



### Green Zone - PSHE

Mapping to show evidence of Diversity, Careers, British Values, SMSC (Spiritual, Moral, Social & Culture development), Literacy, Numeracy and Reading in our curriculum area.

Key Stage	Diversity	Careers	British Values	SMSC	Literacy	Numeracy	Reading
<b>KS3</b> <b>First Year</b> <b>Autumn 1</b> Peer influence, substance use and gangs	Stereotypes about young people's behaviours explored/challenged	Understanding how a criminal record can impact career opportunities.	Drugs and alcohol, knife crime, gangs – the rule of law and respect for others.	Social/moral responsibility – how to support others experiencing negative behaviours. Coercive 'friendships.	Discussion and written tasks. Vocabulary	Crime/substance use statistics.	Social stories, reading comprehension.
<b>KS3</b> <b>First Year</b> <b>Autumn 2</b> Setting goals	Appreciating individual and others' strengths and attributes.	Identifying personal strengths and areas for development. Identifying possible careers and pathways.	Individual liberty – career pathway choices that are right for you.	Social – understanding the many roles there are in each individual workplace.	Written questions and answers, feedback and correction. Writing down personal strengths and different career pathways.	Statistics – e.g., the size of different economic sectors, number of jobs and available jobs.	Reading information about different pathways into particular careers, people's stories.
<b>KS3</b> <b>First Year</b> <b>Spring 1</b> Identity and relationships	Gender identity and attitudes, relationship expectations and consent.	Online reputation, eg. Issues relating to 'sexting'.	The law around consent including age, individual liberty to consent or be asexual, respectful relationship behaviours.	Respect in relationships (social/moral). Security in your identity (spiritual).	Discussion and managed debate. How to construct an argument and respond to others. Assessed written work.	Statistics, e.g. LGBTQ+, young people and sex, STIs.	Social stories, reading comprehension.
<b>KS3</b> <b>First Year</b> <b>Spring 2</b>	Cyberbullying, online safety	Online reputation,	Cyberbullying (respect and tolerance – how	Behaviour online (social/moral). Online grooming –	Digital literacy, e.g. What information to	Statistics, e.g. young people involved in illegal	Social stories, reading comprehension.



Digital literacy		affect on future employability.	to treat others. Potential involvement in illegal online activities.	recognising the signs, reporting.	keep private online. Vocabulary: fraud, scam, money mule.	online activities/affected by cyberbullying.	Website information, signposting support.
<b>KS3 First Year Summer 1</b> Discrimination	Body confidence, healthy ideals, anti-bullying.	Respect for others is a requirement in the workplace.	Respect and tolerance and the rule of law in relation to issues around discrimination.	Body confidence (spiritual), anti-bullying (social, moral), media influence (cultural)	Discussion and managed debate. Assessed written work.	Statistics, e.g. Young people's attitudes toward body image, discrimination statistics over time.	Social stories, reading comprehension, media adverts.
<b>KS3 First Year Summer 2</b> Emotional wellbeing	Attitudes toward mental health.	NHS, mental health careers, how work or lack of it can affect mental health. Support in the workplace.	Respect and tolerance – recognising signs of mental ill-health.	Strategies for promoting positive mental health for self and others (spiritual, social, moral)	Vocabulary, e.g. Depression, treatment. discussion and debate, e.g. How to support others. Assessed written work.	Statistics, e.g. Young people with depression	Social stories, reading comprehension.
<b>KS3 Second Year Autumn 1</b> Drugs and alcohol	Challenging stereotypical attitudes regarding young people and substance misuse.	Understanding how a criminal record can impact career opportunities.	Understanding the law in relation to drugs and alcohol. Individual liberty – peer pressure.	Moral – peer pressure. Social – reasons young people and adults misuse drugs and alcohol.	Vocabulary: types and categories of drugs (e.g. hallucinogenic); written questions and answers, feedback and correction.	Statistics, e.g., number of young people in Britain who regularly smoke or have drunk alcohol.	Social stories and reading comprehension.
<b>KS3 Second Year Autumn 2</b> Community and careers	Equality of opportunity, Black Lives Matter, prejudice and discrimination, benefits of diversity	Importance of diversity in the workplace and how it improves performance.	Respect for others – understanding why reflecting Britain's diverse society in the workplace is	Moral – tackling discrimination and prejudice; social – understanding diversity and British history; cultural – how	Vocabulary: prejudice, discrimination, diversity, culture, immigration. Discussion and	Statistics, e.g. average wages for Black people compared to others in Britain.	Social stories, reading comprehension.



