

Key Stage 4 Subject Timeline Year 9 to 11

Subject: PSHCEE / RSE

Marlborough Science Academy

		Year 9					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics		<i>Health and Wellbeing</i>	<i>Living in the Wider World</i>	<i>Relationships</i>	<i>Health and Wellbeing</i>	<i>Relationships</i>	<i>Living in the Wider World</i>
		<i>Key Skills: Research and understand legal changes in line with a changing world. Discussion which is underpinned by values.</i>	<i>Key Skills: Self evaluate and plan to achieve a set goal(s)</i>	<i>Key Skills: Understand what consent means and their right to withdraw consent at any time.</i>	<i>Key Skills: Assess emergency and non-emergency situations and contact appropriate services</i>	<i>Key Skills: Discuss and review contemporary news and activities</i>	<i>Key Skills: Enterprise and Employability</i>
Key skills and Concepts		<i>Classify: Recognise indicators of gang exploitation. Name and identify drugs and methods of substance misuse.</i>	<i>Classify: Expression of own ideas and opinions. Access platforms to assist with building a profile for continuous development</i>	<i>Classify: Identify negative behaviours in relationships and source support when required</i>	<i>Classify: Perform first aid and gain a basic certificate in first aid practices</i>	<i>Classify: Recognise extreme or radical views/behaviours</i>	<i>Classify: Identify strengths, career options and goal setting</i>
		Peer Influences and Gangs	Setting Goals for the future	Respectful Relationships	Healthy Lifestyle	Community	Employability skills
	Lesson 1: What are drugs and alcohol?	Lesson 1: Transferable employability skills	Lesson 1: What is consent?	Lesson 1: Making informed choices	Lesson 1: Communities, inclusion and belonging	Lesson 1: What are the employers looking for?	
	Lesson 2: Knife Crime	Lesson 2: Training and Education options	Lesson 2: Unwanted contact. FGM, Rape, Coercive control, Grooming	<ul style="list-style-type: none"> - Healthy eating - Requirement of sleep and impacts of too little sleep 	Lesson 2: Distortion and misrepresentation in the media	Lesson 2: Personal skills and experiences audit	
	Lesson 3: Impacts of gangs and County Lines	Lesson 3: Dream cloud for the future	Lesson 3: Healthy Relationships	Lesson 2: First Aid	Lesson 3: Recognise and respond to extremism and radicalisation	Lesson 3: Opportunities after GCSE's	
	Lesson 4: The Law: Drugs, Alcohol and carrying weapons	Lesson 4: Unifrog careers lessons	Lesson 4: Positive relationships and Domestic Violence	<ul style="list-style-type: none"> - CPR, slings and bandages, basic first aid skills 	Lesson 4: My career pathway planning		
				Lesson 3: First Aid			
				<ul style="list-style-type: none"> - Online first aid certificate (computer access needed) 			
				https://www.protrainings.uk/courses/64-student-first-aid			
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Endpoints	<p>Distinguish between healthy and unhealthy friendships</p> <p>Recognise passive, aggressive and assertive behaviour, and how to communicate assertively</p> <p>To manage risk in relation to gangs</p> <p>About the legal and physical risks of carrying a knife</p> <p>About positive social norms in relation to drug and alcohol use</p> <p>Legal and health risks in relation to drug and alcohol use, including addiction and dependence</p>	<p>Young people's employment rights and responsibilities</p> <p>Skills for enterprise and employability</p> <p>How to give and act upon constructive feedback</p> <p>How to manage their 'personal brand' online</p> <p>Habits and strategies to support progress</p> <p>How to identify and access support for concerns relating to life online</p>	<p>Readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</p> <p>Myths and misconceptions relating to consent</p> <p>Continuous right to withdraw consent and capacity to consent</p> <p>Ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</p> <p>Recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</p> <p>Recognise and challenge victim blaming</p>	<p>Relationship between physical and mental health</p> <p>Balancing work, leisure, exercise and sleep</p> <p>Make informed healthy eating choices</p> <p>Manage influences on body image</p> <p>Make independent health choices</p> <p>Take increased responsibility for physical health, including testicular self-examination</p> <p>Assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)</p> <p>Emergency first aid skills</p> <p>To assess emergency and non-emergency situations and contact appropriate services</p>	<p>Communities, inclusion, respect and belonging</p> <p>Equality Act, diversity and values</p> <p>Social media may distort, mis-represent or target information in order to influence beliefs and opinions</p> <p>Manage conflicting views and misleading information</p> <p>Safely challenge discrimination, including online</p> <p>Recognise and respond to extremism and radicalisation</p>	<p>Transferable skills, abilities and interests</p> <p>How to demonstrate strengths</p> <p>Different types of employment and career pathways</p> <p>Manage feelings relating to future employment</p> <p>How to work towards aspirations and set meaningful, realistic goals for the future</p> <p>GCSE and post-16 options skills for decision making</p>
Assessment	<p>Assessment opportunities:</p> <ul style="list-style-type: none"> - Self - Peer - Teacher <p>Self-evaluation & reflection opportunities – encouraging students to identify their own strengths and areas for self-development.</p>	<p>Assessment opportunities:</p> <ul style="list-style-type: none"> - Self - Peer - Teacher <p>Self-evaluation & reflection opportunities – encouraging students to identify their own strengths and areas for self-development. Students</p>	<p>Assessment opportunities:</p> <ul style="list-style-type: none"> - Self - Peer - Teacher <p>Self-evaluation & reflection opportunities – encouraging students to identify their own strengths and areas for self-development. Students</p>	<p>Assessment opportunities:</p> <ul style="list-style-type: none"> - Self - Peer - Teacher <p>Self-evaluation & reflection opportunities – encouraging students to identify their own strengths and areas for self-development. Students</p>	<p>Assessment opportunities:</p> <ul style="list-style-type: none"> - Self - Peer - Teacher <p>Self-evaluation & reflection opportunities – encouraging students to identify their own strengths and areas for self-development. Students</p>	<p>Assessment opportunities:</p> <ul style="list-style-type: none"> - Self - Peer - Teacher <p>Self-evaluation & reflection opportunities – encouraging students to identify their own strengths and areas for self-development. Students</p>

