



ORMISTON
RIVERS ACADEMY

CITIZENSHIP

Preparing you to play
an active role in the
wider world

PSHE/Citizenship

Learning Structure 2019-20

Safe Practices for the Delivery of PSHE as advised by The PSHE Association

- 1.** Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.
- 2.** Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
- 3.** Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
- 4.** Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
- 5.** Provide information which is realistic and relevant and which reinforces positive social norms.
- 6.** Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
- 7.** Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
- 8.** Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
- 9.** Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
- 10.** Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

Year 7 PSHE provision delivered through a 1 hour timetabled lesson 'Citizenship' per week and a 15 minute SMSC mentor time activity

| Year Group | Term | Unit of Work – Citizenship 1 hour per week | Core Skills |
|------------|----------|---|---|
| 7 | Autumn 1 | Living in the Wider World <ul style="list-style-type: none"> ● Risky behaviour ● Basic First Aid and Recovery Position ● Being an Active Citizen ● Actions and Consequences | Identify key terminology Describe views/opinions from self and others Explain the impact and importance of these views for individuals and society Evaluate reasons to agree and disagree with a key social issue Analyse the validity of arguments leading to a justified conclusion |
| | Autumn 2 | Living in the Wider World <ul style="list-style-type: none"> ● Human Rights ● Children's Rights ● Prejudice and Discrimination ● Civil Rights ● Sexism - Malala | Identify key terminology Describe views/opinions from self and others Explain the impact and importance of these views for individuals and society Evaluate reasons to agree and disagree with a key social issue Analyse the validity of arguments leading to a justified conclusion |
| | Spring 1 | Health & Wellbeing <ul style="list-style-type: none"> ● Alcohol ● Drugs ● Smoking ● Addiction ● Body Image | Identify key terminology Describe views/opinions from self and others Explain the impact and importance of these views for individuals and society Evaluate reasons to agree and disagree with a key social issue Analyse the validity of arguments leading to a justified conclusion |
| | Spring 2 | Health & Wellbeing <ul style="list-style-type: none"> ● Puberty in boys and girls ● Healthy Body ● Emotions ● Effect of language | Identify key terminology Describe views/opinions from self and others Explain the impact and importance of these views for individuals and society Evaluate reasons to agree and disagree with a key social issue Analyse the validity of arguments leading to a justified conclusion |
| | Summer 1 | Sex and Relationships <ul style="list-style-type: none"> ● Bullying ● Conflict resolution ● Relationships in the media ● Abuse and support | Identify key terminology Describe views/opinions from self and others Explain the impact and importance of these views for individuals and society Evaluate reasons to agree and disagree with a key social issue Analyse the validity of arguments leading to a justified conclusion |
| | Summer 2 | Sex and Relationships <ul style="list-style-type: none"> ● Healthy relationships ● Child Sexual Exploitation and Grooming ● Keeping Safe ● Impact of porn and sexting | Identify key terminology Describe views/opinions from self and others Explain the impact and importance of these views for individuals and society Evaluate reasons to agree and disagree with a key social issue Analyse the validity of arguments leading to a justified conclusion |

Please see appendix for SMSC mentor content structure

Year 8 PSHE provision delivered through a 1 hour timetabled lesson which combines RS & PSHE together called 'Philosophy, Citizenship & Ethics' per week and a 15 minute SMSC mentor time activity

| Year Group | Term | Unit of Work – Philosophy, Citizenship & Ethics | Core Skills |
|------------|----------|---|---|
| 8 | Autumn 1 | The problem of evil and suffering <ul style="list-style-type: none"> ● The nature of evil ● Christian responses ● Muslim responses ● Buddhist responses ● Humanist responses ● Assessment – teacher marked ● Progress Lesson | Identify religious terminology Describe beliefs Explain the impact and importance of beliefs Evaluate reasons to believe and disbelief Analyse the validity of arguments leading to a justified conclusion |
| | Autumn 2 | Citizenship – PSHE <ul style="list-style-type: none"> ● Health & Wellbeing ● Relationships ● Living in the Wider World (charity) ● Assessment – peer assessed | Identify religious terminology Describe beliefs Explain the impact and importance of beliefs Evaluate reasons to believe and disbelief Analyse the validity of arguments leading to a justified conclusion |
| | Spring 1 | Expanding Beliefs – to explore how faith grew to worldwide status and to analyse the impact of the faith today <ul style="list-style-type: none"> ● Judaism, Christianity, Islam ● Assessment – teacher marked | Identify religious terminology and describe beliefs Explain the impact and importance of beliefs Evaluate reasons to believe and disbelief Analyse the validity of arguments leading to a justified conclusion |
| | Spring 2 | War and Peace <ul style="list-style-type: none"> ● War crimes ● Ethics of fighting/killing ● Just War Theory | Identify religious terminology and describe beliefs Explain the impact and importance of beliefs Evaluate reasons to believe and disbelief Analyse the validity of arguments leading to a justified conclusion |
| | Summer 1 | First Give Project <ul style="list-style-type: none"> ● Understanding local social issues ● Creating group presentation ● Run a fundraiser | Identify religious terminology and describe beliefs Explain the impact and importance of beliefs Evaluate reasons to believe and disbelief Analyse the validity of arguments leading to a justified conclusion |
| | Summer 2 | Community Cohesion <ul style="list-style-type: none"> ● Holocaust ● Human Rights ● Survivor talk | Identify religious terminology and describe beliefs Explain the impact and importance of beliefs Evaluate reasons to believe and disbelief Analyse the validity of arguments leading to a justified conclusion |

