

Abbey Court School

PSHE & Citizenship Curriculum Map

PSHE and Citizenship is the core to every individual's learning at Abbey Court school. It teaches students about themselves and the wider world around them, equipping them with the knowledge to make informed decisions and the necessary skills for life. PSHE and Citizenship encompasses; Drugs and Alcohol Education, Careers Education, Personal Development, Citizenship and Relationships, Sex and Health Education. Every pupil is encouraged to learn how to express views and opinions, desires and contribute to planning their own learning. Adaptive teaching methods appropriate to the needs of individuals, ensures that there is the opportunity to learn in different ways, generalize skills and the transference of these to different situations. Students are supported to build upon experiences and encounters which they have had through the use of real-life contextualized learning. Teaching focusses on real life skills for future independence, and it is hoped by the time pupils leave Abbey Court school they will have the capability to exert autonomy over their lifestyle and access society in a meaningful manner and know that they have a place and purpose in society.

Delivery of the PSHE & Citizenship Curriculum

Each of the fundamental areas within PSHE are covered across the academic year in dedicated schemes of work relating to each strand.

Term 1 & Term 4 – Health & Wellbeing (including alcohol and drugs education)

Term 2 & Term 5 – Relationships (Primary) and Relationships, Sex and Sexual Health Education (Secondary)

Term 3 & Term 6 – Living in the wider world (including Careers and economic education)

Teaching of Citizenship, British Values and SMSC are taught each term, alongside and complimenting the topical scheme of work.

Key:

Black – main class topic (Primary); **Blue – PSHE scheme of work**; Purple – Citizenship Green – Objectives Red – suggested educational visit/enrichment activity

Primary Department Coverage Plan

Key Stage 1	Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:</p> <p>a. Take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well);</p> <p>b. Feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves);</p> <p>c. Take part in discussions</p> <p>d. Make real choices</p> <p>e. Meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse);</p> <p>f. Develop relationships through work and play (for</p>	Year 1 (KSI)	<p>‘Under the Sea’</p> <p>Health & Wellbeing (including alcohol and drugs education)</p>	<p>‘Great Fire of London’</p> <p>Relationships</p>	<p>‘The Senses’</p> <p>Living in the wider world (including Careers and economic education)</p>	<p>‘The Weather’</p> <p>Health & Wellbeing (including alcohol and drugs education)</p>	<p>‘Indian Experience’</p> <p>Relationships</p>	<p>‘On the Farm’</p> <p>Living in the wider world (including Careers and economic education)</p>
	<p>Let friendship grow</p> <p>Behaving well</p>	<p>Ourselves</p> <p>Spirituality</p>	<p>People who help</p> <p>Stranger awareness</p>	<p>Staying safe and healthy in types of weather.</p> <p>Morals</p>	<p>Emotions and relationships</p> <p>Needs versus wants.</p>	<p>What is a job?</p> <p>Community</p>	
	<p>To recognise choices they can make, and recognise the difference between good and bad choices and how these affect other people.</p> <p>The characteristics of friendships, how friendship makes us feel.</p>	<p>How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.</p>	<p>Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.</p>	<p>To share their opinions on things that matter to them and explain their views using individual modes of communication.</p> <p>Sun Safety; To know which clothing is appropriate for different weather types.</p> <p>To identify ways in which to stay safe in the sun.</p>	<p>To listen to other people, and play and work cooperatively.</p> <p>To recognise what they like and dislike</p>	<p>To identify features of a community pupils’ belong to.</p> <p>To answer the question; Why do people have jobs?</p> <p>To realise that money comes from different sources and can be used for different purposes.</p>	

