



MacIntyre  
Academies

## Quest Academy

# PSHE and Citizenship Education

Procedures Created	Procedures Reviewed	Procedures Reviewed	Procedures Reviewed	Procedures Reviewed
Autumn 2019				
CED				

## **1. Our Values**

PSHCE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHCE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

## **2. Teaching and Learning**

At Quest Academy, we deliver PSHCE education through:

- Daily Form Time- All classes following Form Time Powerpoint, ensuring messages are universal
- Weekly timetabled lessons led by teachers
- Weekly assemblies, making links for our learners to the wider world

### **PSHE in the school curriculum**

At Quest Academy, we provide many opportunities to promote pupils' personal and social development through the curriculum, including: Belonging and identify; first aid, sex and relationship education, substances education, financial education, Careers education, personal health (physical and mental) and bereavement, human rights and abuses including FGM.

Outside of the main curriculum the following add value to PSHCE within the wider school context:

- Core and foundation subjects
- Cross-curricular projects
- School/student Council
- Invited visitors
- Personalised Learning
- Work with vulnerable students including social skills groups, TA key workers, games clubs at lunchtimes, Play therapy
- Whole school events e.g health/industry days
- Educational visits and school trips
- School publications
- Mini enterprise schemes
- Work experience

### 3D PSHE Programme

We use the 3D PSHE Programme as a driver for delivering the subject: (See **3D PSHE Coverage Matrix**)

3D PSHE develops fully-rounded children who are healthy, sociable and emotionally literate. It covers key concepts and skills to help you fulfil your statutory responsibility to support pupils' SMSC (moral, social and cultural) education, focusing on Health and Wellbeing, Relationships and Living in the Wider World. Naturally, British Values are at the heart of 3D PSHE and we have also crafted age-appropriate resources to support schools who wish to discuss Extremism and Radicalisation with pupils.

3D PSHE prepares children for life in modern Britain today. It also helps pupils develop and apply skills and attitudes to allow them to become full and active citizens in our wider global community.

Lessons are mapped to suit individual class needs and abilities. (See **Appendix 1** for Overview)

#### Core Themes

- Core Theme 1 Health and Wellbeing
    - Health
    - Nutrition and Food
    - Aspirations
    - Emotions
    - Safety
  - Core Theme 2 Relationships
    - Communication
    - Collaboration
    - Similarities and Differences
    - Healthy Relationships
  - Core Theme 3 Living in the Wider World
    - Rights and Responsibilities
    - Diversity
    - Economic Awareness
    - Enterprise
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### **3. Confidentiality**

Relationships between staff and students are central to the ethos of our partnership. It is important that appropriate ground rules are established for PHSE work and that staff and students are aware that any discussions during PHSE should not be repeated outside of the classroom. However, if a member of staff becomes worried about a child's health, state of mind or safety as a result of comments during PHSE the concerns should be shared with a Designated Safeguarding Lead.

### **4. Safeguarding Learners**

PSHCE plays a very important part in fulfilling the statutory duties all schools have to meet. PSHCE helps pupils to know and understand how to keep themselves and others safe, make informed decisions and manage risk and equips them with the knowledge and skills to get help if they need it. When teaching any sensitive issue, pupils may give cause for concern, and a link needs to be made with the pastoral system and safeguarding arrangements. All adults involved in PSHCE delivery need to be aware of the pastoral system and safeguarding arrangements in place.

**(See Appendix 2 for linked safeguarding objectives)**

### **5. Assessment**

PSHCE learning will be assessed using Odyssey Assessment system in line with our Holistic Curriculum **(See Appendix 3)**

Ambitious targets will be set and reviewed to ensure that learners make progress in their PSHCE education.

