

Wellbeing

Programme of Study: Key Stage 3 to Key Stage 5

Statement of Intent

The Wellbeing department always strives to follow an engaging and relevant curriculum that allows students to thrive in the 21st century whilst realising the impact past events (historical, political, sociological and religious) have had on the present day and will have on our future.

The following are key elements of the Wellbeing curriculum:

- A curriculum that develops a **progressive understanding of substantive concepts**, such as identity. This means identifying where in the curriculum these concepts are particularly present and drawing attention to them explicitly. This allows students to confidently call-back to earlier learning of each concept.
- A curriculum that supports **repeated practice of historical, religious, sociological and conceptual thinking, analysis and explanation**. This means making sure core concepts such as the critical use of evidence or analysis of religious, sociological and political interpretations are a consistent feature of our curriculum. These are crucial life skills that will enable our students to make informed decisions throughout their lives.
- A curriculum that allows students to develop a sense of belonging as well as understanding of fundamental British Values.

PSHE Programme of Study – Wellbeing (PSHE/RE)

Key Themes

Living in the Wider world	Relationship and sex	Mental and Physical Health	Values	Rights and Responsibilities
Students are taught key knowledge and understanding about the wider world. This includes political literacy, economic wellbeing. Students also took at careers, aspirations and plans for the future. Students will also look at issues affecting the world around them including environmental issues, homeless, and radicalism. Students are taught key information that will allow them to live responsibly and respect for the law.	Student are taught about relationships and sex in a spiral approach, each year's learning in developed the following year. Students will look at the changing nature of friendships and relationships. This is inclusive of different types of relationships and different types of families. The aims of this to allow students to understand healthy relationships and how to make decisions about their own relationships. Students will also have information about contraception, consent, STIs and pregnancy.	Mental and physical health lessons allows students to recognise changes, risks and make healthy decisions. Students will look at different aspects throughout the key stages from puberty and healthy eating in year 7, to addictions smoking and vaping in year 8. In KS4 students look at the affect of drugs and alcohol. They will also be taught strategies to look after their mental health, including anxiety and the importance of sleep.	Students will identity their own values and the impact this has on their decisions. They will also look at British Values and the school values and how to incorporate this into their day to day lives both in and outside of school. Students will be encouraged to be introspective and consider where they fit in the communities of this they are integral part. This will be inclusive of different groups and in particular consideration of our LGBT+ community	Students will look at rights and responsibilities from Human Rights to sustainability. They will be aware of both their own rights and responsibilities both in the school and wider community, Students will also look consequences of being irresponsible through the criminal justice system and the rule of law.

Key Concepts and Skills

Decision making and risk management	Identity and diversity	Aspirations and future planning	Self awareness
Students will continually be making decisions that could have a huge impact of their lives. Throughout the curriculum students will identify and discuss factors that influence their decision making. Critical thinking will be encouraged to allow students to evaluate the impact of these factors and the decisions they might make.	Students will be encouraged to consider their own identity and recognise this of others. As identity and values are interlinked students will consider their own identity and how this affects their values. Through inclusive resources and discussions students will also recognise the importance of diversity and tolerance.	Students will consider how their decisions affect their future planning, This is not only discussed within the careers elements but throughout the curriculum particularly in lessons looking at physical health.	Throughout the curriculum students will be asked to think about themselves and reflect on values, choices and their own identity. This is a key skill within the PSHE curriculum. It is obviously a key skills enabling students to become effective adults. Students will become more self aware when discussing values, relationships and careers as well their own mental health.