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	<p>Students to develop their own action plans which complement the narrative of the learning Journey. 'I Can' statements to provide summative assessment.</p> <p>Peer and group discussion and debate.</p> <p>Verbal assessment and when appropriate feedback, will take place throughout all lessons in discussions and tasks.</p> <p>Assessment, marking and feedback of key baseline and continuum class-based activities, verbally, written or as electronic feedback.</p>	<p>to develop their own action plans which complement the narrative of the learning Journey. 'I Can' statements to provide summative assessment.</p> <p>Peer and group discussion and debate.</p> <p>Verbal assessment and when appropriate feedback, will take place throughout all lessons in discussions and tasks.</p> <p>Assessment, marking and feedback of key baseline and continuum class-based activities, verbally, written or as electronic feedback.</p>	<p>to develop their own action plans which complement the narrative of the learning Journey. 'I Can' statements to provide summative assessment.</p> <p>Peer and group discussion and debate.</p> <p>Verbal assessment and when appropriate feedback, will take place throughout all lessons in discussions and tasks.</p> <p>Assessment, marking and feedback of key baseline and continuum class-based activities, verbally, written or as electronic feedback.</p>	<p>to develop their own action plans which complement the narrative of the learning Journey. 'I Can' statements to provide summative assessment.</p> <p>Peer and group discussion and debate.</p> <p>Verbal assessment and when appropriate feedback, will take place throughout all lessons in discussions and tasks.</p> <p>Assessment, marking and feedback of key baseline and continuum class-based activities, verbally, written or as electronic feedback.</p> <p>Certification for online accredited first aid certificate and verbal feedback to support development during practical skills undertaken in first aid.</p>	<p>to develop their own action plans which complement the narrative of the learning Journey. 'I Can' statements to provide summative assessment.</p> <p>Peer and group discussion and debate.</p> <p>Verbal assessment and when appropriate feedback, will take place throughout all lessons in discussions and tasks.</p> <p>Assessment, marking and feedback of key baseline and continuum class-based activities, verbally, written or as electronic feedback.</p>	<p>to develop their own action plans which complement the narrative of the learning Journey. 'I Can' statements to provide summative assessment.</p> <p>Peer and group discussion and debate.</p> <p>Verbal assessment and when appropriate feedback, will take place throughout all lessons in discussions and tasks.</p> <p>Assessment, marking and feedback of key baseline and continuum class-based activities, verbally, written or as electronic feedback.</p>
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Year 10						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<i>Health and Wellbeing</i>	<i>Living in the Wider World</i>	<i>Relationships</i>	<i>Health and Wellbeing</i>	<i>Relationships</i>	<i>Living in the Wider World</i>
Key skills and Concepts	<p><i>Key Skills: Empathy, build personal and team resilience and awareness</i></p> <p><i>Classify: identify support systems. Recognise signs when support is needed for mental health</i></p> <p>Mental Health</p> <p>Lesson 1: What is mental health: Reframing Thinking</p> <p>Lesson 2: Signs</p> <p>Lesson 3: Mental Health and body image</p> <p>Lesson 4: Mental Health in the Media</p>	<p><i>Key Skills: Managing and planning finances</i></p> <p><i>Classify: Laws and support systems around money</i></p> <p>Finance Education</p> <p>Lesson 1: Budgeting</p> <p>Lesson 2: Managing Debt</p> <p>Lesson 3: Gambling</p> <p>Lesson 4: The law and illegal financial activities</p>	<p><i>Key Skills: Discuss with maturity key aspects of relationships and sex</i></p> <p><i>Classify: misconceptions and expectations</i></p> <p>Intimate Relationships</p> <p>Lesson 1: Relationship Values and pleasure</p> <p>Lesson 2: Media and Pornography</p> <p>Lesson 3: Pressure, Persuasion, and coercion</p> <p>Lesson 4: Work Experience support and Preparation</p>	<p><i>Key Skills: Reflection of the world around them and keeping self-safe</i></p> <p><i>Classify: Strategies to deal with situations outside of their control. Understand the impact of peer influence</i></p> <p>Drugs, Alcohol and Safety</p> <p>Lesson 1: Impact of drugs and alcohol</p> <p>Lesson 2: keeping self-safe and exit strategies</p> <p>Lesson 3: Peer influence, gangs and crime</p>	<p><i>Key Skills: Discuss and review contemporary news and activities</i></p> <p><i>Classify: Recognise extreme or radical views/behaviours</i></p> <p>Community</p> <p>Lesson 1: Communities, inclusion and belonging</p> <p>Lesson 2: Distortion and misrepresentation in the media</p> <p>Lesson 3: Recognise and respond to extremism and radicalisation</p>	<p><i>Key Skills: Reflection and self-evaluation</i></p> <p><i>Classify: Identify employment rights and understand what employers' expectations are from employees</i></p> <p>The world of Work</p> <p>Lesson 1: Employment rights</p> <p>Lesson 2: Personal skills</p> <p>Lesson 3: How to 'sell yourself' to potential employers</p> <p>Lesson 4: Creating an active CV and positive online presence</p>
Endpoints	<p>Manage challenges during adolescence</p> <p>Reframe negative thinking</p> <p>Strategies to promote mental health and emotional wellbeing</p>	<p>How to effectively budget and evaluate savings options</p> <p>Prevent and manage debt, including understanding credit rating and pay day lending</p>	<p>Portrayal of relationships in the media and pornography might affect expectations</p> <p>Assess and manage risks of sending, sharing or passing on sexual images</p>	<p>Positive and negative role models</p> <p>How to evaluate the influence of role models and become a positive role model for peers</p> <p>Media's impact on</p>	<p>Communities, inclusion, respect and belonging</p> <p>Equality Act, diversity and values</p> <p>Social media may distort, mis-represent or target information in order to influence</p>	<p>How to evaluate strengths and interests in relation to career development</p> <p>Opportunities in learning and work</p> <p>Strategies for overcoming challenges or adversity</p>