			important; democracy and the rule of law – tackling discrimination and prejudice.	diversity enriches British culture.	debate, written questions and answers, feedback, and correction.		
<b>KS3 Second Year Spring 1</b> Building relationships	Respecting that different people have different personal boundaries in a relationship.	Understanding the law in relation to consent, sharing pictures and legal age and how this can impact on a person's future.	Rule of law – consent, sharing pictures, legal age etc; Individual liberty – no means no, human rights in relationships.	Spiritual – faith can be a factor determining a person's boundaries in a relationship; moral – healthy and unhealthy relationship behaviours; social and cultural – managing influences such as peer pressure and social media.	Vocabulary: consent, healthy, unhealthy, red flags, support, abuse. Discussion and debate, written questions and answers, feedback, and correction.	Statistics: e.g., in relation to young people charged with criminal offences relating to underage sex.	Social stories, reading comprehension.
<b>KS3 Second Year Spring 2</b> Health and puberty	Influences on health; understanding puberty for males and females and non-binary young people.	Strategies for managing wellbeing build independence.	Individual liberty – knowing your rights relating to health and in relationships.	Spiritual – reflecting on yourself and others going through changes; moral – understanding its normal to change, choices, and consequences; social and cultural – challenging stereotypes and expectations.	Vocabulary: puberty, hormones, adolescence, menstruation, sex, reproduction, contraception, sexual health. Written questions and answers, feedback, and correction.		Social stories, reading comprehension.
<b>KS3 Second Year Summer 1</b>	Tackling prejudice, discrimination, and	Prejudice and discrimination is not tolerated	Respecting other faiths and beliefs,	Moral – tackling prejudice and discrimination;	Vocabulary: bullying, abuse, prejudice,	Statistics: e.g., prejudice-motivated crime	Social stories, reading comprehension.



Diversity	bullying, celebrating diversity.	in the workplace.	understanding the law in relation to discrimination and prejudice.	social and cultural – how diversity has enriched British culture.	discrimination, diversity, respect. Discussion and debate, written questions and answers, feedback and correction.		
<b>KS3 Second Year Summer 2</b> Financial decision making	Understanding the financial pressures different people face and why.	Understanding tax and what it goes towards.	Rule of law – in relation to unpaid debts.	Social – cost of living in our times; cultural – expected standards of living.	Vocabulary: budget, wage, tax, income, expenditure, debt, risk, support. Written questions and answers, feedback and correction.	Budgeting, making financial decisions.	Social stories, reading comprehension.
<b>KS3 Third Year Autumn 1</b> Gambling and gaming	Attitudes toward people experiencing gambling-related harm. Diversity in the workplace, equal opportunities.	Transferrable skills, career path examples and discussion, personal strengths.	Gambling laws. Individual liberty – choices over how to spend free time.	Spiritual – how to manage influences on gaming and gambling-related behaviours.	Vocabulary, e.g. Gambling-related harm (depression, debt, anxiety). Assessed written tasks.	Probability/odds in gambling (the 'house edge').	Social stories, reading comprehension.
<b>KS3 Third Year Autumn 2</b> Developing skills and aspirations	Understanding diverse roles in different workplaces.	Strengths and areas for development, strategies for building resilience, teamwork, and enterprise skills.	Individual liberty – identifying realistic aspirations	Social – considering your role in the community and in society.	Vocabulary: resilience, enterprise, aspiration, teamwork. Written questions and answers, feedback and correction.	Career path timeline, e.g. What to do age 16-18?	Social stories, reading comprehension.



