

Curriculum Intent. Oakfield's Humanities Department aims to ensure our curriculum is fully inclusive of every learner and that it addresses each aspect of how a learner develops, progresses and grows both academically and emotionally. Preparing our learners as world citizens of the 21st Century.			
Term	Key skills	Key knowledge	
1	Transition & Mental Health Managing Transition Resilience Self-regulation Respect for others Managing peer influence Problem Solving Medicines & Drug awareness Making informed choices Applying Knowledge & Managing Risks safely Identifying and accessing support	I can answer questions with prompts. I am aware of my emotions I am aware of positive and negative medicine/drug abuse.	Investigation
		I know different emotions can impact on my mental health. I can name legal drugs and one illegal drug and explore how some substances can help or harm the body. I know different emotions can impact on my mental health.	Launch
		I can describe one mental health issues I can name more than 2 illegal drugs and talk about the effect's drugs have on the body.	Breakthrough
		I can recognise external factors can affect my emotional well-being and Mental Health I can make informed choices about my health and well-being and explain why. I can name 3 or more illegal drugs and talk in detail the effects/law related to them.	Foundation
		I know more about Mental Health issues and where to seek information and advice I can name more than 3 illegal drugs and describe in detail the slang term /Long term and short-term effects	Developing
		I can name illegal drugs and produce an extended writing piece describing in detail the slang term /Long term and short term effects/law related to them. I can suggest in detail effective ways to resist negative pressure and describe the impact it can have on health and well-being. I know where to seek support / advice	Intermediate
2	Health and Puberty Developing and maintaining a healthy self-concept Building and maintaining healthy relationships Identifying and accessing support Making decisions Confidence Community & Diversity Being a good citizen Human / Animal rights Valuing and respecting diversity Empathy and compassion Self-motivation	I am aware of some changes for males and females during puberty I can identify a group or community that I belong to.	Investigation
		I can state changes in males /females during puberty. I know areas of the body that I need to keep clean I know some Human Rights I can name people I have relationships with	Launch
		I can describe in detail why it is important to keep clean and wash regularly. I can state 2 or more changes in male / female s during puberty I can give examples of Human and animal Rights I can state different types of relationships, including those within families, friendships, romantic or intimate relationships.	Breakthrough
		I can describe different scenarios and suggest in detail ways to keep safe. I can state 3 or more changes during Puberty I can state different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (age, gender, power and interests)	Foundation
		I can identify the contributions of different cultures and communities to society and describe ways in which the UK is interconnected with the wider world. I know detailed information about puberty and reproduction I can describe briefly different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (age, gender, power and interests)	Developing
		I can explain in detail the impact of poor hygiene on others. I know detailed information about reproduction /contraception and SSI's. I can describe different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (age, gender, power and interests)	Intermediate
3	Careers Life Skills Making decisions Employability skills Basic First Aid Basic first Aid skills To respond in an emergency Communication skills Problem solving skills	I know some First Aid materials that would help various injuries including ringing 999 I can listen to others. I can take part in role-play.	Investigation
		I know how to keep safe in different situation and can state why. I can identify citizens who work within my community to improve it I know what makes a good citizen and who can help me I can describe how things might be improved through the actions that I or others might take.	Launch
		I can discuss and describe some features of the different groups and communities I belong to. I know some basic First Aid I can recognise that issues affect people in my neighbourhood and wider communities in different ways.	Breakthrough
		I can critically reflect on my personal qualities and ability I know some basic First Aid and can apply it.	Foundation

	Empathy and compassion Making decisions	I know basic First Aid and can apply it confidently. I can work collaboratively with others from the wider community, to negotiate, plan and carry out action aimed at making a difference to the lives of others and explain the impact of actions taken.	Developing
		I know basic First Aid and can apply it confidently. I can work collaboratively with others from the wider community, to negotiate, plan and carry out action aimed at making a difference to the lives of others and explain the impact of actions taken.	Intermediate

Cultural Capital opportunities.

Visit support services or have professionals visit school
 Visit local charities or as a representative to visit school
 Visit either Chester Zoo or Knowsley Safari Park
 Ask ST. Johns Ambulance to visit or do the 'Big First Lesson'
 Ask School Nurse to discuss drugs / relationships / keeping healthy
 Ask Healthy Lifestyles to set a health programme
 Watch video clips / YouTube clips

Subject: PSHE

Key Stage: 3

Year: 8

Curriculum Intent. Oakfield's Humanities Department aims to ensure our curriculum is fully inclusive of every learner and that it addresses each aspect of how a learner develops, progresses and grows both academically and emotionally. Preparing our learners as world citizens of the 21st Century.