Please see appendix for SMSC mentor content structure

Year 9 PSHE provision delivered through a weekly 15 minute SMSC mentor time activity and with an option class taking Religious Studies GCSE with three hours per week. Please see appendix for SMSC mentor content structure

Year 10 PSHE provision delivered through a weekly 15 minute SMSC mentor time activity, half the year group have 1 hour per week of 'Citizenship' where the PSHE curriculum is followed whilst the other half have 1 hour per week of RS GCSE.

| Term | Unit of Work – Citizenship 1 hour per week | Core Skills |
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| Autumn 1 | Living in the Wider World <ul style="list-style-type: none"> ● Women’s Rights and Islam ● Multi-ethnic society and immigration ● Big Brother race row ● Diversity and prejudice | Identify key terminology and describe beliefs and views Explain the impact and importance of views Evaluate different views Analyse the validity of arguments leading to a justified conclusion |
| Autumn 2 | Living in the Wider World <ul style="list-style-type: none"> ● Personal safety ● Drugs and Alcohol ● Careers ● Financial health | Identify key terminology and describe beliefs and views Explain the impact and importance of views Evaluate different views Analyse the validity of arguments leading to a justified conclusion |
| Spring 1 | Health & Wellbeing <ul style="list-style-type: none"> ● Emotional wellbeing ● Stress and Anxiety ● Symptoms of poor mental health ● Maintaining mental health | Identify key terminology and describe beliefs and views Explain the impact and importance of views Evaluate different views Analyse the validity of arguments leading to a justified conclusion |
| Spring 2 | Health & Wellbeing <ul style="list-style-type: none"> ● Healthy wellbeing ● First Aid and Recovery position ● Healthy diet ● Sleeping | Identify key terminology and describe beliefs and views Explain the impact and importance of views Evaluate different views Analyse the validity of arguments leading to a justified conclusion |
| Summer 1 | Sex & Relationships <ul style="list-style-type: none"> ● Revenge porn ● Upskirting ● Ending relationships respectfully ● Peer on peer abuse | Identify key terminology and describe beliefs and views Explain the impact and importance of views Evaluate different views Analyse the validity of arguments leading to a justified conclusion |
| Summer 2 | Sex & Relationships <ul style="list-style-type: none"> ● Consent ● Healthy relationships ● STI testing ● Safe sex | Identify key terminology Describe beliefs and views Explain the impact and importance of views Evaluate different views Analyse the validity of arguments leading to a justified conclusion |