<p><b>KS3 Third Year Spring 1</b> Respectful relationships</p>	<p>Appreciating and respecting different types of families.</p>	<p>Skills in managing relationship challenges and conflict resolution are transferrable.</p>	<p>Respect for others - Appreciating and respecting different types of families. Rule of law – e.g., in relation to abuse in a relationship.</p>	<p>Spiritual – reflecting on your own family experience and learning about others; moral – respectful relationship behaviours; social and cultural – learning about different types of families and relationships.</p>	<p>Vocabulary: parenting, families, change, conflict resolution. Written questions and answers, feedback, and correction.</p>	<p>Statistics: e.g., in relation to types of families, separated parents etc.</p>	<p>Social stories, reading comprehension</p>
<p><b>KS3 Third Year Spring 2</b> Healthy lifestyle</p>	<p>Understanding how social factors can influence health.</p>	<p>Relationship between physical and mental health and coping with life's challenges.</p>	<p>Individual liberty – managing personal challenges and staying healthy.</p>	<p>Spiritual – reflecting on yourself and your lifestyle; understanding and managing cultural factors that affect lifestyle choices.</p>	<p>Vocabulary: diet, exercise, lifestyle balance, healthy choices. Written questions and answers, feedback, and correction.</p>	<p>Statistics: e.g., health statistics.</p>	<p>Social stories, reading comprehension</p>
<p><b>KS3 Third Year Summer 1</b> Intimate relationships</p>	<p>Respecting that different people have different personal boundaries in a relationship.</p>	<p>Understanding the law in relation to consent, sharing pictures and legal age and how this can impact on a person's future.</p>	<p>Rule of law – consent, sharing pictures, legal age etc; Individual liberty – no means no, human rights in relationships.</p>	<p>Spiritual – faith can be a factor determining a person's boundaries in a relationship; moral – healthy and unhealthy relationship behaviours; social and cultural – managing influences such as</p>	<p>Vocabulary: consent, contraception, STIs, pornography. Written questions and answers, feedback, and correction.</p>	<p>Statistics: e.g., in relation to young people and STIs.</p>	<p>Social stories, reading comprehension</p>



				peer pressure and social media.			
<b>KS3 Third Year Summer 2 Employability skills</b>	Understanding diverse roles in different workplaces.	Exploring how choices now can affect future employment, e.g. online presence.	Individual liberty – online presence, realistic aspirations.	Spiritual – reflecting on personal attributes and strengths; considering your role in society.	Vocabulary: online presence, social media, personal information, attributes. Written questions and answers, feedback and correction.	Self-reflection, e.g., confidence on a scale of 1-10.	Social stories, reading comprehension
<b>KS4 First Year Autumn 1 Mental Health</b>	Attitudes toward mental health, those affected by dementia and expectations of males (Movember).	NHS, mental health careers, how work or lack of it can affect mental health.	Respect and tolerance – recognising signs of mental ill-health.	Strategies for promoting positive mental health for self and others (spiritual, social, moral)	Vocabulary, e.g. Dementia, Alzheimer's, discussion and debate, e.g. How to support others. Assessed written work.	Statistics, e.g. Male suicide rates	Social stories, reading comprehension.
<b>KS4 First Year Autumn 2 Financial decision making</b>	Influences on debt and gambling, e.g. Peer/media/cost of living. Challenges stereotypes.	Cost of living on minimum wage jobs.	Individual liberty – with limitations (disposable and non-disposable income), rule of law – gambling laws, legal and illegal forms of borrowing.	Cultural – peer and media influences on gambling in British society and countering factors. Social/moral – supporting problem gamblers.	Vocabulary, e.g., Debt, interest, APR, loan shark, payday loan, budgeting, saving, borrowing, income, expenditure. Assessed written work.	Income/expenditure calculations, pay deductions (tax, NI etc), gambling wins/losses.	Information on payslips, financial terms and definitions, social stories (e.g. manageable vs unmanageable debt).
<b>KS4 First Year Spring 1</b>	Relationship expectations, consent.	Online reputation, e.g.	The law around consent including age,	Social/moral – how to report abuse.	Discussion and managed debate. How to	Statistics, e.g., Young people and sex vs attitudes,	Social stories, reading comprehension.



