b>Living in the Wider World – ‘Money Matters’:</b> Students will know: to assess and manage risk in relation to financial decisions that young people might make; to manage emotions in relation to money; to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions; to recognise financial exploitation in different contexts e.g. online scams, gambling; to recognise and manage the range of influences on their financial decisions; to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’.	
<b>Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading</b>		<b>Links to British Values</b>
<p><i>Our weekly form time PD resources include a recommended reading list which connects non-fiction and fiction reading suggestions to the weekly topic/theme; this is curated by our Learning Resource Manager and adjusted for each Key Stage.</i></p> <p>Wider opportunities include:</p> <ul style="list-style-type: none"> <li>Frequent use of short fictional narratives, often read aloud or combined with roleplay opportunities.</li> <li>The use of newspaper articles enabling the progression of non-fiction comprehension skills.</li> <li>Scriptwriting opportunities engaging with literacy, drama, and creativity skills.</li> <li>Extensions offer opportunities for creative fiction and non-fiction writing practice e.g. ‘agony aunt’ articles and advice columns.</li> </ul>		<p><i>Due to the nature of PSHE and Personal Development at KSHS, the British Values are woven into the whole curriculum. Our weekly assembly and form time PD documents signpost the British Values most relevant to that week’s topic/theme.</i></p> <p><b>Mutual Respect and Tolerance of Different Faiths and Beliefs:</b> Due to our established PSHE classroom guidelines, mutual respect and tolerance of difference faiths and beliefs are intertwined with the learning. These values also feature explicitly in Year 7 (learning about the diverse school community) and Year 8 Life Skills – understanding respect, Healthy Relationships – gender identity and sexual orientation, celebrating differences in family units, and Year 9 – Healthy Choices and Money Matters. In Personal Development sessions, themes such as ‘Anti-bullying and Friendship week’, ‘Inclusivity Awareness’, ‘Black History Month’ encourage the school ethos of respect and tolerance throughout the year.</p> <p><b>The Rule of Law:</b> In Key Stage 3 this is directly achieved through units relating to substance abuse and the laws regarding drugs, consent (the age of consent), social laws in communities such as the school or home, and understanding of the criminal justice system. In the wider Personal Development curriculum, the rule of law relates to our themes of ‘Online Safety’, ‘Abolition’ and ‘Vaping’.</p>
		<b>Links to Careers</b>
		<p><i>Our Careers programme is embedded in our PSHE KS3 curriculum, achieving GB 1-8 through timetabled lessons with Unifrog, World of Work opportunities and careers fairs.</i></p> <p>The wider PSHE and Personal Development curriculum introduces students to a variety of employers and employees from many industries (GB 2, 4, 5, 6) for example Lincolnshire County Council, Lincolnshire Police, local business owners, Sleaford Volunteer Centre Services, and many more.</p> <p>Personal Development sessions also host features of our Careers programme and achieve GB 1-5, for example National Apprenticeships Week, Careers Week, Armed Forces Day.</p>