| Term | Unit of Work – Citizenship 1 hour per week | Core Skills |
|----------|---|--|
| Autumn 1 | <p>Health & Wellbeing</p> <p>H1. take responsibility for monitoring their own health and wellbeing (including breast and testicular self-examination and the benefits of health screenings); how to recognise illnesses that affect young adults, such as meningitis and ‘freshers’ flu’</p> <p>H2. maintain a healthy diet, especially on a budget</p> <p>H3. perform first aid including CPR and evaluate when to summon emergency services, including when there may be concern over drawing attention to illegal activity</p> <p>H4. maintain ‘work life balance’ including understanding the importance of continuing with regular exercise and sleep</p> <p>H5. manage being ‘new’ in ‘new places’; fitting in and making new friends;</p> <p>H6. register with and access health services in new locations</p> <p>H7. apply strategies for maintaining positive mental health</p> <p>H8. recognise when they need to employ strategies to re-establish positive mental health including managing stress and anxiety</p> <p>H9. recognise when they, or others, need support with their mental health and how to access the most appropriate support</p> <p>H10. recognise common mental health issues such as anxiety, depression, disordered eating, self-harm and compulsive behaviours in themselves; evaluate support available to manage these behaviours, and to access the most appropriate support for themselves or others <i>[NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the ‘benefits’ someone experienced from their self-harm/disordered eating, their weight change etc.) can be harmful and should always be avoided]</i></p> <p>H11. recognise mental health issues in others; be able to offer or find support for those experiencing difficulties with their mental health</p> <p>H12. work alongside those with mental health issues and know how (and when) to provide support</p> | <p>Identify key terminology</p> <p>Describe beliefs and views</p> <p>Explain the impact and importance of views</p> <p>Evaluate different views</p> <p>Analyse the validity of arguments leading to a justified conclusion</p> |
| Autumn 2 | <p>Health & Wellbeing part 2</p> <p>H13. recognise how pressure to conform to media stereotypes (or manipulated images) can adversely affect body image and the impact this can have on self-esteem; develop strategies to manage this pressure</p> <p>H14. assess and manage risk in different contexts; understand how risk is ‘calculated’ and why it is essential to critically evaluate such calculations (especially those relating to health and offered by the media)</p> | <p>Identify key terminology</p> <p>Describe beliefs and views</p> <p>Explain the impact and importance of views</p> <p>Evaluate different views</p> <p>Analyse the validity of arguments leading to a justified conclusion</p> |

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| | <p>H15. understand and manage the issues and considerations concerning body ‘enhancement’ or ‘alteration’ including cosmetic procedures and surgery, tattoos, body piercing and dietary supplements</p> <p>H16. avoid contracting or passing on a sexually transmitted infection (STI); know what do to if they are concerned about or think they may have put themselves at risk of contracting an STI (including getting tested, stopping sexual activity until tests come back clear, telling partners) and know where and how to access local and national advice, diagnosis and treatment</p> <p>H17. manage online safety in all its forms; protecting their privacy; protecting their ‘online presence’ and building and maintaining a positive personal reputation</p> <p>H18. manage alcohol and drug use in relation to immediate and long term health; understand alcohol and drug use can affect decision making and personal safety; evaluate the impact of their use on road safety, work-place safety, legal safety, reputation and career</p> <p>H19. manage personal safety off-line, including when socialising (including meeting someone in person for the first time whom they met online, drink spiking, looking out for friends) and travelling (especially cycle safety, young driver safety, and passenger safety, including the risks of being a passenger with an intoxicated driver, and using only licenced taxis)</p> | |
| Spring 1 | <ul style="list-style-type: none"> ● Sex and Relationships <p>R1. develop and maintain healthy relationships; differentiate between ‘love’ and ‘lust’; understand what it means to be ‘in love’</p> <p>R2. accept and use positive encouragement and constructive feedback</p> <p>R3. recognise and manage negative influence, manipulation and persuasion in a variety of contexts;</p> <p>R4. manage the ending of relationships safely and respectfully</p> <p>R5. recognise, manage and escape from different forms of physical and emotional abuse; how and where to get support; how to support others they care about to manage and escape from abuse</p> <p>R6. understand and value the concept and qualities of consent in relationships</p> <p>R7. understand the moral and legal responsibility borne by the seeker of consent, and the importance of respecting and protecting people’s right to give, not give, or withdraw their consent</p> <p>R8. understand and appreciate the legal consequences of failing to respect others’ right to not give or to withdraw consent</p> <p>R9. seek redress if their consent has not been respected; how to recognise and seek help in the case of sexual exploitation, assault or rape</p> <p>R10. appreciate the ways different cultures and faiths view relationships, respecting others’ right to hold their own views</p> | <p>Identify key terminology</p> <p>Describe beliefs and views</p> <p>Explain the impact and importance of views</p> <p>Evaluate different views</p> <p>Analyse the validity of arguments leading to a justified conclusion</p> |

