



Curriculum Map

Subject: PSHE & Citizenship

Year Group: Year 12/13

	Autumn 1	Autumn 2	Carina 1	Cpring 2	<u> </u>	Summor 2	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Content	Identity	Wellbeing and	Relationships	Future planning and	Parliamentary	Money	
Descriptive/propositio	- To manage being	mental health	- To understand	careers	democracy	- To understand	
nal knowledge	'new' in 'new	- To understand	how to develop	- To understand	- To understand	how to plan a	
	places'	how to handle	and maintain	how to take	the changing	budget when	
	- To identify	negative feedbac	healthy	responsibilities	views on	living from	
	qualities, skills	and manipulation	relationships	on as an	devolution and	home for the	
	and talents they	- To understand	- To understand	independent	independence	first time	
	have	how to express	how to accept	person	- To understand	- To understand	
	- To develop your	your qualities,	and use positive	- To understand	the process of	tax and	
	aspirations and	skills and talents	encouragement	the importance	how to join a	National	
	goals	- To understand	and constructive	of workplace	political party	Insurance	
		the signs of	feedback	policies and	- To understand	- To understand	
	Human Rights	stress and how	- To recognise and	protocols	different	different saving	
	- To understand	to manage stress	manage negative		election	options	
	rights as a	effectively	influence,	Risk and safety	systems used	- To understand	
	worker		manipulation and	- To understand	across the	debt and how	
	- To understand	Alcohol, tobacco	persuasion	the pressure to	United	to manage it	
	their consumer	and other drugs		conform to	Kingdom		
	rights	- To factors that	Sex Education	media	- To understand	Justice system	
	- To understand	affect alcohol and	- To understand	stereotypes	how a	- To understand	
	the laws that	drug use	different sexual	- To understand	government	methods to	
	protect		identities	how to stay	spends and	reduce crime	
					raises money		

employees at	- To understand	- To understand	safe on nights	- To understand
work	the dangers of	the difference	out	
WOLK				ways to
	alcohol misuse	between 'love'	- To understand	contribute to
Celebrating	- To understand	and 'lust'	how to	the legal
diversity	how manage	- To understand	successful	system
- To understand	alcohol and drug	and value the	travel abroad	
different	use in relation to	concept of	with friends	Communities
contributions	long-term health	consent in	- To understand	- To understand
migrants have		relationships	how to de-	ways to actively
made to the	Healthy living	- To understand	escalate tension	contribute to
United Kingdom	- To understand	the advantages		the local and
- To understand	how to monitor	and disadvantages		school
the Equality Act	own health and	of different		community
and whether case	wellbeing	methods of		- To understand
are considered	- To understand	contraception		the risks of
discrimination	how to maintain	- To understand		cults,
- To understand	a 'work-life'	the		extremism and
'inclusive	balance	recommended		radicalisation
education'	- To understand	age to become a		
- To understand	how to maintain	parent		
gypsy	a healthy diet,	par erre		
discrimination	especially on a			
and ways to	budget			
challenge gypsy	Suaget			
discrimination				
disci il ili iacioti				

Skills	-	To order events	-	To explain how	-	To explore and	-	To explain the	-	To explain the	-	To explain
Ability knowledge		in a timeline of		to handle		articulate attitudes		skills, qualities		concept of		different
		when they were		negative feedbac		towards healthy		and attitudes		devolution		money terms
'knowing how'		the 'new' person	-	To explain how		relationship		required for	-	To explain how	-	To explain
	-	To explain to		to manage		qualities		ongoing success		devolution is		their own
		another student		manipulation	-	To explain own		at work		different in		personal
		do's anddon'ts	-	To explain		views about	-	To reflect on		different parts		confidence
		when stating a		common mental		relationship		what they have		of the UK		level regarding
		new job		health issues		quali t es		learned from	-	To explain ways		finances
	-	To explain the	-	To explain	-	To explain their		part-time jobs or		to join a	-	To examine
		skills, qualities		qualities, skills		own response to		caring		political party		online saving
		and talents they		and talents to		scenarios which		responsibilities	-	To explain the		tools
		have through a		other people		involve negative	-	To explain their		features of	-	To explain the
		CV	-	To explain one		influence and		own future		different		difference
	-	To explain		thing realistically		manipulation		aspirations		electoral		between 'good'
		reliable sources		they could do to	-	To explain how to	-	To explain what		systems across		and 'bad' debt
		of career		protect		recognise, manage		lifelong learning		the UK	-	To explain
		information		themselves from		and escape from		looks like	-	To explain the		different
	-	To explain		stress		different forms of	-	To explain		advantages and		money lending
		situations where	-	To explain		physical and		reliable sources		disadvantages o		possibilities
		people have had		interventions		emotional abuse		of information to		different	-	To explain
		there consumer		that could be	-	To explain how		help aspirations		electoral		recommended
		rights broken		made in order to		and where to get		turn into reality		systems		advice
	-	To make the case		support someone		relationship	-	To explain	-	To explain what		regarding debt
		for and against		with worsening		support from		different		the Chanc e or		advice
		workers having		mental health	-	To explain the		pressures of		of the	-	To explain
		the right to go on	-	To explain harm		legal age of sexua		social media		Exchequer does		different
		strike		reduction in		consent	-	To explain	-	To explain the		schemes that
				relation to drugs,				different		different types		