<ul style="list-style-type: none"> <li>• Appropriate but high register used in all resources to encourage oracy skills.</li> </ul>	<p><b>Democracy:</b> Year 7 – understanding consent and healthy relationships with connections to democracy through choice and advocacy, citizenship, and the criminal justice system; Year 8 - advocating for myself and others and consent. In Personal Development we explicitly focus on the ‘International Day of Democracy’.</p> <p><b>Individual Liberty:</b> Throughout Key Stage 3 individual liberty is a central theme in many PSHE units and students are encouraged to ask questions and be curious. Specifically, Year 7 – individuality and identity, consent and relationships, informed choices with menstrual products and puberty; Year 8 – self-advocacy and advocating for others, gender identity and sexual orientation including freedom of expression, healthy relationships, and consent; Year 9 – independent choices with regards to substance use, intimate relationships, the body, financial choices. Personal Development themes – ‘Black History Month’, ‘Violence Against Women’, ‘Abolition of Slavery’ and ‘Holocaust Memorial Day’.</p>	
<p><b>Extra-Curricular and Co-Curricular Opportunities</b></p>	<p><b>Links with other subjects in the curriculum</b></p>	
<ul style="list-style-type: none"> <li>• Stay Safe Days with Positive Health Lincolnshire / LCC (Year 7 and Year 9)</li> <li>• Year 9 Contraception Workshop</li> <li>• Year 9 World of Work Day</li> </ul>	<p>Our Personal Development curriculum themes appeal to the wider subjects in the curriculum. Where possible, departments are invited to host assemblies related to their domain, for example – History (Black History Month, Abolition), EP (Holocaust Memorial Day), Computing (Online Safety), LRC Manager and English (Storytelling), MFL (European Day of Languages), Geography (Energy Saving Week).</p> <p>Key Stage 3 PSHE specifically relates to many other subjects in the curriculum, for example:</p> <ul style="list-style-type: none"> <li>• PE – importance of healthy lifestyles, choices for our bodies, connections to how exercise and activity can help us generate growth mindsets and positive wellbeing; football/World Cup references in news stories.</li> <li>• Biology – the body, science and facts around puberty and menstrual wellbeing, scientific awareness of how substances are harmful and how exactly they affect the mind and body, growth mindset discussion relating to brain functions and abilities.</li> <li>• Chemistry – references to chemicals, fermentation, and ethanol creation in substances - alcohol lessons.</li> <li>• English – scriptwriting and roleplay activities across each year group, relating to study of play texts such as ‘Educating Rita’ and ‘Macbeth’.</li> <li>• Geography – conversations about justice and systems of law and order in other countries; impact of personal choices on the environment around us.</li> <li>• MFL / Geography / EP – discussions around identity and culture, often relating to personal backgrounds and languages or first/second/third generation immigrant status.</li> </ul>	

## Personal Development and PSHE Knowledge Sequencing – Key Stage 4

Key Stage 4 PSHE at KSHS seeks to acknowledge the new challenges our students face in the second half of their lower-school careers. The curriculum continues to follow the three strands of Healthy Relationships, Living in the Wider World, and Health and Wellbeing. It remains responsive to the individual and social contexts of our pupils and to the concerns of their generation, specifically with regards to online safety and social media influences, bullying, mental health and anxiety, intimate relationships, and vaping.

Our Year 10 PSHE lessons are timetabled once a fortnight for each class, and learning is completed in a bespoke workbook. Our Year 11 PSHE provision has been designed to complement the wider Year 11 curriculum; students have the opportunity to participate in bespoke PSHE days twice in the year. These are constructed with each specific cohort's needs in mind and anticipate the challenges they may face as they move towards the end of their Key Stage 4 journey.

Our Key Stage 4 PSHE curriculum is complemented by our directed Personal Development curriculum, which takes place throughout our assemblies and linked form time sessions twice a week. In these, students engage with national and international events, topical issues, or themed activities relating to wider experiences inside and outside of school.