Healthy relationships		Issues relating to 'sexting'.	individual liberty to consent or be asexual, respectful relationship behaviours.	Respect in relationships (social/moral).	construct an argument and respond to others. Assessed written work.	instances of abuse/reported abuse.	Reporting abuse.
<b>KS4 First Year Spring 2</b> Next steps	Diversity in the workplace, equal opportunities, career options and support available for those with SEN.	Career options, local employers, possible career paths, CV skills, interview skills, applying for jobs, workplace transferrable skills.	Workplace behaviours – respect for others. Democracy – rights at work, trade unions.	Role in the community and in society (social/spiritual), skills audit/development.	Job application forms, CV writing, interview skills – possible questions and responses. Assessed written work.	Wages (job, age and level dependent). Considering age in career plan, e.g. What to do 16-18. Employee details, e.g., NI number	Job application form, CV examples, job adverts, social stories of employees.
<b>KS4 First Year Summer 1</b> Addressing extremism and radicalisation	Body confidence, healthy ideals, anti-bullying.	Respect for others is a requirement in the workplace.	Respect and tolerance and the rule of law in relation to issues around discrimination.	Body confidence (spiritual), anti-bullying (social, moral), media influence (cultural)	Discussion and managed debate. Assessed written work.	Statistics, e.g. Young people's attitudes toward body image, discrimination statistics over time.	Social stories, reading comprehension, media adverts.
<b>KS4 First Year Summer 2</b> Exploring influence	Peer influence – drugs and alcohol: stereotypes about young people's behaviours explored/challenged	Relationship with drugs and alcohol and impact on work.	Drugs and alcohol, knife crime, gangs – the rule of law and respect for others.	Social/moral responsibility – how to support others experiencing negative behaviours.	Discussion and written tasks. Vocabulary: peer pressure, coercive relationship, abuse, safety, risk.	Crime/substance use statistics.	Social stories, reading comprehension.
<b>KS4 Second Year Autumn 1</b> Building for the future	Understanding how social factors can impact health and life challenges.	Independence, self-efficacy, stress management, future opportunities.	Democracy – understanding the role of trade unions, living standards, factors that	Spiritual – stress management, self-efficacy; social – factors that impact health.	Vocabulary: wages, living standards, cost of living, trade unions, self-efficacy, stress	Prices, cost of living, wages, trade union ballot thresholds.	Social stories, reading comprehension



			impact on health.		management. Written questions and answers, feedback and correction.		
<b>KS4 Second Year Autumn 2 Independence</b>		Strategies for building independence.	Individual liberty – self acceptance and confidence, know your rights and how others can impact on them (anti-vaxxers); democracy – critical thinking, making judgements based on facts not speculation.	Spiritual – learning about ourselves and others in relation to body image and modification; moral – choices and consequences, social and cultural – managing influences and social pressures to look a certain way.	Vocabulary: vaccination, immunity, anti-vaxxers, plastic surgery, botox, first aid, emergency. Written questions and answers, feedback, and correction.	Health statistics.	Social stories, reading comprehension
<b>KS4 Second Year Spring 1 Communication in relationships</b>	Different personal values.	Assertive communication.	Individual liberty – knowing your rights.	Spiritual – personal values; moral – respect in relationships; social and cultural – understanding and managing influences on relationship behaviours.	Vocabulary: personal values, assertive communication, contraception, sexual health, abuse, challenges. Written questions and answers, feedback, and correction.	Statistics: e.g., in relationship to reported incidents of abuse.	Social stories, reading comprehension
<b>KS4 Second Year Spring 2</b>	Diversity in the workplace, equal opportunities,	Career options, local employers,	Workplace behaviours – respect for	Role in the community and in society	Job application forms, CV writing,	Wages (job, age and level dependent).	Job application form, CV examples, job





Next steps	career options and support available for those with SEN.	possible career paths, CV skills, interview skills, applying for jobs and college, workplace transferrable skills.	others. Democracy – rights at work, trade unions.	(social/spiritual), skills audit/development.	interview skills – possible questions and responses. Assessed written work.	Considering age in career plan, e.g. What to do 16-18. Employee details, e.g., NI number	adverts, social stories of employees.
<b>KS4</b> <b>Second Year</b> <b>Summer 1</b> Families	Different families and parental responsibilities.		Democracy, individual liberty, and rule of law in relation to issues such as forced marriage.	Spiritual – learning about your own type of family in relation to others; moral – responsibilities, forced marriage; social – different types of families in society; cultural – expectations relating to family life.	Vocabulary: pregnancy, marriage, forces marriage, changing relationships. Written questions and answers, feedback, and correction.	Statistics: e.g., different types of families.	Social stories, reading comprehension