

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> |
| Key skills and Concepts | <p><b>Key Skills:</b> Research and understand legal changes in line with a changing world. Discussion which is underpinned by values.</p> <p><b>Classify:</b> Recognise indicators of gang exploitation. Name and identify drugs and methods of substance misuse.</p> <p><b>Peer Influences and Gangs</b></p> <p>Lesson 1: What are drugs and alcohol?</p> <p>Lesson 2: Knife Crime</p> <p>Lesson 3: Impacts of gangs and County Lines</p> <p>Lesson 4: The Law: Drugs, Alcohol and carrying weapons</p> | <p><b>Key Skills:</b> Self evaluate and plan to achieve a set goal(s)</p> <p><b>Classify:</b> Expression of own ideas and opinions. Access platforms to assist with building a profile for continuous development</p> <p><b>Setting Goals for the future</b></p> <p>Lesson 1: Transferable employability skills</p> <p>Lesson 2: Training and Education options</p> <p>Lesson 3: Dream cloud for the future</p> <p>Lesson 4: Unifrog careers lessons</p> | <p><b>Key Skills:</b> Understand what consent means and their right to withdraw consent at any time.</p> <p><b>Classify:</b> Identify negative behaviours in relationships and source support when required</p> <p><b>Respectful Relationships</b></p> <p>Lesson 1: What is consent?</p> <p>Lesson 2: Unwanted contact. FGM, Rape, Coercive control, Grooming</p> <p>Lesson 3: Healthy Relationships</p> <p>Lesson 4: Positive relationships and Domestic Violence</p> | <p><b>Key Skills:</b> Assess emergency and non-emergency situations and contact appropriate services</p> <p><b>Classify:</b> Perform first aid and gain a basic certificate in first aid practices</p> <p><b>Healthy Lifestyle</b></p> <p>Lesson 1: Making informed choices</p> <p>Lesson 2: First Aid</p> <p>Lesson 3: First Aid</p> | <p><b>Key Skills:</b> Negotiating safe sex</p> <p><b>Classify:</b> Identify STI's and the prevention/Treatment required</p> <p><b>Intimate Relationships</b></p> <p>Lesson 1: Misconceptions and withdrawing consent</p> <p>Lesson 2: Contraception</p> <p>Lesson 3: STI's and managing risk</p> | <p><b>Key Skills:</b> Enterprise and Employability</p> <p><b>Classify:</b> Identify strengths, career options and goal setting</p> <p><b>Employability skills</b></p> <p>Lesson 1: What are the employers looking for?</p> <p>Lesson 2: Personal skills and experiences audit</p> <p>Lesson 3: Opportunities after GCSE's</p> <p>Lesson 4: My career pathway planning</p> |                                  |

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| <b>Endpoints</b> | <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>STIs, effective use of condoms and negotiating safer sex</p> <p>The consequences of unprotected sex, including pregnancy</p> <p>Continuous right to withdraw consent and capacity to consent</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> |

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|------------|---|---|---|---|---|---|
|            | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
| Assessment | <p>Assessment opportunities:</p> <ul style="list-style-type: none"> <li>- Self</li> <li>- Peer</li> <li>- Teacher</li> </ul>  | <p>Assessment opportunities:</p> <ul style="list-style-type: none"> <li>- Self</li> <li>- Peer</li> <li>- Teacher</li> </ul>  | <p>Assessment opportunities:</p> <ul style="list-style-type: none"> <li>- Self</li> <li>- Peer</li> <li>- Teacher</li> </ul>  | <p>Assessment opportunities:</p> <ul style="list-style-type: none"> <li>- Self</li> <li>- Peer</li> <li>- Teacher</li> </ul>  | <p>Assessment opportunities:</p> <ul style="list-style-type: none"> <li>- Self</li> <li>- Peer</li> <li>- Teacher</li> </ul>  | <p>Assessment opportunities:</p> <ul style="list-style-type: none"> <li>- Self</li> <li>- Peer</li> <li>- Teacher</li> </ul>  |
|            | <p>Self-evaluation &amp; 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. Peer and group discussion and debate. Verbal assessment and when appropriate feedback, will take place throughout all lessons in discussions and tasks. Assessment, marking and feedback of key baseline and continuum class-based activities, verbally, written or as electronic feedback.</p> | <p>Self-evaluation &amp; 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. Peer and group discussion and debate. Verbal assessment and when appropriate feedback, will take place throughout all lessons in discussions and tasks. Assessment, marking and feedback of key baseline and continuum class-based activities, verbally, written or as electronic feedback.</p> | <p>Self-evaluation &amp; 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. Peer and group discussion and debate. Verbal assessment and when appropriate feedback, will take place throughout all lessons in discussions and tasks. Assessment, marking and feedback of key baseline and continuum class-based activities, verbally, written or as electronic feedback.</p> | <p>Self-evaluation &amp; 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. Peer and group discussion and debate. Verbal assessment and when appropriate feedback, will take place throughout all lessons in discussions and tasks. Assessment, marking and feedback of key baseline and continuum class-based activities, verbally, written or as electronic feedback. Certification for online accredited first aid certificate and verbal feedback to support development during practical skills undertaken in first aid.</p> | <p>Self-evaluation &amp; 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. Peer and group discussion and debate. Verbal assessment and when appropriate feedback, will take place throughout all lessons in discussions and tasks. Assessment, marking and feedback of key baseline and continuum class-based activities, verbally, written or as electronic feedback.</p> | <p>Self-evaluation &amp; 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. Peer and group discussion and debate. Verbal assessment and when appropriate feedback, will take place throughout all lessons in discussions and tasks. Assessment, marking and feedback of key baseline and continuum class-based activities, verbally, written or as electronic feedback.</p> |

| 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><b>Mental Health</b></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><b>Finance Education</b></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><b>Intimate Relationships</b></p> <p>Lesson 1: Relationship Values and pleasure</p> <p>Lesson 2: Misconceptions</p> <p>Lesson 3: Media and Pornography</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><b>Drugs, Alcohol and Safety</b></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><b>Community</b></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><b>The world of Work</b></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> |