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	<p>Recognise the signs of emotional or mental ill-health</p> <p>Know how to access support and treatment</p> <p>The portrayal of mental health in the media</p> <p>how to challenge stigma, stereotypes and misinformation</p>	<p>How data is generated, collected and shared, and the influence of targeted advertising</p> <p>How thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling</p> <p>Strategies for managing influences related to gambling, including online</p> <p>Relationship between gambling and debt</p> <p>The law and illegal financial activities, including fraud and cybercrime</p> <p>Manage risk in relation to financial activities</p>	<p>Secure personal information online</p> <p>Responsibilities in the workplace</p> <p>Manage practical problems and health and safety</p> <p>Relationship values and the role of pleasure in relationships</p> <p>Myths, assumptions, misconceptions and social norms about sex, gender and relationships</p> <p>Opportunities and risks of forming and conducting relationships online</p> <p>How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</p>	<p>perceptions of gang culture</p> <p>Impact of drugs and alcohol on individuals, personal safety, families and wider communities</p> <p>Drugs and alcohol affect decision making</p> <p>Keep self and others safe in situations that involve substance use</p> <p>Manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</p> <p>Exit strategies for pressurised or dangerous situations</p> <p>Seek help for substance use and addiction</p>	<p>beliefs and opinions</p> <p>Manage conflicting views and misleading information</p> <p>Safely challenge discrimination, including online</p> <p>Recognise and respond to extremism and radicalisation</p>	<p>How to maintain a positive personal presence online</p> <p>how to evaluate and build on the learning from work experience</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Assessment</p>	<p>Assessment opportunities:</p> <ul style="list-style-type: none"> - Self - Peer - Teacher <p>Self-evaluation & reflection opportunities – encouraging students to identify their own strengths and areas for self-development. Students to develop their</p>	<p>Assessment opportunities:</p> <ul style="list-style-type: none"> - Self - Peer - Teacher <p>Self-evaluation & reflection opportunities – encouraging students to identify their own strengths and areas for self-development. Students to develop their own action</p>	<p>Assessment opportunities:</p> <ul style="list-style-type: none"> - Self - Peer - Teacher <p>Self-evaluation & reflection opportunities – encouraging students to identify their own strengths and areas for self-development. Students to develop their own action</p>	<p>Assessment opportunities:</p> <ul style="list-style-type: none"> - Self - Peer - Teacher <p>Self-evaluation & reflection opportunities – encouraging students to identify their own strengths and areas for self-development. Students to develop their own action</p>	<p>Assessment opportunities:</p> <ul style="list-style-type: none"> - Self - Peer - Teacher <p>Self-evaluation & reflection opportunities – encouraging students to identify their own strengths and areas for self-development. Students to develop their own action</p>	<p>Assessment opportunities:</p> <ul style="list-style-type: none"> - Self - Peer - Teacher <p>Self-evaluation & reflection opportunities – encouraging students to identify their own strengths and areas for self-development. Students to develop their own action</p>