## Appendix 1

PSHCE/RE LONG TERM PLANNING OVERVIEW- Lower School (SMSC MAPPED)						
	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships (SRE LESSONS)	Summer 2 Living in the wider world
SMSC	Spiritual	Moral/Cultural	Social	Spiritual	Social	Moral/Cultural
<b>Lower KS2 Units</b> Helen Keller, Rosa Parkes, Albert Einstein, Shakespeare	(3D PSHE- LKS2) -Core 1 Unit 1: Physical, Emotional and Mental - Core 1 Unit 2: Healthy Lifestyles	(3D PSHE- LKS2) -Core 3 Unit 1: Rules and Responsibilities -Core 3 Unit 2: Collaboration	(3D PSHE- LKS2) -Core 2 Unit 1: Communication -Core 2 Unit 2: Collaboration	(3D PSHE- LKS2) -Core 1 Unit 3: Nutrition and Food -Core 1 Unit 4: Aspirations	(3D PSHE- LKS2) -Core 2 Unit 3: Bullying	(3D PSHE- LKS2) -Core 3 Unit 3: Discrimination -Core 3 Unit 4: Economic Awareness
	<i>EQUALS: Developing confidence and responsibility and making the most of their abilities</i> 2.1a Being aware of my ability 2.1b Choosing	<i>EQUALS: Preparing to play an active role as citizens</i> 2.2a Recycling 2.2b Rules 2.2c Topical issues 2.2d Valuing money	<i>EQUALS: Developing good relationships and respecting the differences between people</i> 2.4a Friends 2.4b My family 2.4c Playing and learning together 2.4d Special Days	<i>EQUALS: Developing a healthy, safer lifestyle</i> 2.3a Medicines and drugs 2.3b Healthy exercise	SRE SOW (See overview)	<i>EQUALS RE: 2.3.1 How is Ganesha worshipped by Hindus? Why is Jesus a special person? What happens at a wedding? 2.3.4 What can the Buddha teach us? Why did Jesus tell stories? What do people around me believe?</i>
<b>Upper KS2 Units</b> JK Rowling, Winston Churchill	(3D PSHE- UKS2) -Core 1 Unit 1: Health -Core 1 Unit 2: Nutrition and Food	(3D PSHE- UKS2) -Core 3 Unit 1: Rights and Responsibilities -Core 3 Unit 3: Economic Awareness	(3D PSHE- UKS2) -Core 2 Unit 1: Communication -Core 2 Unit 2: Collaboration	(3D PSHE- UKS2) -Core 1 Unit 3: Aspirations -Core 1 Unit 4: Emotions Unit 5: Safety	(3D PSHE- UKS2) -Core 2 Unit 3: Similarities and Differences -Core 2 Unit 4: Healthy Relationships	(3D PSHE- UKS2) -Core 3 Unit 2: Diversity -Core 3 Unit 4: Enterprise
	<i>EQUALS: Developing confidence and responsibility and making the most of their abilities</i> 2.1a Being aware of my	<i>EQUALS: Preparing to play an active role as citizens</i> 2.2a Recycling 2.2b Rules 2.2c Topical issues	<i>EQUALS: Developing good relationships and respecting the differences between people</i>	<i>EQUALS: Developing a healthy, safer lifestyle</i> 2.3a Medicines and drugs 2.3b Healthy exercise	SRE SOW (See overview)	<i>EQUALS RE: 2.3.1 How is Ganesha worshipped by Hindus? Why is Jesus a special person? What happens at a wedding?</i>