Key Stage 3

YEAR: 7 PSHE

Key Concepts

Assessment Method:

Key Concepts

GCSE style question in December 'Explain two ways religious beliefs influences the actions of believers'

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Living in the Wider world	Living in the Wider World	Relationships, identity and safety	identity	Healthy lifestyles	Puberty, emotional and mental health
British Values, Prospect values Aspirations, self-esteem, wants and needs, ethical consumerism	Budgeting, savings, loans and financial transactions	Types of families, toxic / genuine friendships, bullying	what does it mean to be British? What do we mean by gender? Tolerance and radicalism (only explanation of what it is and why it is a problem)	drugs	How to keep good mental health and recognise signs of poor mental health, anger, puberty an periods
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts
Assessment Method: Written reflection	Assessment Method: Written assessment	Assessment Method: Written reflections	Assessment Method: Formative and written	Assessment Method: Written reflections	Assessment Method: Formative and written
RE Living in the Wider world		How and why do religions celebrate?		Why is act important in differ	ont religions?
Is there more than one way to I	be spiritual? ween religious and non-religious	Hanukkah Christmas and Easter Diwali Dharma Ramadan & Eid,		Why is art important in difference	ent religions?
Key Themes	Key Themes	Vaisakhi Key Themes		Key Themes	

Key Concepts

Key Concepts

Assessment Method:

Exam style question - GCSE

Key Concepts

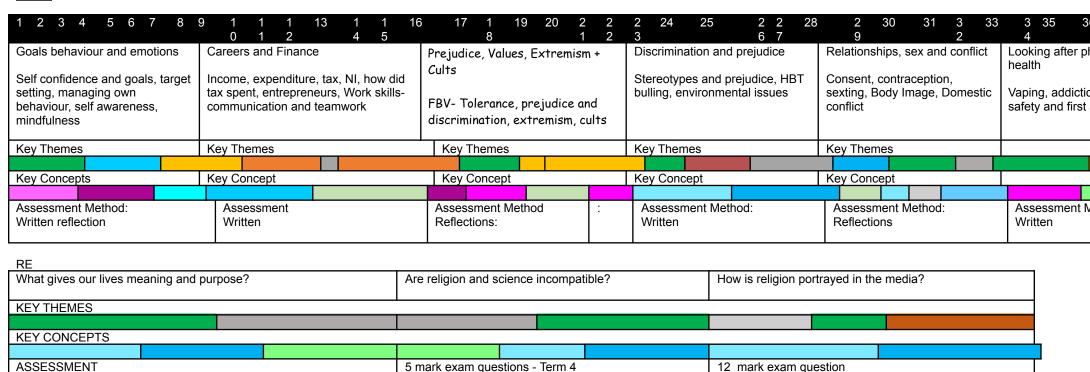
Assessment Method:

GCSE style questions in Term 4:

Explain two reasons religious believers observe different	Explain two ways arts is an important part of at least 2
festivals	different religious practices'

YEAR: 8

PSHE



Key Stage 4

that God exists - December

Short answer test plus - Explain two reasons for and against the view

YEAR: 9

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Achieving good mental health Finance						hts an sponsi		3	Relat	tionship	s and	dour	selve	s	Caree	rs an	d Ent	erpri	se		1	Health	and	perso	nal s	afety
	Avoiding	debt	t,			•																				

Explain two contrasting religious views about how the

universe began.

Are religious believers portrayed unfairly in the media?