Prior Knowledge	Students begin Key Stage 4 with a secure understanding of the key issues pertaining to their age group, however frequent links are made to their Key Stage 3 learning throughout their Year 10 resources to embed recall into our spiral curriculum, and key vocabulary and concepts are reiterated for understanding.
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Future Knowledge	Students who remain at KSHS for their Post-16 education as a member of the Sleaford Joint Sixth Form continue to engage in our Personal Development Curriculum through assemblies and form time, following our three strands of Healthy Relationships, Living in the Wider World, and Health and Wellbeing and connecting to the strong foundation of learning established in Key Stage 3 and 4. A personalised form time curriculum is curated by the Head of Sixth Form to complement the lower school Personal Development form time sessions but to also acknowledge the position of Sleaford Joint Sixth Form students, many of whom may not have the aforementioned foundation of KS3&4 Personal Development.
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	Term	Key Knowledge
	Year 10	1
2		<b>Careers – ‘CVs and Interviews’:</b> Students will know: what CVs and cover letters are, their structures, and why each document is important; what happens at an interview and why; about employment rights and entitlements; how to use Unifrog to record new skills and activities; how to complete a CV (Unifrog tool).
3		
4		<b>Health and Wellbeing – ‘Substance Abuse’:</b> Students will know: how alcohol and other drugs can affect decision-making; the risks of substance use when travelling or socialising; ways to keep safe and support friends when socialising in situations involving alcohol or other drugs; how different internal and external influences can affect decision making; how to identify strategies for managing peer influence in increasingly independent contexts; ways to be a positive influence on peers in relation to substance use; the potential physical and psychological consequences of substance use disorder; what addiction is and how it can affect individuals; how to identify sources of support and seek help for substance use and addiction; how to evaluate and challenge potential barriers to seeking support.
5		<b>Healthy Relationships:</b> Students will know: how to identify ‘red flags’ in a more mature relationship; about key terms such as manipulation, coercion, and gaslighting; about laws regarding stalking and harassment; about unwanted attention and how to respond to it safely and confidently; about advocating for themselves in a relationship; about the realities of a mature relationship and friendships.
6		<b>Careers – ‘Post-16’:</b> Students will know: about the Post-16 labour market; how to use Unifrog to access labour market information; about their own Post-16 choices; how to research career opportunities; how to research course options; how to prepare for realistic and achievable goals.
Year 11	Term	Key Knowledge
	1	Within our first PSHE day opportunity, students will know: how to recognise signs of domestic abuse and sexual harassment; how to seek support in situations of domestic abuse and sexual harassment; how to respond to instances of harm with effective and safe First Aid support; how to seek help when significant harm to others goes beyond initial First Aid; how mindful practice such as yoga can improve mental health and wellbeing; how failure can be reframed and build resilience; what motivates them and how to achieve their personal goals; and that ‘dreams’ will change and evolve throughout life.
	2	
	3	In our second PSHE workshop opportunity, students will know: how to understand the nature and challenges of sexual relationships; the law with regards to pornographic media; how pornography can distort an individual's perception of themselves and healthy sexual relationships. An additional workshop will increase students' knowledge, skill base and capacity to make rational and informed decisions in their choice of birth control and promote a sense of responsibility for looking after their own sexual health through discussion of the necessity of using barrier contraception.
	4	
5	Careers – at this point in the year, students will know what their range of post-16 options are, as well as starting to consider post-18 options. They will also know about the different career types e.g. single track, serial, portfolio, and lifestyle. This will be achieved in several different ways: a talk from Lincoln University about post-16 options, an information booklet, a 1:1 individual Careers Guidance Meeting with an independent advisor, a 1:1 meeting with the Head of Sixth Form/Careers Lead to discuss their post-16 plans. Year 11 also have an assembly about apprenticeships, and the chance to attend the SJSF Careers Fair in March, where	