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships (SRE LESSONS)	Summer 2 Living in the wider world (RE LESSONS)
SMSC	Spiritual	Moral/Cultural	Social	Spiritual	Social	Moral/Spiritual
Year 8 Units  George Eliot	(3D PSHE- YEAR 7) -Transition Unit -Core 1 Unit 1 My Identity	(3D PSHE- YEAR 7) -Core 3 Unit 1 Core Values -Core 3 Unit 2 Personal Finance	(3D PSHE- YEAR 7) -Core 2 Unit 1 Communication -Core 2 Unit 2 Connections	(3D PSHE- YEAR 7) -Core 1 Unit 1 My Identity -Core 1 Unit 2 Evaluating Self and Others - Core 2 Unit 3 Abusive Relationships	(3D PSHE- YEAR 7) -Core 2 Unit 4 Sex, Gender and Sexual Orientation	(3D PSHE- YEAR 7) - Core 3 Unit 3 First Aid and Life-Saving Skills
	<i>EQUALS: 3 Developing a healthy, safer lifestyle 3.3a Health and exercise 3.3b Leisure awareness</i>	<i>EQUALS: 2 Knowledge and understanding about becoming informed citizens 3.2a Everyday choices 3.2b Earning and spending 3.2c Groups I belong to</i>	<i>EQUALS: 4 Developing good relationships and respecting the differences between people 3.4a Changing relationships 3.4b Self evaluation 3.4c Respecting others</i>	<i>EQUALS: 3 Developing a healthy, safer lifestyle 3.3c Healthy lifestyles</i>	<i>SRE SOW (See overview)</i>	<i>EQUALS RE: 3.7. What do signs and symbols mean? How do Christian Aid and Muslim Aid help others? What does the story of the Good Samaritan teach us? How do Muslims live their life through the Qur'an? What can religious stories teach us about good and evil? What can a Humanist teach us?</i>
Year 9 Units  Ghandi	(3D PSHE- YEAR 8) -Core 1 Unit 1 Managing Change -Core 2 Unit 1 Language and Behaviour	(3D PSHE- YEAR 8) -Core 3 Unit 1 Diversity -Core 3 Unit 2 E-Safety	(3D PSHE- YEAR 8) -Core 2 Unit 2 Complex Forms of Bullying -Core 2 Unit 3 Connections	(3D PSHE- YEAR 8) -Core 1 Unit 2 Food and Health -Core 2 Unit 1 Language and Behaviour	(3D PSHE- YEAR 8) SRE SOW	(3D PSHE- YEAR 8) -Core 3 Unit 2 E-Safety -Core 3 Unit 3 Radicalisation -Core 3 Unit 4 Democracy
	<i>EQUALS: 3 Developing a healthy, safer lifestyle 3.3d Medicines and medication 3.3e Personal hygiene</i>	<i>EQUALS: 2 Knowledge and understanding about becoming informed citizens 3.2d Helping others 3.2e Looking after our school 3.2f Newspapers</i>	<i>EQUALS: 4 Developing good relationships and respecting the differences between people 3.4d Lifestyles 3.4e Peer pressure 3.4f Making compromises, goodwill and conflict resolution</i>	<i>EQUALS:3 Developing a healthy, safer lifestyle 3.3f Exercise is fun</i>	<i>SRE SOW (See overview)</i>	<i>EQUALS RE: 3.8. How can we be different but live together? How is faith expressed through buildings and statues? How and why do organisations like the Salvation Army help others? What happens when we die? Why is the gurdwara important to Sikhs? What effect does religion have on some peoples' lives?</i>