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| Spring 2 | <ul style="list-style-type: none"> ● Sex and Relationships <p>R11. recognise and use language and strategies in order to manage pressure in a variety of forms and contexts</p> <p>R12. manage issues of harassment (including online) and stalking; understand their rights and access support</p> <p>R13. understand and appreciate the advantages of delaying parenthood; understand the potential consequences of an unintended pregnancy and early parenthood on their lifestyle and future career aspirations</p> <p>R14. negotiate and if necessary assert the use of contraception with a sexual partner</p> <p>R15. understand the advantages and disadvantages of different methods of contraception, including which will and will not protect from STIs; manage the use of contraception, including how and where to access it</p> <p>R16. access emergency contraception; understand the timeframe within which it can be effective; know how and where to access it</p> <p>R17. access the pathways available to them in the event of an unintended pregnancy and understand the importance of getting advice and support quickly</p> <p>R18. recognise when social situations are becoming verbally aggressive; have strategies to de-escalate aggression; recognise when confrontation could escalate into physical violence; recognise when it is important to escape and know how to do so; recognise when inappropriate 'group think' is occurring; act independently to protect their safety</p> <p>R19. recognise and respect what is meant by professionalism in the workplace; understand the concept of 'professional colleagues'; the boundaries around 'professional relationships'</p> <p>R20. recognise and appreciate the physical dangers, legal and career consequences of carrying offensive weapons</p> <p>R21. recognise forced marriage and 'honour' based violence; get help for themselves or others they believe to be at immediate or future risk</p> <p>R22. understand female genital mutilation (FGM); get help for themselves or others they believe to be at risk or to be suffering from related physical or emotional problems following FGM</p> | <p>Identify key terminology</p> <p>Describe beliefs and views</p> <p>Explain the impact and importance of views</p> <p>Evaluate different views</p> <p>Analyse the validity of arguments leading to a justified conclusion</p> |
| Summer 1 | <ul style="list-style-type: none"> ● Living in the Wider World <p>L1. travel safely in the UK: alone; by road; rail; at night (including the safe use of 'hired transport' such as taxis)</p> <p>L2. travel safely abroad (including legal issues such as passports; visas and work permits, their costs and allowing sufficient time to acquire them; the role of embassies and consulates; cultural issues including respecting local customs and laws; understanding that legal rights and penalties for offences may be different</p> | <p>Identify key terminology</p> <p>Describe beliefs and views</p> <p>Explain the impact and importance of views</p> <p>Evaluate different views</p> <p>Analyse the validity of arguments leading to a justified conclusion</p> |

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| | <p>in other countries; personal safety especially socialising safely and the use of alcohol; hiring and riding mopeds; health issues including vaccinations, tattoos, sun safety, travel insurance and seeking medical and legal help abroad.)</p> <p>L3. plan a 'gap year'</p> <p>L4. be a 'critical consumer' of online information in all its forms; appreciate how social media can expand, limit or distort their view of the world; recognise the importance of critical questioning of information presented through all forms of media; understand how social media can be used to distribute propaganda, coerce and manipulate; understand why they should think critically before forwarding or sharing stories or images received via social media</p> <p>L5. set and maintain clear boundaries around their personal privacy; protect their personal reputation especially online; be a 'responsible provider' of online data about themselves or about others (including understanding how cameras and microphones in computers and mobile phones can be activated without their knowledge)</p> <p>L6. understand cults, extremism and radicalisation; recognise when someone is at risk of being radicalised; understand why it is important to tell someone; whom to tell</p> <p>L7. exercise their legal rights and responsibilities; know who can support them if they have a grievance</p> <p>L8. recognise and challenge prejudice and discrimination; understand their rights in relation to inclusion</p> <p>L9. exercise their consumer rights; know who can help if they feel they have a grievance</p> <p>L10. manage contracts; understand the process of renting items and accommodation; know who can support them if they need help</p> <p>L11. plan their budget, especially when living away from home for first time</p> <p>L12. understand and manage taxation and national insurance</p> | |
| Summer 2 | <ul style="list-style-type: none"> ● Living in the Wider World <p>L13. understand the concept of 'customer service', its relevance to all employees, why it is important in a competitive, global market</p> <p>L14. understand savings options; know where to save, when to save and why</p> <p>L15. understand and manage debt, differentiating between 'good' and 'bad' debt; assess sources of and risks associated with loans; calculate repayments; understand the concepts of 'affordability' (its impact on broader lifestyle and relationships) and 'being able to pay' (having the money); understand the consequences of failure to repay, especially short-term high interest loans; assess the risks associated with 'underwriting' or being a guarantor for another's debt</p> <p>L16. understand pensions and their importance; the benefits of starting early and making regular, realistic contributions</p> | <p>Identify key terminology</p> <p>Describe beliefs and views</p> <p>Explain the impact and importance of views</p> <p>Evaluate different views</p> <p>Analyse the validity of arguments leading to a justified conclusion</p> |

