

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Year 7</b></p> <p><b>Knowing Me</b></p> <p><b>The first year of students learning within Social and Personal Education they will explore issues that relate to their local context.</b></p>	<p>PSHE Who Am I</p> <p>Students begin their journey exploring aspects that link to their personal identity. At the start of a new school this is essential. Elements of their personal well being will also be covered. This PSHE content is mapped specifically against the tutor time curriculum and complements to allow for extra learning .</p>	<p>Citizenship Community &amp; My rights</p> <p>After exploring aspects of identity students then consider elements of their local community and how this links to their rights as individuals. The aim is to continue their journey of the self.</p>	<p>RS Biblical Literacy – OLD Testament</p> <p>Student’s religious education begins with an exploration across the Abrahamic faiths as they journey through key stories from all three faiths. The focus starts with the Bible to help ground their basic understanding of a key religious text and develop key literacy skills.</p>	<p>Citizenship The law &amp; your responsibilities as a Citizen</p> <p>Student use their second term of Citizenship to consider the law and how this relates to their responsibilities as individual citizens within their local community.</p>	<p>PSHE Relationships</p> <p>Term 5 content is always mapped to the Tutor time curriculum to allow for further exploration and more in depth discussion on key issues of RSHE. Topics have been carefully considered and develop and are revisited each year to allow for age appropriate conversations but also an embedding of key concepts. Statutory content is delivered at this critical time of year when relationships have been developed between the staff and students.</p>	<p>RS Biblical Literacy – OLD Testament</p> <p>Students exploration of the Abrahamic faiths continues building on previous knowledge and linking the religious text to life in modern Britain.</p>
<p><b>Year 8</b></p> <p><b>Knowing Us</b></p> <p><b>A spiral curriculum is applied and students will build on previous topics but explore these from a more national perspective.</b></p> <p><b>PSHE based topics build upon previous years learning.</b></p>	<p>RS Biblical Literacy New Testament</p> <p>To allow for an even spread of lessons and to switch up when curriculum is taught topics rotate between the different terms. Students develop their learning from year 7 to consider key biblical stories from the new testament. Building their understanding of key concepts but also a chronology of events within key religions.</p>	<p>PSHE &amp; Citizenship Understanding Money &amp; Careers</p> <p>Students will explore how to manage their money, consider how money links to our careers and explore the risk management needed to alleviate issues such as debt. They will consider national economic trends. This PSHE content is mapped specifically against the tutor time curriculum and complements to allow for extra learning.</p>	<p>Citizenship Understanding how politics works in the UK</p> <p>Students will build their political literacy skills having considered local government in year 7. Within Year 8 they will explore national political structures and how these impacts on students lives and make a difference to the national population.</p>	<p>RS: Exploring Islam History of Islam and Islam in modern life.</p> <p>Islam is a key religion within our school context. For all of our students exploring Islam and how it links to the other Abrahamic faiths will have been started via the Biblical literacy scheme in previous years. This module allows for a more in depth exploration of the religion and to consider key practices and teachings. Students will use their biblical literacy skills and knowledge of key stories to apply to the practises of this world faith.</p>	<p>PSHE : Relationships – Understanding my Sexual Health</p> <p>Term 5 content is always mapped to the Tutor time curriculum to allow for further exploration and more in depth discussion on key issues of RSHE. Topics have been carefully considered and develop and are revisited each year to allow for age appropriate conversations but also an embedding of key concepts. Statutory content is delivered at this critical time of year when relationships have been developed between the staff and students.</p>	<p>Citizenship: Understanding the Media – Media Literacy</p> <p>Students will finish their learning in year 8 considering how to critically and effective use social media and reflect on different media sources. This will link to their reflections on national news media but will also consider national trends which impact upon their personal well-being such as the impact of social media on self-esteem.</p>
<b>Year 9</b>	RS:	Citizenship:	RS: Exploring World	PSHE:	PSHE:	Citizenship:

<p><b>Knowing different points of view</b></p> <p><b>Students complete the key stage by considering topics within a global context.</b></p>	<p>Exploring Judaism using moral/ social questions and its application in modern life.</p> <p>Across KS3 students have considered the key Abrahamic faiths from a biblical perspective. Time is given to both Judaism and Islam to allow a more explorative approach to the practises. Students will use their biblical literacy skills and knowledge of key stories to apply to the practises of this world faith.</p>	<p>Exploring global perspectives</p> <p>Year 9 has a global theme running across each subject area. This opportunity to consider global political approaches and consider global problems helps to develop our students as active, informed and engaged citizens. Topics such as exploitation, asylum seekers and global human rights will help students consider their own opinions within a global backdrop.</p>	<p>Religions</p> <p>With year 9 having a global context students will complete their religious studies learning by exploring key world religions which have not been analysed thus far. This includes Hinduism, Sikhism and Buddhism. Students will explore the key tenants which align the world religions.</p>	<p>Addictive Behaviours</p> <p>Students have explored risks throughout their KS3 curriculum learning. This module goes into depth, exploring key risky behaviours which link to their personal health and wellbeing. This module will explore how students can effectively manage these behaviours as well as look after their own and others wellbeing and safety. They will also consider laws which link to addictive behaviours such as pornography, alcohol and drug use.</p> <p>This PSHE content is mapped specifically against the tutor time curriculum and complements to allow for extra learning.</p>	<p>Relationships – enjoying relationships and understanding your rights and the risks.</p> <p>Term 5 content is always mapped to the Tutor time curriculum to allow for further exploration and more in depth discussion on key issues of RSHE.</p> <p>Topics have been carefully considered and develop and are revisited each year to allow for age appropriate conversations but also an embedding of key concepts. Statutory content is delivered at this critical time of year when relationships have been developed between the staff and students.</p>	<p>Active Citizenship Campaign.</p> <p>Our vision as a department is to develop students who are active and engaged citizens. This module culminates and uses all that students have learnt and considered how they can actively make a difference in the world using positive role models as well as an opportunity to complete an active citizenship campaigning task to make a difference in an area they are passionate which they have learnt about throughout their social and personal education journey.</p>
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Interweaving of statutory requirements including RSHE, Careers education, Citizenship education, Wellbeing education and Religious Education. Each element of PSHE is mapped and sequenced to correspond to the tutor time curriculum to ensure that students have more time to explore topics in depth with a dedicated specialist teachers.

## Subject Rationale

### Social & Personal Education

Social and Personal Education offers our students an exciting opportunity to explore three different subject disciplines; PSHE, Citizenship and RS. We are building a curriculum each academic year to support the PSHE and RSHE learning that begins in our students tutor time. We identified the importance of students having more time to explore the relevant and often personal elements of their tutor time programme with a specialist teacher.

PSHE (including RSHE), Citizenship and Religious Studies are all subject areas, which although distinct, sit alongside one another and can be taught with some elements of clear connection. For example, the topic of identity can be explored from a PSHE, Citizenship and Religious Studies perspective. This approach can be taken, if carefully mapped with a range of different topic areas. Our Social and Personal Education explores Fundamental British Values and helps to equip our students with the tools they need to engage in democratic life.

At Pimlico we believe students need a safe space to discuss these important topics and explore them to a degree that will help students develop critical thinking skills, empathy for others and listening skills. Social Science subject specialist teachers deliver this exciting and diverse subject. The curriculum has been mapped alongside the tutor time programme to complement and ensure that deeper conversations can continue in a timely fashion, rather than being rushed during a shorter tutor time slot. Students are given a reflective space to ask questions and consider a variety of topics from how our country is governed to the importance of mental health.

The curriculum has been designed in a spiral format that allows students to revisit and build upon similar topics each academic year but with a different focus: one that is more age appropriate. For example, all students will complete RSHE learning every year with topics such as consent explored in different ways. Year 7 students will be introduced to the topics of consent in relation to a range of different relationship contexts; how we may give consent within friendships, families and other loving relationships. In Year 8 students will focus in on, and explore, examples of what it might look like when consent is not given within a relationship and how you can identify this: students will also consider consent in relation to the law and how that law is there to protect young people not restrict them. Year 9 students will explore consent within sexual relationships and consider in more detail what this does, and does not, look like.

The curriculum has been designed in collaboration with our staff and students and considers the context of the school and its diverse population in every topic that is explored. Social and Personal Education gives students an opportunity to explore their voice and consider their place in the world from a local perspective (Year 7 – Knowing Me), a national perspective (Year 8- Knowing Others), a global perspective (Year 9- Knowing different points of view). The subject combines Citizenship, PSHE and RS topics to make a rich and informative journey through Key Stage 3.