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships + (SRE LESSONS)	Summer 2 Living in the wider world + (RE LESSONS)
<b>SMS C</b>	Spiritual	Moral/Cultural	Social	Spiritual	Social	Moral/Spiritual
<b>Year 10 Units</b> <b>Lewis H, Alan T</b>	(3D PSHE- YEAR 8) -Core 1 Unit 1 Managing Change -Core 2 Unit 1 Language and Behaviour	(3D PSHE- YEAR 8) -Core 3 Unit 1 Diversity -Core 3 Unit 2 E-Safety	(3D PSHE- YEAR 8) -Core 2 Unit 2 Complex Forms of Bullying -Core 2 Unit 3 Connections	(3D PSHE- YEAR 8) -Core 1 Unit 2 Food and Health -Core 2 Unit 1 Language and Behaviour	(3D PSHE- YEAR 8) SRE SOW	(3D PSHE- YEAR 8) -Core 3 Unit 2 E-Safety -Core 3 Unit 3 Radicalisation -Core 3 Unit 4 Democracy
	<i>EQUALS: 3 Developing a healthy, safer lifestyle 4.3a Safe relationships and lifestyles 4.3b Leisure and relaxation</i>	<i>EQUALS:2 Knowledge and understanding about becoming informed citizens 4.2a Accessing the community 4.2b Banks and saving 4.2c Decision making - voting</i>	<i>EQUALS:4 Developing good relationships and respecting the differences between people 4.4a Stereotypes 4.4b Planning the future 4.4c Working relationships</i>	<i>EQUALS:3 Developing a healthy, safer lifestyle 4.3c Personal care and hygiene</i>	<i>SRE SOW (See overview)</i>	<i>EQUALS RE: 4.10 What is it like to be part of a religious community in the world today? How do I speak up for myself, and the world? Can we be reflective? What is Spirituality? What are the different religious beliefs about food? Can we compare how different faiths worship? How do communities celebrate growing up?</i>
<b>Year 11 Units</b> <b>Dalai Lama</b>	(3D PSHE- YEAR 9) -Core 1 Unit 1 Work, Leisure and Exercise -Core 1 Unit 2 Health and the Media -Core 1 Unit 3 Reducing Risk	(3D PSHE- YEAR 9) -Core 3 Unit 1 Human Rights	(3D PSHE- YEAR 9) -Core 2 Unit 1 Exploitation -Core 2 Unit 2 Relationship Readiness	(3D PSHE- YEAR 9) -Core 1 Unit 3 Reducing Risk -Core 1 Unit 4 Sexual Health	(3D PSHE- YEAR 9) -Core 3 Unit 2 Radicalisation	(3D PSHE- YEAR 9) -Core 3 Unit 3 Financial Capability -Core 3 Unit 4 The World of Work
	<i>EQUALS:3 Developing a healthy, safer lifestyle 4.3d Drugs awareness 4.3e Healthy eating</i>	<i>EQUALS:2 Knowledge and understanding about becoming informed citizens 4.2d Looking after the environment 4.2e Raising money for charity 4.2f The media</i>	<i>EQUALS:4 Developing good relationships and respecting the differences between people 4.4d Ethnic diversity 4.4e Communicating about feelings and relationships 4.4f Crisis and response</i>	<i>EQUALS:3 Developing a healthy, safer lifestyle 4.3f Exercise is for life</i>	<i>SRE SOW (See overview)</i>	<i>EQUALS RE: 4.11.1 Who is an inspiration today? .2 What is it like being a Christian today? .3 How should I behave towards others? .4 Why should I look after the environment? .5 Why do people suffer? .6 What events have made me who I am today?</i>

## Appendix 2

### PSHCE Curriculum: Linked to Safeguarding

## 41: Consent and RSE

	<p><b>SRE sessions to be taught through PSHCE curriculum throughout the year</b>  <b>Series of discrete SRE lessons to be taught over 6/7 weeks in Summer Term 1 across whole school. Teacher judgement to be used as to how much time/focus spent on each core theme.</b></p>	
	<b>Discrete SRE lessons</b>	<b>Through PSHCE curriculum (from LTP overview)</b>
<b>KS2</b>	1. Thinking about Relationships 2. Good Friendships 3. Bad Friendships 4. Puberty	<p><b>Growing and Changing (Spring 2)</b>            Recognising what they are good at; setting goals; aspirations. Changes at puberty (<i>recap Y4</i>); human reproduction; roles and responsibilities of parents</p> <p><b>Healthy Relationships (Summer 2)</b>            Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy</p>