<p>example, by sharing equipment with other pupils or their friends in a group task);</p> <p>g. Consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues);</p> <p>h. Ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)</p>				<p>Kidzania/ Little Street (role play centres)</p> <p>Emergency Services visit</p>			<p>Tesco 'Farm To Fork' Workshop</p> <p>Weekly visits to school farm.</p>
	Year 2 (KSI)	<p>'Myself and My Family' Growing & Changing</p> <p>Health & Wellbeing (including alcohol and drugs education)</p>	<p>'Space'</p> <p>Relationships</p>	<p>'Musicals'</p> <p>Living in the wider world (including Careers and economic education)</p>	<p>'Rochester'</p> <p>Health & Wellbeing (including alcohol and drugs education)</p>	<p>'Viva Italia'</p> <p>Relationships</p>	<p>'The Jungle'</p> <p>Living in the wider world (including Careers and economic education)</p>
	<p>Families</p> <p>Healthy Eating & Activities I like to do</p>	<p>Ourselves</p> <p>Faith & Beliefs (Inc. SMSC Cultural)</p>	<p>Jobs in class</p> <p>Responsibilities</p>	<p>Stranger Awareness</p> <p>Special People</p>	<p>Emotions and Relationships</p> <p>Consequences</p>	<p>Jobs at home</p> <p>Celebrating similarities and differences</p>	
<p>To recognise what is fair and unfair, and what is right and wrong.</p> <p>The characteristics of healthy family life,</p> <p>What is meant by a healthy lifestyle.</p>	<p>Children should recognise and name the main external parts of the human body.</p> <p>To maintain personal hygiene.</p>	<p>To take part in a simple debate about topical issues;</p> <p>To identify what the terms 'job' and 'responsibility' mean in relation to a role in school.</p>	<p>To identify family types and components of a supportive caring family.</p> <p>To identify who is a stranger/safe stranger and how to respond to them.</p>	<p>To identify personal strengths and the things they are good at.</p> <p>To understand what 'bullying' is and how to report it.</p> <p>To understand that our actions can have positive</p>	<p>That all household products, including medicines, can be harmful if not used properly</p> <p>To identify the differences and similarities between people in class.</p>		

						and negative consequences.	
		supermarket 'Grow your own' project	Recording their own growth & health using nursing team support				
<p>Key Stage 2</p> <p>During the key_stage, pupils should be taught the knowledge, skills and understanding through opportunities to:</p> <p>a. take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals</p>	<p>Year 3 (KS2)</p>	<p>'How our bodies work'</p> <p>Health & Wellbeing (including alcohol and drugs education)</p>	<p>'Florence Nightingale'</p> <p>Relationships</p>	<p>African Experience</p> <p>Living in the wider world (including Careers and economic education)</p>	<p>Romans</p> <p>Health & Wellbeing (including alcohol and drugs education)</p>	<p>'My Community'</p> <p>Relationships</p>	<p>'Inventions'</p> <p>Living in the wider world (including Careers and economic education)</p>
		<p>Illness</p> <p>Asking for Help</p>	<p>Ourselves</p> <p>Values</p>	<p>Special Events</p> <p>Thinking of others: Charity</p>	<p>When I Feel III</p> <p>Is it Good or bad?</p>	<p>Emotions and Relationships</p> <p>What is a responsibility?</p>	<p>Myself</p> <p>Rights</p>

<p>properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school);</p> <p>b. feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take);</p> <p>c. participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting);</p> <p>d. makes real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities);</p>		<p>How to make simple choices that improve their health and wellbeing</p> <p>To know how some diseases spread and can be controlled</p>	<p>About the process of growing from young to old and how people's needs change.</p> <p>To identify what 'kindness' is.</p>	<p>To identify events which they have been a part of.</p> <p>To identify something 'special' to them.</p> <p>To plan for a special event.</p>	<p>To agree and follow rules for their group and classroom, and understand how rules help them.</p> <p>To identify ways to tell someone if we are Feeling unwell and the role of medicines.</p>	<p>To recognise and identify the emotion of anger and strategies to manage own anger.</p> <p>To identify what things are we responsible for in school?</p>	<p>How to set simple goals.</p> <p>How to make informed choices.</p> <p>To identify my own rights.</p>
			School nurse	Card shop			
	Year 4 (KS2)	<p>Up & Away/ Castles</p> <p>Health & Wellbeing (including alcohol and drugs education)</p>	<p>Chocolate Relationships</p>	<p>Heroes & Heroines</p> <p>Living in the wider world (including Careers and economic education)</p>	<p>Vikings</p> <p>Health & Wellbeing (including alcohol and drugs education)</p>	<p>A Bugs Life</p> <p>Relationships</p>	<p>Carnival of Rio</p> <p>Living in the wider world (including Careers and economic education)</p>
	<p>Keeping Safe</p> <p>Individual liberty</p>	<p>Ourselves</p> <p>Groups I belong to</p>	<p>Shops</p> <p>What does it mean to be a citizen?</p>	<p>Keeping Safe-responding to an emergency</p> <p>Being Eco Friendly</p>	<p>Emotions and Relationships</p> <p>Humility</p>	<p>Community Work</p> <p>Anti-bullying</p>	