-	To explain	alcohol and	- To explain what	methods to stay	of taxation that	aim to reduce
	contributions that	tobacco	STIs are	safe on nights out	the government	crime
	migrants have	- To consider how	- To explain how	- To explain how	uses to raise	- To explain
	made	drug use might	risk towards STIs	to travel abroad	money	different
-	To explain	affect a person's	can be reduced	safely with	- To explain what	opportunities
	whether the	future		friends	the government	you can get
	cases are	employment		- To explain	spends money	involved in the
	discriminatory or	prospect		methods of de-	on	justice system
	not	- To explain how		escalating tension		- To explain
-	To debate	to look after				ways to actively
	whether inclusive	another person				contribute to
	education is	who has become				your
	important	unwell				community
-	To explain what	- To explain their				- To explain
	gypsy	feelings about				what radical
	discrimination is	physical health				extremism is
-	To explain	statements				
	inclusion in	- To order nine				
	relation to them	foods students				
		should eat				
		regularly to				
		optimise their				
		nutrition				
		- To create a £20				
		weekly food				
		shop containing				
		healthy foods				

Key Questions	- How does it feel	- W hat steps could	- How far do you	- W hat workplace	- W hat is	- W hat does
	to be new to a	you take when	agree with	code of conduct	devolution?	different
	situation?	feeling stressed?	relationship quality	do I have to	- How is	money jargon
	- W hat are the	- W hat steps could	definitions?	follow?	devolution	mean?
	do's and don'ts'	you take to	- How important do	- W hat if you have	different in	- W hat tools are
	to starting a new	protect yourself	you rate this	a problem at	different parts	available to
	job?	from stress?	quality when	work, what can	of the UK?	help with
	- W hat is	- W hat techniques	building a healthy	you do?	- W hat do	budgeting?
	important to	could you use to	relationships?	- W hat aspirations	people have to	- W hat are
	include in a CV?	handle negative	- Can you think of	and goals do I	do to sign up to	different forms
	- W hat is included	feedback?	an example that	have for the	a political party?	of tax?
	in a workplace	- W hat support	displays that	future?	- W hat different	- W hat are
	code of conduct?	can you or other	quality (or lack of	- W hat skills are	electoral	recommended
	- W hat is the	get to support	it) in a	needed for	systems exist	student saver
	Consumer Rights	your mental	relationship?	lifelong learning?	across the UK?	tips?
	Act?	health?	- How can healthy	- W hat resources	- How do	- W hat examples
	- How can you	- How might drugs	relationships	can help a	different	are there of
	enforce your	affect different	sometimes start to	student turn	electoral	'good' and 'bad'
	consumer rights?	aged people in	feel unbalanced?	their aspirations	systems work?	debt?
	- W hat is a trade	different ways?	- How can friends	into reality?	- How would	- W hat money
	union?	- W hat is the 1971	respond to	- How did the ex-	different	lending options
	- W hat	Misuse of Drugs	situations which	Haydon student	electoral	are available?
	contributions	Act?	involve unhealthy	become	systems change	- W hat debt
	have migrants	- How can you	situations?	successful?	the way I vote?	advice is
	made to the UK?	look out for	- W hat is the	- W hat pressures	- W hat are the	available?
	- Is this	someone who	relationship advice	exist through	advantages and	- W hat crime
	discrimination?	has taken drugs?	from specialists?	social media?	disadvantages of	reduction
	- W hat is inclusion?	- W hat ways could			different	schemes exist?
		students				