### Y7/8 PSHCE

Unit 2: Connections	Lesson 1	Different Relationships	<ul style="list-style-type: none"> <li>To understand that different kinds of relationships lead to different kinds of feelings and emotions</li> </ul>
	Lesson 2	Healthy and Unhealthy Relationships	<ul style="list-style-type: none"> <li>To recognise the features of positive, stable relationships</li> <li>To recognise the features of unhealthy relationships</li> </ul>
	Lesson 3	Media Portrayal of Relationships	<ul style="list-style-type: none"> <li>To know that the media portrayal of relationships may not reflect real life</li> </ul>
Unit 4: Sex, Gender and Sexual Orientation	Lesson 1	Sex, Gender and Sexual Orientation	<ul style="list-style-type: none"> <li>To know the difference between sex, gender identity and sexual orientation</li> <li>To know the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology</li> </ul>

### Y9/10 PSHCE

Unit 3: Connections	Lesson 1	Marriage and Committed Relationships 1	<ul style="list-style-type: none"> <li>To know about the importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children</li> </ul>
	Lesson 2	Marriage and Committed Relationships 2	<ul style="list-style-type: none"> <li>To understand that marriage is a commitment, entered into freely, never forced through threat or coercion</li> <li>To know how to safely access sources of support for themselves or their peers should they feel vulnerable</li> </ul>
	Lesson 3	When Relationships End 1	<ul style="list-style-type: none"> <li>To know how to deal with the effects of change, as a result of parental separation and divorce</li> <li>To be aware of harmful behaviours that can result from negative life changes, such as family splits</li> <li>To know how to safely access sources of support for themselves or their peers should they feel vulnerable</li> </ul>
	Lesson 4	When Relationships End 2	<ul style="list-style-type: none"> <li>To introduce pupils to the subject of death</li> <li>To know how to deal with the effects of change, as a result of bereavement</li> <li>To know how to safely access sources of support for themselves or their peers should they feel vulnerable</li> </ul>

	<b>SRE sessions to be taught through PSHCE curriculum throughout the year</b> Series of discrete SRE lessons to be taught over 6/7 weeks in Summer Term 1 across whole school. Teacher judgement to be used as to how much time/focus spent on each core theme.	
	<b>Discrete SRE lessons</b>	<b>Through PSHCE curriculum (from LTP overview)</b>
<b>Year 7</b>	4. Puberty 5. Gender and Sexual Orientation 6. Attraction, Focus of Arousal and Masturbation 7. Personal Space and Feelings of Attraction	-Managing <b>on- and off-line friendships (Spring 1)</b> -Managing <b>puberty</b> and the issues of <b>unwanted contact</b> and <b>FGM (Spring 2)</b> - <b>Self-esteem, romance</b> and friendships (Summer 2) -Exploring <b>family</b> life (Summer 2)
<b>Year 8</b>	4. Puberty 5. Gender and Sexual Orientation 6. Attraction, Focus of Arousal and Masturbation 7. Personal Space and Feelings of Attraction	- <b>Online safety</b> and digital literacy ( <b>Spring 1</b> ) - <b>Mental health</b> and emotional wellbeing, including <b>body image</b> (Spring 2) -Introduction to <b>sexuality and consent</b> (Summer 2) -Introduction to <b>contraception</b> including condom and the pill (Summer 2)
<b>Year 9</b>	6. Attraction, Focus of Arousal and Masturbation 7. Personal Space and Feelings of Attraction 8. Having Sex and Staying Safe 9. Sex, Social Behaviour and the Law 10. Healthy Wellbeing	- <b>Managing conflict</b> at home and the dangers of running away from home ( <b>Spring 1</b> ) -Tackling <b>homophobia, transphobia and sexism (Spring 1)</b> -Relationships and sex education including healthy relationships and <b>consent (Summer 2)</b> -The risks of <b>STIs, sexting and pornography (Summer 2)</b>
<b>Year 10</b>	6. Attraction, Focus of Arousal and Masturbation 7. Personal Space and Feelings of Attraction 8. Having Sex and Staying Safe 9. Sex, Social Behaviour and the Law 10. Healthy Wellbeing	-Managing romantic <b>relationship challenges</b> including break ups (Spring 1) -Tackling <b>relationship myths</b> and expectations (Spring 1) -Exploring the influence of <b>role models</b> (Spring 2) -Understanding <b>different families</b> and learning <b>parenting</b> skills (Summer 2)
<b>Year 11</b>	7. Personal Space and Feelings of Attraction 8. Having Sex and Staying Safe 9. Sex, Social Behaviour and the Law 10. Healthy Wellbeing	

