



# 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 21<sup>st</sup> 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
<p>Students are taught key knowledge and understanding about the wider world. This includes political literacy, economic wellbeing. Students also look 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.</p>	<p>Students 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.</p>	<p>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.</p>	<p>Students will identify 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</p>	<p>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.</p>

### Key Concepts and Skills

Decision making and risk management	Identity and diversity	Aspirations and future planning	Self awareness
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

## Key Stage 3

YEAR: 7 PSHE

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		
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)							Balanced diet, consequences of unhealthy lifestyles, dangers of smoking and drugs							How to keep good mental health and recognise signs of poor mental health, anger, puberty and 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 Is there more than one way to be spiritual? Similarities and differences between religious and non-religious spirituality														How and why do religions celebrate?  Hanukkah Christmas and Easter Diwali  Dharma Ramadan & Eid,  Vaisakhi														Why is art important in different religions?																											
Key Themes														Key Themes														Key Themes														Key Themes													
Key Concepts														Key Concepts														Key Concepts														Key Concepts													
Assessment Method: GCSE style question in December 'Explain two ways religious beliefs influences the actions of believers'														Assessment Method: GCSE style questions in Term 4:														Assessment Method: Exam style question - GCSE																											

	Explain two reasons religious believers observe different festivals	Explain two ways arts is an important part of at least 2 different religious practices'
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**YEAR: 8**

**PSHE**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Goals behaviour and emotions									Careers and Finance						Prejudice, Values, Extremism + Cults					Discrimination and prejudice				Relationships, sex and conflict				Looking after ph health							
Self confidence and goals, target setting, managing own behaviour, self awareness, mindfulness									Income, expenditure, tax, NI, how did tax spent, entrepreneurs, Work skills-communication and teamwork						FBV- Tolerance, prejudice and discrimination, extremism, cults					Stereotypes and prejudice, HBT bullying, environmental issues				Consent, contraception, sexting, Body Image, Domestic conflict				Vaping, addic safety and first							
Key Themes									Key Themes						Key Themes					Key Themes				Key Themes											
Key Concepts									Key Concept						Key Concept					Key Concept				Key Concept											
Assessment Method: Written reflection									Assessment Method: Written						Assessment Method: Reflections:					Assessment Method: Written				Assessment Method: Reflections				Assessment M Written							

**RE**

What gives our lives meaning and purpose?	Are religion and science incompatible?	How is religion portrayed in the media?
KEY THEMES		
KEY CONCEPTS		
ASSESSMENT	5 mark exam questions - Term 4	12 mark exam question
Short answer test plus - Explain two reasons for and against the view that God exists - December	Explain two contrasting religious views about how the universe began.	Are religious believers portrayed unfairly in the media?

**Key Stage 4**

**YEAR: 9**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Achieving good mental health								Finance				Rights and Responsibilities				Relationships and ourselves				Careers and Enterprise				Health and personal safety										
								Avoiding debt,																										

<b>Behaviour to achieve, Human rights – education, interpersonal skills, growth mindset, coping with stress and anxiety, selfie safety</b>	<b>Money management, consumer rights, employability, credit cards</b>	UNICEF, Human rights, helping other countries, sustainability, law and teenagers, knife crime	<b>Eating disorders, body image, CSE, abusive relationships, peer pressure, LGBT+ community, STI, dangers of pornography</b>	<b>Personal development, work skills, enterprising skill, employability – applying for jobs, understanding local job market</b>	<b>Alcohol / drug awareness, vaccinations, stem cell, blood donation, hygiene, self harm</b>
Key Themes	Key Themes		Key Themes	Key Themes	
Key Concept	Key Concept		Key Concept	Key Concept	
Assessment Method:	Assessment Method:	Assessment Method:	Assessment Method:	Assessment Method:	Assessment Method:

RE

KEY QUESTION what does religion teach us about drug misuse  - religious attitudes to the body - alcohol / tobacco - drugs - addiction and religious responses  -	What happens when we die?  Religious beliefs about life after death predestination	Religious attitudes to sport and leisure  Religious attitudes to body / mind Sport and religion equality in sport PEDs / cheating
KEY THEMES		
KEY CONCEPTS		
ASSESSMENT	Exam question - 5 mark Explain religious beliefs about the treatment of people with addictions	exam question 12 mark 'Death is not the end; there is an afterlife.' Evaluate this statement
		exam question 12 marks 'Religious believers should never cheat' Evaluate this statement

**YEAR: 10**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40								
Living responsibly								Relationships								Living in the wider world: careers								Living in wider world								Relationships								Mental health and wellbeing							

Time management, sustainability, homelessness, hate crime, binge drinking, tattoos	Same sex marriage, gender/trans identity, sexism, parenting. teenage pregnancy	Choosing the right career, CV, rights and responsibilities at work, job search, preparing for work experience	Criminal justice system, anti-social behaviour, county lines, fake news, racism	Forced marriage, conflict management, role models, revenge porn, harassment. STI	Dealing with difficult times – bereavement, suicide awareness, anxiety, social media and self esteem, screen time, sleep
Key themes			Key themes		
Key Concepts			Key Concepts		
Assessment Method: Reflections and self assessment	Assessment Method: Short answer test & written response to scenarios	Assessment Method: Reflections	Assessment Method: Short answer test & written response to scenarios	Assessment Method: Reflections	Assessment Method: Short answer test & written response to scenarios

RE

RE

KEY QUESTION		Religious beliefs about law and justice	religious beliefs about marriage and family	how can religion and spirituality provide comfort
What are different religious beliefs about sexuality?	What are different religious beliefs about work?			
KEY THEMES				
KEY CONCEPTS				
ASSESSMENT As above	As above	As above	As above	As above

**YEAR: 11**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Healthy and wellbeing – COVID Catch up 2022 – Add missed topic from year 9 & 10 – <b>Sex-Ed, Drugs, knife crime</b>							Revision skills / preparing for the next year							Health and wellbeing 2					Relationships			Living in wider world								
Body image, obesity, fertility and reproductive health, CPR							Study skills, applying for college, living independently, interview skills, health and safety, Trade Unions, gambling							Perseverance, importance of sleep, risks, personal safety, happiness					Body shaming / body image. Consent, and sexual harassment, safe sex, 'chem sex, break ups,			Cyber crime, internet safety, right wing extremism. grooming								
Key themes																														

Key Concepts												
Assessment Method:			Assessment Method: Short answer test & written response to scenarios - term 2				Assessment Method: reflections and self assessment					Assessment Method:

RE

KEY QUESTION		Can religion bring happiness?		Religious attitudes towards sex and contraception							
Religious attitudes to IVF											
KEY THEMES											
KEY CONCEPTS											
ASSESSMENT											

## Key Stage 5

YEAR: 12

	1	2	3	4	5	6	7	8	9	10	11	1	1	14	15	1	17	1	19	20	2	2	2	24	2	2	27	2	2	3	3	3	33	3	35	3	3	3
T C H 1	Future planning					Living in wider world Political literacy					Mental health					Risk awareness					Economic Literacy																	

YEAR: 13

1	2	3	4	5	6	7	8	9	1	11	1	1	1	15	1	1	1	19	2	2	22	23	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3			
									0	0	2	3	4		6	7	8		0	1							4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9

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