	-	W hat is inclusive		encourage	-	W hat is the legal	-	How can you		electoral	-	How do crime
		education?		themselves and		age of sexual		stay safe on		systems?		reduction
	-	W hat is gypsy		their peers to		consent?		nights out?	-	W hat is the		schemes aim to
		discrimination?		undertake more	-	W hat can you do if	-	How can you		C hancellor of		prevent,
	-	W hat are the 9		physical activity?		consent has not		stay safe		the Exchequer?		protect or
		protected	_	W hat facilities		been sought or		travelling abroad?	-	W hat are		punish crime?
		characteristics of		are there locally?		respected?	-	W hat methods		different types	_	How can you
		the Equality Act?	-	W hat is	-	How are Sexually		can be used to		of government		contribute to
				nutrition?		Transmitted		deescalate		revenue?		the legal
			_	W hat are		Infections (STIs)		tension?	-	W hat are		system?
				considered		transmitted?				different types	-	W hat ways can
				superfoods?	-	How can risk be				of government		I actively
						reduced?				spending?		contribute to
					-	How can you get						my community?
						further health					-	W hat is
						advice and						extremism and
						treatment						radicalisation?
						regarding STIs?					-	W hat ways can
					-	W hat is the						you not get
						recommended age						drawn into
						range to become a						radical
						parent?						extremism?
					-	W hat advice do						
						professional give						
						about						
						contraception?						
Assessment	Or	nline satchel	Or	nline satchel	Or	nline satchel	Or	nline satchel	Or	nline satchel	Or	nline satchel
	ass	essment	ass	sessment	ass	essment	ass	sessment	ass	essment	ass	sessment

Literacy/ Numeracy/	Literacy – written	Literacy – written	Literacy – written	Literacy – written	Literacy – written	Literacy – written
SMSC/	explanations and use	explanations and use	explanations and use of	explanations and use	explanations and	explanations and
C haracter/Futures	of evaluation skills to	of evaluation skills to	evaluation skills to	of evaluation skills to	use of evaluation	use of evaluation
	make judgements on	make judgements on	make judgements on a	make judgements on	skills to make	skills to make
	a range of topics.	a range of topics.	range of topics.	a range of topics.	judgements on a	judgements on a
					range of topics.	range of topics.
	SMSC – Celebrate	SMSC – UK Mental	SMSC – UK	SMSC – UK Risk and		
	Diversity topic links	Health and Wellbeing	Relationships topic	Safety topic links to	SMSC – UK	SMSC – Justice
	to Cultural	topic links to	links to Spiritual	Moral development -	Parliament topic	topic links to Moral
	development -	Spiritual	development -	Understanding of the	links to Social	development -
	Understanding,	development -	Willingness to reflect	consequences of	development -	recognise the
	acceptance, respect	Sense of enjoyment	on their experiences.	their behaviour and	acceptance and	difference between
	for, and celebration	and fascination in		actions.	engagement with	right and wrong,
	of, diversity.	learning about	Enrichment – check on		the fundamental	and, respect the
		themselves, others	availability of outside	Enrichment – check	British values of	civil and criminal
	Enrichment – check	and the world	speakers e.g., Brook	on availability of	democracy.	law
	on availability of	around them.		outside speakers e.g.		
	outside speakers e.g.,			Careers Advisers.	Enrichment –	Enrichment – check
	Show Racism the Red	Enrichment – check			potential trip to the	on availability of
	Card, Amnesty	on availability of			Houses of	outside speakers
	International,	outside speakers e.g.,			Parliament	e.g. Barristers,
		dentists, organisation			(numbers limited),	Lawyers into
	Futures – link to	Drugs and Me. Link			check on availability	Schools
	careers in human	between mental			of outside speakers	programme
	rights	wellbeing to			e.g., MP, local	
		Safeguarding week.			councillors	Futures – link to
						careers in the
					Futures – link to	justice system
					careers in politics	