## Y11 PSHCE

Unit 4: Sexual Health	Lesson 1	Contraception	<ul style="list-style-type: none"> <li>To be aware of different forms of contraception, including the condom and pill</li> </ul>
	Lesson 2	Sexually Transmitted Infections	<ul style="list-style-type: none"> <li>To know that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs</li> </ul>
	Lesson 3	FGM	<ul style="list-style-type: none"> <li>To understand the risks associated with female genital mutilation (FGM) and its status as a criminal act</li> <li>To know where to find support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM</li> </ul>
Unit 2: Health and the Media	Lesson 1	Stages of Intimacy	<ul style="list-style-type: none"> <li>To understand what expectations might be of having a girl / boyfriend</li> <li>To consider different levels of intimacy and their consequences</li> <li>To acknowledge the right not to have intimate relationships until ready</li> <li>To acknowledge readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable)</li> </ul>
	Lesson 2	Consent	<ul style="list-style-type: none"> <li>To know that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'</li> <li>To learn about the law in relation to consent</li> </ul>

## 44: Peer on peer abuse/45: Sexual Harassment/46: CSE

### KS2 PSHCE

Unit 4: Healthy Relationships	Lesson 1	Physical Contact	<ul style="list-style-type: none"> <li>To know about and understand the importance of touch in a range of contexts</li> <li>To know the difference between appropriate and inappropriate touches</li> </ul>
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### Y7/8 PSHCE

Unit 3: Abusive Relationships	Lesson 1	Bullying	<ul style="list-style-type: none"> <li>To recognise bullying and abuse in all its forms, including physical and verbal</li> <li>To know how bullying can impact on other people's lives</li> </ul>
	Lesson 2	Online Bullying	<ul style="list-style-type: none"> <li>To recognise and respond appropriately to online bullying</li> </ul>

### Y9/10 PSHCE

Unit 1: Language and Behaviour	Lesson 1	Discrimination	<ul style="list-style-type: none"> <li>To know what sexist, homophobic, transphobic and disablist language and behaviour is</li> <li>To understand that sexist, homophobic, transphobic and disablist language and behaviour is unacceptable</li> </ul>
	Lesson 2	Challenging Bullying	<ul style="list-style-type: none"> <li>To understand the need to challenge sexist, homophobic, transphobic and disablist language and behaviour</li> <li>To know some ways to challenge sexist, homophobic, transphobic and disablist language and behaviour</li> </ul>
	Lesson 3	Peer Pressure	<ul style="list-style-type: none"> <li>To recognise peer pressure</li> <li>To develop strategies to manage peer pressure</li> </ul>
Unit 2: Complex Forms of Bullying	Lesson 1	Prejudicial Bullying	<ul style="list-style-type: none"> <li>To recognise more complex forms of bullying including prejudicial bullying</li> </ul>
	Lesson 2	Online Bullying	<ul style="list-style-type: none"> <li>To know about online bullying</li> <li>To know how they can protect themselves</li> </ul>

### Y11 PSHCE

Unit 1: Work, Leisure and Exercise	Lesson 1	Bullying	<ul style="list-style-type: none"> <li>To recognise more complex forms of bullying</li> </ul>
	Lesson 2	Sexual Bullying	<ul style="list-style-type: none"> <li>To recognise more complex forms of bullying, especially sexual bullying</li> </ul>
	Lesson 3	Trafficking	<ul style="list-style-type: none"> <li>To be aware of exploitation and trafficking</li> <li>To know what trafficking is and specifically child trafficking</li> <li>To learn about the risks victims face</li> </ul>