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Year 11							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Year 11 Exam period
Topics		<i>Health and Wellbeing</i>	<i>Living in the Wider World</i>	<i>Relationships</i>	<i>Health and Wellbeing</i>	<i>Relationships</i>	
Key skills and Concepts		<i>Key Skills: Planning & Organisation</i> <i>Classify: Managing time and addressing finances appropriate to priority</i> Preparing for the future Lesson 1: Thoughts for the future: Plans, ambitions and aspirations	<i>Key Skills: Job applications and preparation for key goals</i> <i>Classify: Identify potential stress points and making plans to support self.</i> Next steps Lesson 1: Options and Pathways for the future	<i>Key Skills: Awareness of own wants, needs and dislikes</i> <i>Classify: Identify negative behaviours and own feelings; know how to actively seek support</i> Communication in relationships Lesson 1: Wants and needs: Sexual Orientation	<i>Key Skills: independence and self-care</i> <i>Classify: Access services for health and finances independently</i> Independence Lesson 1: Preparing for life after school: Finances	<i>Key Skills: Identifying stress factors</i> <i>Classify: Support strategies to deal with stress and significant events</i> Revision and Exam preparation Lesson 1: Stress management	

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	<p>Lesson 2: Finances</p> <p>Lesson 3: Time Management</p> <p>Lesson 4: Revision skills</p>	<p>Lesson 2: Applications</p> <p>Lesson 3: How to revise</p> <p>Lesson 4: Exam stress/ preparing for the big interview</p>	<p>Lesson 2: Unwanted attention</p> <p>Lesson 3: Harassment and abuse. Stalking and coercive control</p>	<p>Lesson 2: Preparing for life after school: Health and Screening</p> <p>Lesson 3: Managing risk with body image</p>	<p>Lesson 2: Revision</p> <p>Lesson 3: Revision</p>	
<p align="center">Endpoints</p>	<p>Use feedback constructively when planning for the future</p> <p>How to set and achieve SMART targets</p> <p>Options post-16 and career pathways</p> <p>Maximise employability, including managing online presence and taking opportunities to broaden experience</p> <p>Rights, responsibilities and challenges in relation to working part time whilst studying</p> <p>How to manage work/life balance</p>	<p>Application processes, including writing CVs, personal statements and interview technique</p> <p>Effective revision techniques and strategies</p>	<p>How to challenge harassment and stalking, including online</p> <p>Core values and emotions</p> <p>Gender identity, gender expression and sexual orientation</p> <p>How to communicate assertively</p> <p>How to communicate wants and needs</p> <p>How to handle unwanted attention, including online</p>	<p>About the links between lifestyle and some cancers</p> <p>About the importance of screening and how to perform self-examination</p> <p>About vaccinations and immunisations</p> <p>About registering with and accessing doctors, sexual health clinics, opticians and other health services</p> <p>How to manage influences and risks relating to cosmetic and aesthetic body alterations</p> <p>About blood, organ and stem cell donation</p>	<p>How to manage the judgement of others and challenge stereotyping</p> <p>How to balance ambition and unrealistic expectations</p> <p>How to develop self-efficacy, including motivation, perseverance and resilience</p> <p>How to maintain a healthy self-concept</p> <p>About the nature, causes and effects of stress</p> <p>Stress management strategies, including maintaining healthy sleep habits</p> <p>About positive and safe ways to create content online and the opportunities this offers</p> <p>How to balance time online</p>	