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|------------------|--|--|---|--|---|--|
|                  | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
| <b>Endpoints</b> | <p>Manage challenges during adolescence</p> <p>Reframe negative thinking</p> <p>Strategies to promote mental health and emotional wellbeing</p> <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 to effectively budget and evaluate savings options</p> <p>Prevent and manage debt, including understanding credit rating and pay day lending</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>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>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>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 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>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>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> <p>How to maintain a positive personal presence online</p> <p>how to evaluate and build on the learning from work experience</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 | <p><b>Key Skills:</b> Planning &amp; Organisation</p> <p><b>Classify:</b> Managing time and addressing finances appropriate to priority</p> <p><b>Preparing for the future</b></p> <p>Lesson 1: Thoughts for the future: Plans, ambitions and aspirations</p> <p>Lesson 2: Finances</p> <p>Lesson 3: Time Management</p> <p>Lesson 4: Revision skills</p> | <p><b>Key Skills:</b> Job applications and preparation for key goals</p> <p><b>Classify:</b> Identify potential stress points and making plans to support self.</p> <p><b>Next steps</b></p> <p>Lesson 1: Options and Pathways for the future</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><b>Key Skills:</b> Awareness of own wants, needs and dislikes</p> <p><b>Classify:</b> Identify negative behaviours and own feelings; know how to actively seek support</p> <p><b>Communication in relationships</b></p> <p>Lesson 1: Wants and needs</p> <p>Lesson 2: Unwanted attention</p> <p>Lesson 3: Harassment and abuse. Stalking and coercive control</p> | <p><b>Key Skills:</b> independence and self-care</p> <p><b>Classify:</b> Access services for health and finances independently</p> <p><b>Independence</b></p> <p>Lesson 1: Preparing for life after school: Finances</p> <p>Lesson 2: Preparing for life after school: Health and Screening</p> <p>Lesson 3: Managing risk with body image</p> | <p><b>Key Skills:</b> Identifying stress factors</p> <p><b>Classify:</b> Support strategies to deal with stress and significant events</p> <p><b>Revision and Exam preparation</b></p> <p>Lesson 1: Stress management</p> <p>Lesson 2: Revision</p> <p>Lesson 3: Revision</p> |                     |
| Endpoints               | <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>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>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</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>      |                     |

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| Year 11   |   |   |   |   |                     |
|---|---|---|---|---|---------------------|
| Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Year 11 Exam period |
| <p>Rights, responsibilities and challenges in relation to working part time whilst studying</p> <p>How to manage work/life balance</p>  |   | <p>How to communicate wants and needs</p> <p>How to handle unwanted attention, including online</p>   | <p>and risks relating to cosmetic and aesthetic body alterations</p> <p>About blood, organ and stem cell donation</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>  |                     |
| <p>Assessment opportunities:</p> <ul style="list-style-type: none"> <li>- Self</li> <li>- Peer</li> <li>- Teacher</li> </ul> <p>Self-evaluation &amp; reflection opportunities – encouraging students to identify their own strengths and areas for self-development.</p> <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 opportunities:</p> <ul style="list-style-type: none"> <li>- Self</li> <li>- Peer</li> <li>- Teacher</li> </ul> <p>Self-evaluation &amp; reflection opportunities – encouraging students to identify their own strengths and areas for self-development.</p> <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 opportunities:</p> <ul style="list-style-type: none"> <li>- Self</li> <li>- Peer</li> <li>- Teacher</li> </ul> <p>Self-evaluation &amp; reflection opportunities – encouraging students to identify their own strengths and areas for self-development.</p> <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 opportunities:</p> <ul style="list-style-type: none"> <li>- Self</li> <li>- Peer</li> <li>- Teacher</li> </ul> <p>Self-evaluation &amp; reflection opportunities – encouraging students to identify their own strengths and areas for self-development.</p> <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 opportunities:</p> <ul style="list-style-type: none"> <li>- Self</li> <li>- Peer</li> <li>- Teacher</li> </ul> <p>Self-evaluation &amp; reflection opportunities – encouraging students to identify their own strengths and areas for self-development.</p> <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> |                     |

Assessment



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| <b>Year 11</b>  |   |   |   |   |                            |
|---|---|---|---|---|----------------------------|
| <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>   | <b>Spring 2</b>   | <b>Summer 1</b>   | <b>Year 11 Exam period</b> |
| Assessment, marking and feedback of key baseline and continuum class-based activities, verbally, written or as electronic feedback. | Assessment, marking and feedback of key baseline and continuum class-based activities, verbally, written or as electronic feedback. | Assessment, marking and feedback of key baseline and continuum class-based activities, verbally, written or as electronic feedback. | Assessment, marking and feedback of key baseline and continuum class-based activities, verbally, written or as electronic feedback. | Assessment, marking and feedback of key baseline and continuum class-based activities, verbally, written or as electronic feedback. |                            |