<p>e. meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers);</p> <p>f. develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters);</p> <p>g. consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment);</p> <p>h. find information and advice (for example, through</p>		To identify 'risks'	To identify the way in which my body has changed as I have grown.	To identify where to buy items needed for a particular purpose.	How to ask for help. Basic First aid How can I care for my school environment?	To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way. Including different relationships such as LGBT+	To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say Who looks after our community?
		Visit Maidstone Museum to see a fossil collection.			Visit the local woodland area.		
	Year 5 (KS2)	Dinosaurs Health & Wellbeing (including alcohol and drugs education)	Woodlands Relationships	Anglo Saxons Living in the wider world (including Careers and economic education)	Water, Water Everywhere Health & Wellbeing (including alcohol and drugs education)	Down Under Relationships	'Back to the Future' (Music, art, pop culture through ages) Living in the wider world (including Careers and economic education)
	Ourselfes; Online and in the real world.	Keeping Safe Countryside code	Parties Recycling	Into My Body Animals & Us	Emotions and Relationships Celebrating Human Rights	Fundraising Rights, responsibilities and the law	

<p>helplines; by understanding about welfare systems in society);</p> <p>i. prepare for change (for example, transferring to secondary school.)</p>		Caring for the environment, living creatures					
		the rules and principles for keeping safe online.	How to respond in an emergency. Community safety	To consider what 'peer pressure' is and how it may affect us. To identify what is recycling and how can we recycle in school?	To identify three things which are good for my body and three which are harmful. To identify similarities and differences between humans and Animals	To identify different types of families.	Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
		Visits to local environment	Capstone Country Park Conservation project.	Visit recycling centre	Visit to Bore place		
	Year 6 (KS2)	Volcanoes and Earthquakes Health & Wellbeing (including alcohol and drugs education)	Mini Enterprise Relationships	World War 2 Living in the wider world (including Careers and economic education)	Healthy Living Health & Wellbeing (including alcohol and drugs education)	American Experience Relationships	Fashion Living in the wider world (including Careers and economic education)
	Ourselves: Changes in families	My Body Your Body	Ourselves – what affects our body?	We are all different Ourselves	Emotions and Relationships	Jobs Outdoors Democracy	

		Views, needs and rights of others.	Working together - Enterprise	Social justice		Bullying	
		To identify how I am feeling today. To consider change and loss and the associated feelings (including moving home, losing toys, pets or friends)	The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls. To contribute to a class enterprise project.	To understand how puberty affects our bodies. To identify ways to show 'fairness'.	what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy	The main stages of the human lifecycle To contribute to an anti-bullying campaign.	To identify where money comes from, ways of keeping it safe and what the terms 'spend' and 'save' mean. To take part in a class debate and vote.
			Local businesses				The bank

Secondary Department Coverage Plan

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7 (KS3)	Health & Wellbeing (including alcohol	Relationships, Sex and Sexual Health Education	Living in the wider world (including Careers	Health & Wellbeing (including alcohol and drugs education)	Relationships, Sex and Sexual Health Education	Living in the wider world (including Careers and economic education)

	and drugs education)		and economic education)			
	Air We Breath Rules and Laws	Ourselves: my body, my gender and staying safe. Rules and Laws	Listening Skills Respect	Risks – including Road Safety & Bike ability Respect	Emotions/Relationships: my family, my self-confidence and my emotions. Democracy	School Staff Democracy
	To understand the effects of smoking.	To know how to stay healthy through personal hygiene routines. To understand the key laws which affect the choices we make.	To understand what respect is and why it is important to be respectful. To develop listening skills in order to respond appropriately. To know what makes a good listener.	To know how to stay safe in the community when walking or using a bike. To understand what respect is and why it is important to be respectful.	To recognise that there are different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these in relation to emotions. To describe key British values.	To understand the paid roles of staff within school. To contribute to discussion of ‘what makes a good citizen?’.
	Visit a local magistrates court.	Visit to Houses of Parliament		Bikeability training Medway Road Safety Education project https://www.medway.gov.uk/info/200224/road_saf		Pupil parliament