		they can meet a wide range of colleges, universities, and employers to discuss post-16 and post-18 opportunities. Various other assemblies and PD activities throughout the year also get them to consider different careers e.g. in Careers Week.
Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading	Links to British Values	Links to Careers
<p><i>Our weekly form time PD resources include a recommended reading list which connects non-fiction and fiction reading suggestions to the weekly topic/theme; this is curated by our Learning Resource Manager and adjusted for each Key Stage.</i></p> <p>Wider opportunities include:</p> <ul style="list-style-type: none"> <li>• Frequent use of short fictional narratives, often read aloud or combined with roleplay opportunities.</li> <li>• The use of newspaper articles enabling the progression of non-fiction comprehension skills.</li> <li>• Scriptwriting opportunities engaging with literacy, drama, and creativity skills.</li> <li>• Extensions offer opportunities for creative fiction and non-fiction writing practice e.g. ‘agony aunt’ articles and advice columns.</li> <li>• Appropriate but high register used in all resources to encourage oracy skills.</li> </ul>	<p><i>Due to the nature of PSHE and Personal Development at KSHS, the British Values are woven into the whole curriculum. Our weekly assembly and form time PD documents signpost the British Values most relevant to that week’s topic/theme.</i></p> <p><b>Mutual Respect and Tolerance of Different Faiths and Beliefs:</b> Due to our established PSHE classroom guidelines, mutual respect and tolerance of difference faiths and beliefs are intertwined with the learning. These values also feature explicitly in Year 10 – respecting others and their mental health challenges; avoiding negative stereotypes and perpetuating stigma around substance abuse; fostering positive relationships. In Personal Development sessions, themes such as ‘Anti-bullying and Friendship week’, ‘Inclusivity Awareness’, ‘Black History Month’ encourage the school ethos of respect and tolerance throughout the year.</p> <p><b>The Rule of Law:</b> In Key Stage 4 this is directly achieved through units relating to substance abuse and the laws regarding drugs, employment rights and responsibilities, laws concerning stalking and harassment. In the wider Personal Development curriculum, the rule of law relates to our themes of ‘Online Safety’, ‘Abolition’ and ‘Vaping’.</p> <p><b>Democracy:</b> Year 10 – self-advocacy and communication in relationships; employment rights and responsibility including references to unions. In Personal Development we explicitly focus on the ‘International Day of Democracy’.</p> <p><b>Individual Liberty:</b> Throughout Key Stage 4 individual liberty is a central theme in many PSHE units and students are encouraged to ask questions and be curious. Year 10 – self-expression and care relating to mental health and wellbeing; personal rights in employment law; freedom in relationships regarding coercion and manipulation; Post-16 choices connecting to individual freedom of choice. Personal Development themes – ‘Black History Month’, ‘Violence Against Women’, ‘Abolition of Slavery’ and ‘Holocaust Memorial Day’.</p>	<p><i>Our Careers programme is embedded in our PSHE KS4 curriculum, achieving GB 1-8 through timetabled lessons with Unifrog, World of Work opportunities and careers fairs.</i></p> <p><i>Year 10-11 students are also given the opportunity to participate in a personalised and impartial 1:1 Careers Interview to help them to prepare for their next steps and goals – GB 8.</i></p> <p>The wider PSHE and Personal Development curriculum introduces students to a variety of employers and employees from many industries (GB 2, 4, 5, 6) for example Lincolnshire County Council, Lincolnshire Police, local business owners, Sleaford Volunteer Centre Services, and many more.</p> <p>Personal Development sessions also host features of our Careers programme and achieve GB 1-5, for example National Apprenticeships Week, Careers Week, Armed Forces Day.</p>
Extra-Curricular and Co-Curricular Opportunities	Links with other subjects in the curriculum	
<ul style="list-style-type: none"> <li>• Year 10 Alcohol Education Workshops – ‘Smashed! Live’</li> <li>• Year 11 PSHE Day – First Aid, Sexual Harassment, Motivational Speaker, Yoga and Wellbeing, Unifrog – Careers</li> <li>• Year 11 PSHE Workshops – Contraception and Understanding Intimate Relationships</li> <li>• Year 11 Careers and Apprenticeship Fair</li> <li>• Year 10-11 impartial 1:1 Careers interviews</li> <li>• Year 11 1:1 Post-16 Choices interviews</li> </ul>	<p>Our Personal Development curriculum themes appeal to the wider subjects in the curriculum. Where possible, departments are invited to host assemblies related to their domain, for example – History (Black History Month, Abolition), EP (Holocaust Memorial Day), Computing (Online Safety), LRC Manager and English (Storytelling), MFL (European Day of Languages), Geography (Energy Saving Week).</p> <p>Key Stage 4 PSHE specifically relates to many other subjects in the curriculum, for example:</p> <ul style="list-style-type: none"> <li>• PE – importance of healthy lifestyles, choices for our bodies, connections to how exercise and activity can help us generate growth mindsets and positive wellbeing; football/World Cup references in news stories.</li> <li>• Biology – the body, science and facts around contraception and sexual intercourse, the changing female body, scientific awareness of how substances are harmful and how exactly they affect the mind and body, growth mindset discussion relating to brain functions and abilities.</li> <li>• Chemistry – references to chemicals, fermentation, and ethanol creation in substances - alcohol lessons.</li> <li>• English – scriptwriting and roleplay activities, relating to study of play texts such as ‘Educating Rita’ and ‘Macbeth’ and ‘An Inspector Calls’</li> <li>• Geography – conversations about the international journey of drug importation; impact of personal choices on the environment around us.</li> <li>• MFL / Geography / EP – discussions around identity and culture, often relating to personal backgrounds and languages or first/second/third generation immigrant status.</li> </ul>	