## 47: Preventing Radicalisation

### KS2 PSHCE

Unit 3: Similarities and Differences	Lesson 1	Race and Ethnicity	<ul style="list-style-type: none"> <li>To learn about racial discrimination and its impact on societies, past and present</li> </ul>
	Lesson 2	Gender Stereotypes	<ul style="list-style-type: none"> <li>To learn about gender discrimination and its impact</li> <li>To challenge stereotyping and discrimination</li> </ul>
	Lesson 3	Culture	<ul style="list-style-type: none"> <li>To learn about the importance of family in different cultures</li> <li>To recognise and respect similarities and differences between people</li> </ul>

## Y7/8 PSHCE

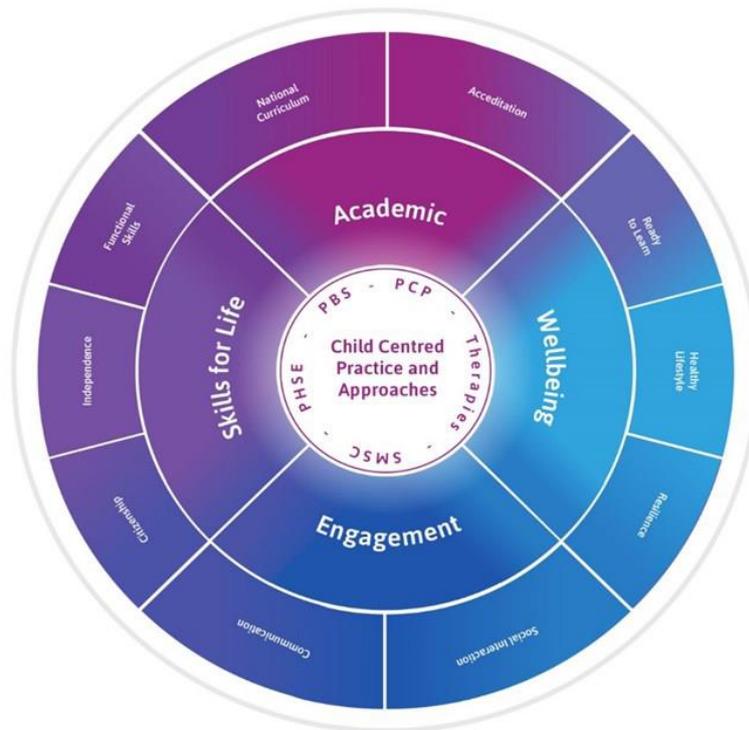
Unit 1: Diversity	Lesson 1	Similarities and Differences	<ul style="list-style-type: none"><li>• To become aware of the similarities, differences and diversity among people of different ethnicity, culture, ability, disability, sex, gender identity, age and sexual orientation</li></ul>
	Lesson 2	Stereotyping	<ul style="list-style-type: none"><li>• To understand the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities</li></ul>
	Lesson 3	Responding to Prejudice	<ul style="list-style-type: none"><li>• To know how to respond appropriately to prejudice and discrimination</li></ul>
	Lesson 4	Dealing with Discrimination	<ul style="list-style-type: none"><li>• To know how to seek support for victims of stereotyping, prejudice, bullying or discrimination</li></ul>
Unit 3: Radicalisation	Lesson 1	Features of Extremism	<ul style="list-style-type: none"><li>• To recognise the features of extremism</li><li>• To identify why and how people are recruited into extremist activities</li></ul>
	Lesson 2	Vulnerability	<ul style="list-style-type: none"><li>• To identify why and how people are recruited into extremist activities</li><li>• To know why some people are vulnerable to radicalisation</li></ul>

