

## Appendix D

### Patcham High School Curriculum Map for new Statutory RSHE

Reviewed October 2022

To be included within each theme:

- Skills
- Law
- Getting/signposting support
- Online and media
- SEND/inclusivity
- *\*Non statutory Learning Opportunities*

### Core Theme: Living in the Wider World KS3

Topics	PSHE Association Programme of study Learning Opportunities and code	Suggested Year Group	Place in curriculum	Resources
<b>Me</b> (including identity, heritage, mental wellbeing)	<b>L3.14</b> <i>*to manage emotions in relation to future employment</i>	7	7 – First carousel is on understanding personal identity. ‘Who Am I?’ Likes and dislikes, ambitions and dreams	
	<b>L3.17</b> <i>*to manage emotions in relation to money</i>	9	9 - Money and finance	

<b>Equality and diversity</b> (including anti-bullying, understanding the world, mental wellbeing, respectful relationships)	<b>L3.10</b>	to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations	7 8	7 – Different families, being a good friend, bullying, empathy 8 – Both carousel rotations are focussed on equality and diversity: 1 = Who Are We? 2 = How Do We Stay Safe?	
<b>Safety and Risk</b> (including law, online and media/safety and harms, intimate relationships)	<b>L3.13</b>	<i>*about young people’s employment rights and responsibilities</i>	7 8 9	7 – Rights and Responsibilities 8 – Equality Act 9 – Money and finance (minimum wage)	
	<b>L3.15</b>	<i>*to assess and manage risk in relation to financial decisions that young people might make</i>	9	9 – Money and finance (gambling, saving)	
	<b>L3.16</b>	<i>*about values and attitudes relating to finance, including debt</i>	9	9 - Money and finance (bank accounts and budgeting)	
	<b>L3.18</b>	<i>*to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</i>	9	9 – Money and finance (gambling and media)	
	<b>L3.19</b>	<i>*to recognise financial exploitation in different contexts e.g. drug and money mules, online scams</i>	8 9	8 – Child sexual exploitation and county lines 9 – County Lines	
	<b>L3.20</b>	that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred	7 8	7 – E-safety 8 – The Law, Sex and the internet	

		public and private boundaries and a perception of anonymity			
	<b>L3.21</b>	to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media	7 8	7 – E-safety 8 – The Law, Sex and the internet	
	<b>L3.22</b>	the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues	7 8 9	7 – E-safety 8 – The Law, Sex and the internet 9 – Healthy relationships	
	<b>L3.23</b>	to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views	7 8 9	All year groups directed to local support services throughout topics	
	<b>L3.24</b>	to understand how the way people present themselves online can have positive and negative impacts on them	7 8 9	7 – E-safety 8 – The Law, Sex and the internet 9 – Healthy relationships	
	<b>L3.25</b>	to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them	7 8 9	7 – E-safety 8 – The Law, Sex and the internet 9 – Healthy relationships	
	<b>L3.26</b>	<i>*that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours</i>	7 8 9	All year groups understand range of opinions through class discussion and teacher facilitation (sometimes playing Devil's advocate to highlight this)	

	<b>L3.27</b>	to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms	7 8 9	All year groups directed to local support services throughout topics. Children in year 7 and 8 shown how to use Ceop website	
<b>Preparing for the future</b> (including careers, finance)	<b>L3.1</b>	<i>*study, organisational, research and presentation skills</i>	7 8 9	Tasks and assessments throughout Life Skills topics are based around these skills	
	<b>L3.2</b>	to review their strengths, interests, skills, qualities and values and how to develop them	7	7 – First carousel is on understanding personal identity. ‘Who Am I?’ Likes and dislikes, ambitions and dreams	
	<b>L3.3</b>	<i>*to set realistic yet ambitious targets and goals</i>	7 8 9	Tasks and assessments throughout Life Skills topics involve target setting	
	<b>L3.4</b>	<i>*the skills and attributes that employers value</i>			
	<b>L3.5</b>	<i>*the skills and qualities required to engage in enterprise</i>			
	<b>L3.6</b>	<i>*the importance and benefits of being a lifelong learner</i>		Message sent to all pupils through values of the whole school	
	<b>L3.7</b>	<i>*about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process</i>		Information provided by careers advisor, SLT, subject leaders and tutors during option making process	

	<b>L3.8</b>	<i>*about routes into work, training and other vocational and academic opportunities, and progression routes</i>		Information provided by career's advisor during options meetings	
	<b>L3.9</b>	<i>*the benefits of setting ambitious goals and being open to opportunities in all aspects of life</i>		Message sent to all pupils through values of the whole school	
	<b>L3.11</b>	different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work		Information provided by career's advisor during options meetings	
	<b>L3.12</b>	<i>*about different work roles and career pathways, including clarifying their own early aspirations</i>	7	7 – First carousel is on understanding personal identity. 'Who Am I?' Likes and dislikes, ambitions and dreams	