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| | <p>L17. match career to personal interests, attributes and skills; develop a life plan that identifies personal aspirations and sets compelling goals; balance ambition with realism; identify how the benefits offered by unattainable ambitions can still be met in realistic ways</p> <p>L18. be enterprising in life and work</p> <p>L19. understand and be able to access further and higher education options and training, including apprenticeships</p> <p>L20. understand and manage health and safety in the workplace; understand the importance of following workplace policies and protocols</p> <p>L21. understand and appreciate the importance of workplace confidentiality and security; understand the importance of following cyber-security protocols in the work-place and the importance of the data protection act in the work-place</p> <p>L22. recognise and manage bullying and harassment in the workplace in all its forms; how to get support if they experience work place harassment</p> <p>L23. recognise the different roles of human resources (HR) departments, trade unions and professional organisations; understand 'whistleblowing': what it is and when it is appropriate</p> <p>L24. apply for future roles; 'market' themselves by promoting their personal 'brand', including personal presentation; identify their skills and talents; identify examples from their own lives that can evidence where they have demonstrated specific qualities sought by employers (including effective team working; working inclusively; creativity and problem solving; responding to change; respecting diversity; showing initiative; working independently and to deadlines; taking personal responsibility; working to direction); produce a concise and compelling curriculum vitae; prepare for and undertake interviews; understand the role of referees and references;</p> <p>L25. recognise and celebrate cultural diversity; understand what is meant by the global market</p> | |
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Year 11 PSHE provision delivered through a weekly 15 minute SMSC mentor time activity, with two classes of GCSE RS. Please see appendix for SMSC mentor content structure

Sixth Form PSHE provision delivered through a half termly one hour workshop

Appendix – SMSC Mentor Time Learning Schedule as of 7th October 2019

Subject to change in light of school events

| W/c | Activity | PSHE | SMSC |
|--------|---------------------------------|------|---------------|
| 02-Sep | Settle in | | |
| 09-Sep | Healthy start to the year | HW | Social |
| 16-Sep | Staying Safe: Alcohol | HW | Moral |
| 23-Sep | Staying Safe: Drugs | HW | Moral |
| 30-Sep | Red White & Blue British Values | LIWW | Cultural |
| 07-Oct | Black History | LIWW | Cultural |
| 14-Oct | World Mental Health Day 10th | HW | Spiritual |
| 21-Oct | Intersex Awareness | SRE | Social, Moral |
| 28-Oct | Autumn Half Term | | |
| 04-Nov | Remembrance Day | LIWW | Cultural |
| 11-Nov | Children in Need 15th | LIWW | Social, Moral |
| 18-Nov | Student Voice - Wellbeing Award | HW | Spiritual |

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|--------|-------------------------------|-----------|-------------------------|
| 25-Nov | Financial Health | LIWW | Moral |
| 02-Dec | World AIDS day | SRE | Social, Moral |
| 09-Dec | Human Rights Day | LIWW | Social, Moral |
| 16-Dec | Save the Children Xmas Jumper | LIWW | Social, Moral |
| 23-Dec | Christmas Holidays | | |
| 30-Dec | | | |
| 06-Jan | Prevent radicalisation | HW & LIWW | Social, Moral |
| 13-Jan | World Religion Day | LIWW | Spiritual, Cultural |
| 20-Jan | Peer on peer abuse | SRE | Social, Moral |
| 27-Jan | LGBTQ History | LIWW | Cultural |
| 03-Feb | World Cancer Day 4th | HW | Social, Moral, Cultural |
| 10-Feb | Safer Internet Day | HW, SRE | Social, Moral |
| 17-Feb | Spring Half Term | | |

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| 24-Feb | Upskirting | SRE & LIWW | Social, Moral |
| 02-Mar | First Aid | HW | Social, Moral |
| 09-Mar | Sport Relief | HWB | Social, Moral, Cultural |
| 16-Mar | Exam stress | HW | Spirituality |
| 23-Mar | Eid il Fitr | LIWW | Spirituality |
| 30-Mar | Mindfulness | HW | Spirituality |
| 06-Apr | Easter Holidays | | |
| 13-Apr | | | |
| 20-Apr | Earth Day | LIWW | Social, Moral |
| 27-Apr | Careers | LIWW | Spirituality |
| 04-May | | | |
| 11-May | | | |
| 18-May | Day Against H,T,B | LIWW, SRE | Social, Moral |

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|--------|-----------------------|----------|-------------------------|
| 25-May | Summer Half Term | | |
| 01-Jun | World meditation day | HW | Spiritual |
| 08-Jun | D Day Landings | LIWW | Cultural |
| 15-Jun | | | |
| 22-Jun | School Diversity Week | LIWW | Social, Moral |
| 29-Jun | Pride | LIWW SRE | Social, Moral, Cultural |
| 06-Jul | | | |