## Y9/10/11 PSHCE

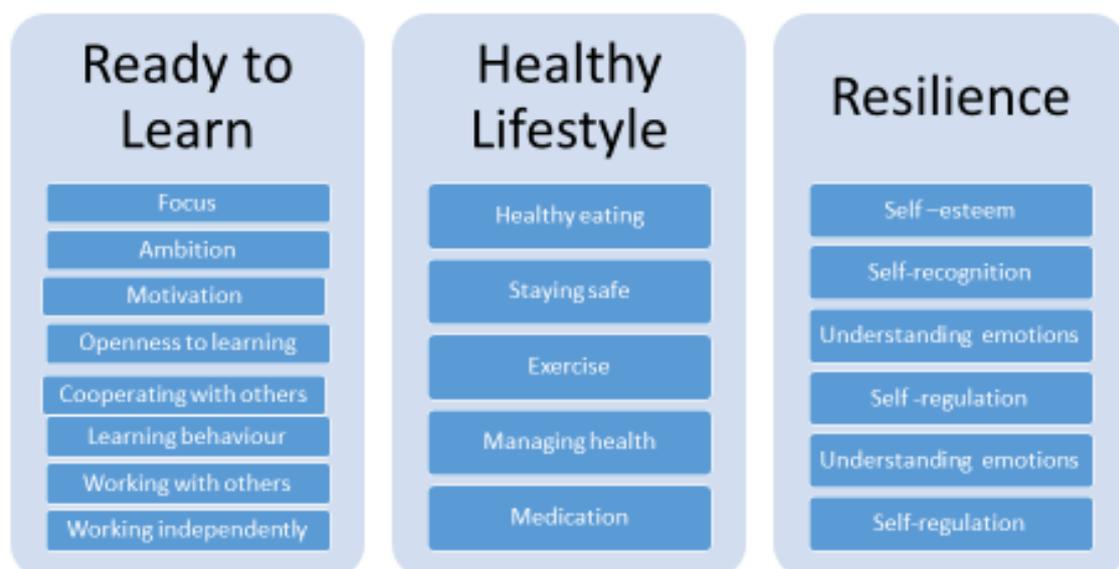
Unit 2: Radicalisation	Lesson 1	Extremist Recruitment	<ul style="list-style-type: none"><li>• To identify why people are recruited into extremist activities</li><li>• To know why some people are vulnerable to radicalisation</li></ul>
	Lesson 2	Consequences	<ul style="list-style-type: none"><li>• To understand the consequences of radicalisation</li></ul>

## Appendix 3

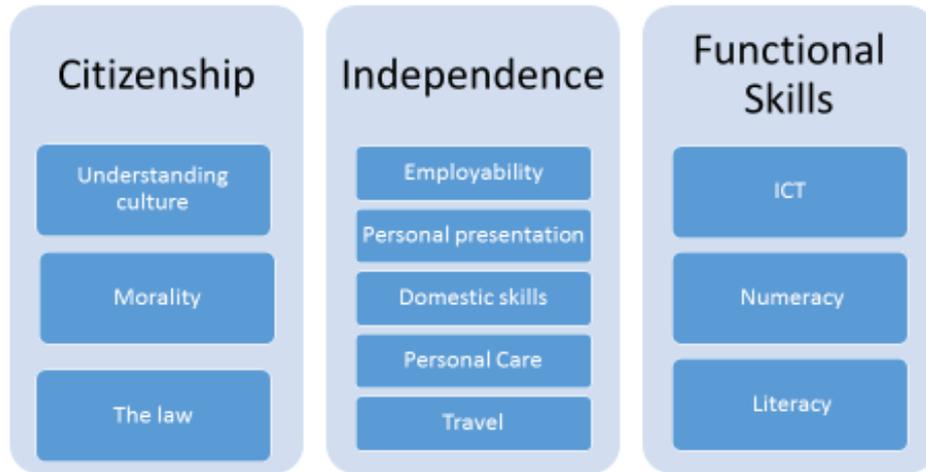
# Holistic Curriculum



## Well-Being Domains and Focus



## Skills for life Domains and Focus



## Engagement Domains and Focus