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Assessment	<p>Assessment opportunities:</p> <ul style="list-style-type: none"> - Self - Peer - Teacher <p>Self-evaluation & reflection opportunities – encouraging students to identify their own strengths and areas for self-development. Students to develop their own action plans which complement the narrative of the learning Journey. ‘I Can’ statements to provide summative assessment.</p> <p>Peer and group discussion and debate.</p> <p>Verbal assessment and when appropriate feedback, will take place throughout all lessons in discussions and tasks.</p> <p>Assessment, marking and feedback of key baseline and continuum class-based activities, verbally, written or as electronic feedback.</p>	<p>Assessment opportunities:</p> <ul style="list-style-type: none"> - Self - Peer - Teacher <p>Self-evaluation & reflection opportunities – encouraging students to identify their own strengths and areas for self-development. Students to develop their own action plans which complement the narrative of the learning Journey. ‘I Can’ statements to provide summative assessment.</p> <p>Peer and group discussion and debate.</p> <p>Verbal assessment and when appropriate feedback, will take place throughout all lessons in discussions and tasks.</p> <p>Assessment, marking and feedback of key baseline and continuum class-based activities, verbally, written or as electronic feedback.</p>	<p>Assessment opportunities:</p> <ul style="list-style-type: none"> - Self - Peer - Teacher <p>Self-evaluation & reflection opportunities – encouraging students to identify their own strengths and areas for self-development. Students to develop their own action plans which complement the narrative of the learning Journey. ‘I Can’ statements to provide summative assessment.</p> <p>Peer and group discussion and debate.</p> <p>Verbal assessment and when appropriate feedback, will take place throughout all lessons in discussions and tasks.</p> <p>Assessment, marking and feedback of key baseline and continuum class-based activities, verbally, written or as electronic feedback.</p>	<p>Assessment opportunities:</p> <ul style="list-style-type: none"> - Self - Peer - Teacher <p>Self-evaluation & reflection opportunities – encouraging students to identify their own strengths and areas for self-development. Students to develop their own action plans which complement the narrative of the learning Journey. ‘I Can’ statements to provide summative assessment.</p> <p>Peer and group discussion and debate.</p> <p>Verbal assessment and when appropriate feedback, will take place throughout all lessons in discussions and tasks.</p> <p>Assessment, marking and feedback of key baseline and continuum class-based activities, verbally, written or as electronic feedback.</p>	<p>Assessment opportunities:</p> <ul style="list-style-type: none"> - Self - Peer - Teacher <p>Self-evaluation & reflection opportunities – encouraging students to identify their own strengths and areas for self-development. Students to develop their own action plans which complement the narrative of the learning Journey. ‘I Can’ statements to provide summative assessment.</p> <p>Peer and group discussion and debate.</p> <p>Verbal assessment and when appropriate feedback, will take place throughout all lessons in discussions and tasks.</p> <p>Assessment, marking and feedback of key baseline and continuum class-based activities, verbally, written or as electronic feedback.</p>	