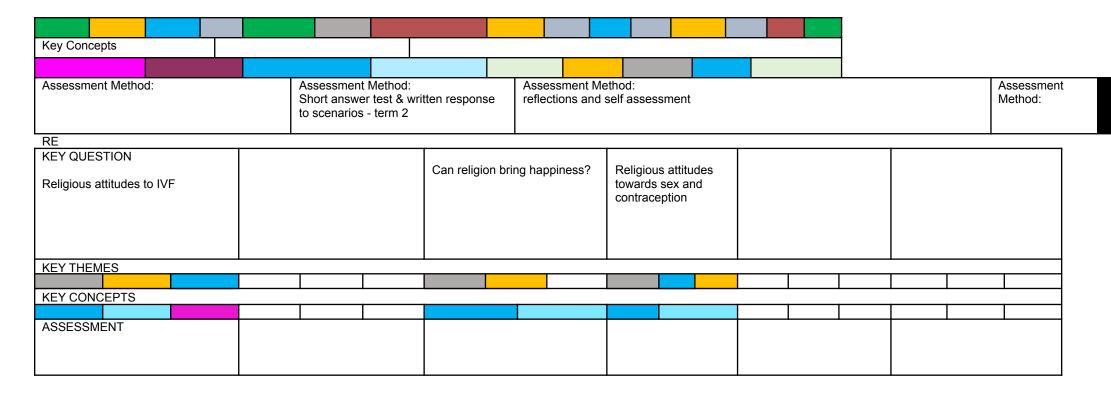
Behaviour to achieve, Human rights – education, interpersonal skills, growth mindset, coping with stress and anxiety, selfie safety	consume	nanagement, er rights, bility, credit cards	right cour sust			CSE, abu	sorders, body im sive relationship sure, LGBT+ ity, STI, dangers phy	os,	skills, enterprising skill, vaccinat						ug awareness, s, stem cell, bl ygiene, self hal
Key Themes	Key Then	nes				Key Then	nes		Kev T	hemes					
Key Concept	Key Cond	cept				Key Cond	ept		Key C	Concept					
Assessment Method:	Assessr	nent Method:	Asses	ssment f	Method:	Assessr	nent Method:	,	Assess	ment M	ethod:			Assessmen	nt Method:
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KEY THEMES														•	
KEY CONCEPTS															
RET GONGET TO															
ASSESSMENT	Explain rel	stion - 5 mark igious beliefs about ent of people with					exam question 12 mark 'Death is not the e there is an afterlif Evaluate this statement	end;				'Re ne	eligiou	uestion 12 ma us believers sl heat' Evaluate ent	hould

YEAR: 10

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Living	resp	onsib	oly			Rela	ation	ship	S					ing in	the v	wider v	world:		Liv	ving in	wide	er worl	d		R	elatio	onsh	ips				Ment	tal he	alth a	ind w	ellbeir	ng

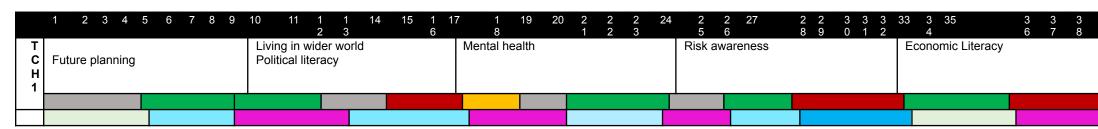
Time management, sustainability, homelessness, hate crime, binge drinking, tattoos	trans ide	entity, sex	ge, gender/ kism, ge pregnancy	right work	ts and res	esponsil arch, pr	career, C\ ibilities at preparing fo	anti	iminal justi ti-social be es, fake ne	ehaviour,	r, county	manag	gement,	ge, confli role mod harassm	dels,	bere awa med	aling wit eaveme areness dia and een time	ent, suic s, anxiet self est	cide ty, socia teem,	
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Key Concepts	L	_				_		Key	y Concept	ts										
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RE																				
KEY QUESTION What are different religious beliefs about sexuality?		at are diffe gious belie k?		Religional Religional Religion	ious belie ustice	efs abo	out law	religious and fam	is beliefs a	about ma	arriage	how can	religion	and spiri	tuality pı	rovide	comfort	t		
KEY THEMES																				1
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ASSESSMENT As above	As	above		As abo	ove			As abov	ve			As above	Э							
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Healthy and wellbeing – COVID Catch up 2022 – Add of topic from year 9 &10 – Sex-E Drugs, knife crime Body image, obesity, fertility a reproductive health, CPR	Ed,	Study sk	n skills / prepar kills, applying fo dently, intervie Frade Unions, g	for colle	ege, living s, health a	g	Perseve	isks, pers	being 2 mportance sonal safe		Relation Body sh body imates Consent sexual	naming / lage. t, and nent, safe em sex,	Cyber	g in wider r crime, i y, right wi mism. gro	r world internet ving					

Key themes



Key Stage 5

YEAR: 12



<u>YEAR: 13</u>



T C H 1	Future planning – Interview skills, Post grad applications	Study skills	Risk Awareness	Coping Skills	Revision skills	