				ety/688/road_safety_education		
Year 8 (KS3)	Health & Wellbeing (including alcohol and drugs education)	Relationships, Sex and Sexual Health Education	Living in the wider world (including Careers and economic education)	Health & Wellbeing (including alcohol and drugs education)	Relationships, Sex and Sexual Health Education	Living in the wider world (including Careers and economic education)
	Alcohol Rights	Ourselves: my body and how it changes. Rights	Local Employers Respect for myself	Will I? Respect: for myself	Emotions/ Relationships: attraction, relationships and puberty. Diversity	Dreams & goals Diversity
	To identify the effects of alcohol.	Sequence the changes and stages of human life cycle. What is trust?	To evaluate their own personal strengths and areas for development and to use this to inform goal setting. To identify job roles within the local community.	To recognise and manage what influences their choices about exercise. To promote pupils to make choices based on their understanding of healthy eating and personal safety.	The similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities. To identify ways to remain safe - Sexual Health.	To contribute to their own 'pathway plan'.

		Betty for schools puberty bus	Local employer interviews			
Year 9 (KS3)	Health & Wellbeing (including alcohol and drugs education)	Relationships, Sex and Sexual Health Education	Living in the wider world (including Careers and economic education)	Health & Wellbeing (including alcohol and drugs education)	Relationships, Sex and Sexual Health Education	Living in the wider world (including Careers and economic education)
	Drugs Education Rules and Laws	Ourselves: intimate body parts, private information and keeping safe. Rules & Laws	Health and Safety Respect for the environment	Risks Respect: for the environment	Friends, puberty and behaviour. Democracy	Money Democracy
	To identify the effects of illegal substances. To identify the difference between prescribed medication and 'drugs'.	The human reproductive cycle, including the menstrual cycle and fertilisation. How to access and use contraception.	How to identify and access help, advice and support. How to respond in an emergency, including administering first aid	The safe use of prescribed and over the counter medicines. The purpose and importance of immunisation and vaccination. Basic first aid: life-saving skills, including how to administer CPR	To identify what is a healthy relationship. Strategies to manage strong emotions and feelings.	The functions and uses of money, the importance and practice of budgeting, and managing risk.

		Visit the School nurse to ask research questions on hygiene and germs.	CPR & First Aid Training – Red Cross/ St Johns Ambulance		National Democracy week	TSB Managing Money Online resource AQA unit on ‘Money Matters’
Year 10 (KS4)	Health & Wellbeing (including alcohol and drugs education)	Relationships, Sex and Sexual Health Education	Living in the wider world (including Careers and economic education)	Health & Wellbeing (including alcohol and drugs education)	Relationships, Sex and Sexual Health Education	Living in the wider world (including Careers and economic education)
	Risks and Decisions Children’s Rights	Ourselves: intimate body parts, conception and birth and staying safe. Children’s Rights	Managing Money Respect for others	Coping Skills Respect; for others	Emotions/ Relationships: Pregnancy Diversity	Work Experience Diversity
	Internet safety and harms:the similarities and differences between the online world and the physical world	To recognise ways of communicating my decisions and how to say ‘no’. To understand what is ‘consent’.	To understand what respect for others means and its importance. To identify what is a budget.	To consider situations we may find challenging and problem solve how we may cope with these.	To understand how pregnancy occurs.	To participate in work experience. To identify what the term ‘diversity’ means.
	Unicef Head Office Tour		Bank Of England Econome Resource online		AQA unit 110403 INTRODUCTION TO SEX AND	

					RELATIONSHIP EDUCATION	
Year 11 (KS4)	Health & Wellbeing (including alcohol and drugs education)	Relationships, Sex and Sexual Health Education	Living in the wider world (including Careers and economic education)	Health & Wellbeing (including alcohol and drugs education)	Relationships, Sex and Sexual Health Education	Living in the wider world (including Careers and economic education)
	Lifestyle choices; Habit The News	Ourselves: sexual intercourse, contraception, parenthood, STIs, masturbation and staying safe. The News	Work Experience Respect for the Law	Enjoy myself Respect for the Law	Emotions/ Relationships: attraction, pornography, managing behaviour. Moving On	Move on up Moving On
	To understand ways in which pupils can take responsibility for their own health, developing 'hobbies' to support mental health and wellbeing. To take part in topical debates.	The use of contraception to protect against STI's. To identify what an STI is.	To understand what the legal system is in England and how we must respect the rules of Law. Work related learning: How do we find out about the world of work? What personal qualities and skills do I need?	To identify the consequences of breaking rules and laws. To identify sources of information to help me make informed choices.	To identify and understand rules and laws which keep us safe such as sexting.	To develop independence with a daily living task.

				Kent Police speech.		Visits to local colleges
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