

ACLE ACADEMY KS3 CURRICULUM MAP 2024-2025



SUBJECT: PSHE	Unit Autumn 1	Unit Autumn 2	Unit Spring 1	Unit Spring 2	Unit Summer 1	Unit Summer 2
Year 7- programme of study	Health and Wellbeing <i>Transition and Safety</i>	Health and Wellbeing <i>Health and Puberty</i>	Relationships <i>Building Relationships</i>	Relationships <i>Diversity</i>	Living in the Wider World <i>Staying Safe</i>	Living in the Wider World <i>Citizenship</i>
Progression of subject knowledge and skills	<p>To explore how personal qualities, attitudes, skills and achievements are evaluated by others, affecting confidence and self-esteem.</p> <p>To understand the challenges of moving to a new school, how to establish and manage friendships.</p> <p>To explore school rules and expectations linked dot British Values.</p> <p><i>Through Tutor programme and Dropdown day, students will also explore, personal safety strategies and travel safety, e.g. road, rail and water, how to respond in an emergency situation, and basic first aid skills.</i></p>	<p>To explore health and puberty, how to manage physical and emotional changes during puberty, how to maintain personal hygiene.</p> <p>To consider how to make healthy lifestyle choices including diet, dental health, physical activity and sleep, and how to manage influences relating to caffeine, smoking and alcohol</p>	<p>Students, will consider aspects and signs of healthy and unhealthy relationships, in relations to self-worth and self-efficacy.</p> <p>Explore strategies of how to recognise unhealthy relationships, how to recognise and challenge media stereotypes.</p> <p>Students will also explore the concepts of consent, both of how to seek and assertively communicate consent.</p>	<p>Students will learn about identity, rights and responsibilities, in relations to living in a diverse society</p> <p>Explore, how to challenge prejudice, stereotypes and discrimination.</p> <p>As well as the signs and effects of all types of bullying, including online, and how to respond to and support victims of bullying of any kind, including online.</p>	<p>To understand what they law says about online use of social media, to consider how to keep safe online; exploring gaming, social media and grooming.</p> <p>Students will also explore how to recognise and respond to inappropriate and unwanted contact, school responsibility with regards to prevent strategies, how to access help and support</p>	<p>Students will learn about the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.</p> <p>Financial decision making Saving, borrowing, budgeting and making financial choices</p>

Year 8 – programme of study	Health and Wellbeing <i>Drugs and Alcohol</i>	Health and Wellbeing <i>Emotional Wellbeing</i>	Relationships <i>Identity and Relationships</i>	Relationships <i>Discrimination</i>	Living in the Wider World <i>Citizenship</i>	Living in the Wider World <i>Digital Literacy</i>
<p>Progression of subject knowledge and skills</p>	<p>To consider different types of drugs, and different types of addictions, to explore wider health and financial implications of addiction.</p> <p>To understand about medicinal and recreational drugs, the relationship between habit and dependence, and how to use over the counter and prescription medications safely.</p> <p>Students will also, assess the risks of alcohol, how to manage influences in relation to substance use, and how to recognise and promote positive social norms and attitudes</p>	<p>Students will study different attitudes towards mental health, and how to challenge myths and stigma</p> <p>They will explore strategies linked to daily wellbeing, and how to manage emotions, through develop of resilience and digital resilience.</p> <p>They will also, explore unhealthy coping strategies (e.g. self-harm and eating disorders) and how and where to seek help and support with these.</p>	<p>Students will identify qualities of positive, healthy relationships, and how to demonstrate positive behaviours in healthy relationships</p> <p>They will learn about gender identity and sexual orientation, and about forming and developing relationships</p> <p>Key concept of consent will be revisited, exploring the law and legal and moral duty is with the seeker of consent, and how to effectively communicate about consent in relationships.</p> <p>Students will also learn about basic forms of contraception, e.g. condom and pill, and where to seek further advice.</p>	<p>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p> <p>Students will learn how to manage influences on beliefs and decisions, about gender identity, transphobia and gender-based discrimination.</p> <p>They will also assess how to recognise and challenge homophobia and biphobia, and how to recognise and challenge racism and religious discrimination.</p>	<p>Students will assess the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.</p>	<p>Online communication will be explored, how to use social networking sites safely, how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation.</p> <p>Knowledge and strategies on how to respond and seek support in cases of online grooming, and how to distinguish between content which is publicly and privately shared.</p> <p>Students will also, learn about the risks of ‘sexting’ and how to manage requests or pressure to send an image.</p>
<p>Year 9 – programme of study</p>	<p>Health and Wellbeing <i>Healthy and unhealthy Relationships</i></p>	<p>Health and Wellbeing <i>Healthy lifestyle</i></p>	<p>Relationships <i>Respectful relationships</i></p>	<p>Relationships <i>Intimate relationships</i></p>	<p>Living in the Wider World / Careers Education <i>Setting goals</i> Citizenship</p>	<p>Living in the Wider World <i>Responsible health choices</i></p>
<p>Progression of subject</p>	<p>Students will examine peer influence, substance use and gangs.</p>	<p>Students will learn how to manage influences on body image, they will discuss</p>	<p>Students will explore conflict resolution and</p>	<p>To challenge myths and misconceptions relating to consent, emphasise the continuous right to</p>	<p>Students will learn about LMI, career options and goal setting as part of the GCSE options process.</p>	<p>To support the access and readiness for independent health choices and safety.</p>

<p>knowledge and skills</p>	<p>Consider, healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.</p> <p>Consider strategies of how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</p> <p>Explore risks, in relation to gangs, about the legal and physical risks of carrying a knife.</p> <p>Explore the legal system in the UK, including the differences between criminal and civil law.</p>	<p>exercise, lifestyle balance and healthy choices.</p> <p>To assess the relationship between physical and mental health, about balancing work, leisure, exercise and sleep.</p> <p>Investigate help and support available in order to take increased responsibility for physical health, including mental health.</p>	<p>relationship changes as part of a healthy relationship. They will explore different strategies for conflict resolution.</p> <p>They will learn about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering.</p> <p>Students will explore peer-on-peer abuse, FGM and abusive relationships.</p> <p>They will discuss breakdown, separation and divorce and how to access support services</p>	<p>withdraw consent and capacity to consent. As well as, consider issues with consent, such as manipulation, coercion, and capacity for consent.</p> <p>Consider readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex.</p> <p>To gain knowledge about STIs, effective use of condoms and negotiating safer sex. As well as to explore consequences of unprotected sex, including pregnancy</p>	<p>They will consider, transferable skills, abilities and interests in relations to careers options, as well as different types of employment and career pathways. Students will also, explore different GCSE and post-16 options</p> <p>As part of their citizenship unit, students will learn about systems and forms of government, both democratic and non-democratic, beyond the United Kingdom.</p> <p><i>Drop down day, financial awareness, through learn to earn, as well as The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</i></p>	<p>Through exploring the links between lifestyle and some cancers, the importance of screening and performing self-examinations.</p> <p>Knowledge about immunisations and vaccinations. About registering with and accessing doctors, sexual health clinics, opticians and other health services.</p> <p>To know about the rights and legal approach towards, blood, organ and stem cell donation</p>
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Safer School Assemblies- Delivered through the Safer Schools Partnership with Norfolk Constabulary

Year 7 – Internet Safety

Year 8 – County Lines/Knife Crime

Year 9 – Grooming

Year 10 – Relationship Abuse