Term	Key skills	Key knowledge	
1	Emotional Wellbeing Developing Social and Emotional Communication Skills Resilience Self-regulation Respect for others Managing peer influence Drug Awareness Applying Knowledge & Managing Risks safely Identifying and accessing support Resilience Basic First Aid skills Reasoning	I can answer questions independently I know my successes helps my wellbeing. I am aware of legal drugs.	Investigation
		I can highlight my strengths, preferences and achievements I know how to keep safe in different situation and can state why. I can name legal drugs and 2 illegal drugs and explore how some substances can help or harm the body. I am aware of how external factors can affect my emotional well-being	Launch
		I can describe 2 or more mental health issues I can name more than 3 illegal drugs and talk about the effect's drugs have on the body. I know some basic First Aid.	Breakthrough
		I can describe in detail mental health issues and know how to seek support / advice. I am learning to manage changing emotions and know how to have healthy relationships. I can name more than 4 illegal drugs and talk about the effect's drugs have on the body. I can perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR)	Foundation
		I can suggest in detail effective ways to resist negative pressure and describe the impact it can have on health and well-being. I can name 5 illegal drugs and describe in detail the slang term /Long term and short-term effects/law related to them I Know and use 7 or more key words. I can perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR)	Developing
		I explain in detail Mental Health issues and where to seek information and advice I can name 6 illegal drugs and describe in detail the slang term /Long term and short-term effects/law related to them I Know and use 10 or more key words. I can perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR)	Intermediate
2	Rights and Responsibilities Communication skills Empathy skills Justice skills Assertiveness skills Identifying and accessing support skills Managing risks safely	I know the police enforce the law. I can take part in role play with confidence. I know private areas are private	Investigation
		I can say why we have laws and who reinforces the laws I can identify a crime. I have a basic understanding the role of the Courts / prison I know which areas of my body need regular cleaning and can name some hygiene products. I can state 2 changes in boys / girls during puberty. I can say what makes healthy relationships	Launch

	Relationships & Sex Education Personal care skills Recalling and applying knowledge Managing risks safely Assertive skills Coping with change skills Clarifying own values Life skills	I can describe crimes and the Justice System. I can state 4 or more changes in boys / girls during puberty. I can identify different contraception I can understand what reproduction means and know you can catch sexual shared infections. I can say what makes a stable relationship	Breakthrough
		I can explain different ways in which people can participate in democracy through individual and collective actions. I can describe in detail the Justice System & Consequences of crime I can state 5 or more changes in boys / girls during puberty. I can identify different contraception and know how each are used I am learning to manage changing emotions and know how to have healthy relationships. I am aware that the sharing of explicit images may constitute a serious criminal offence	Foundation
		I can describe ASBO 's / restorative justice I know more about Magistrate and Crown Court I know about unhealthy relationships and the impact this can have on the family I understand the sharing of explicit images may constitute a serious criminal offence	Developing
		I can describe ASBO 's / restorative justice and suggest how to this can be effective I can describe in detail the Justice System & Consequences of crime I know about Exploitation and unhealthy relationships I know where to seek advice I know the sharing of explicit images may constitute a serious criminal offence	Intermediate
3	Mental Health Active listening Empathy Teamwork Questioning Researching and Analysing data skills Self-regulating Resilience Commitment Financial Decision Making Managing Money Skills Consumer skills Risk management skills Data protection skills Budgeting	I can listen attentively to others. I can identify a range of characteristics of belonging. I can begin to self-regulate my emotions. I know some people save money	Investigation
		I understand external factors can affect my emotional well-being I can make some informed choices about my health and well-being. I know how to stand up to stereotyping and discrimination. I know different ways to save money	Launch
		I can describe factors that affect mental health I know discrimination related to Mental Health issues I can identify and name money	Breakthrough
		I can describe in detail mental health issues and know how to seek support / advice I know why tax is taken and what the Government uses it for I can compare different saving plans and select one that meets my needs now and in the future. I know about credit and debt	Foundation
		I can make responsible informed choices about my health and well-being and explain why. I understand how people earn money, save and plan for the future I understand the difference between store cards / debit cards / credit cards.	Developing
		I can suggest in detail effective ways to resist negative pressure and describe the impact it can have on health and well-being. I know where to seek support / advice I can describe how people earn money, save and plan for the future I can manage money and understand budgeting	Intermediate

Cultural Capital opportunities.

Prison Me No Way
 Police /PCSO's
 Trading Standards
 Professionals from charities that support individuals
 Ask School Nurse to discuss drugs / relationships / keeping healthy
 Ask Healthy Lifestyles to set a health programme
 Ask Spectrum to discuss contraception / or visit Spectrum in Wigan
 Watch video clips / YouTube clips

Subject: PSHE

Key Stage: 3

Year: 9

Curriculum Intent. Oakfield's Humanities Department aims to ensure our curriculum is fully inclusive of every learner and that it addresses each aspect of how a learner develops, progresses and grows both academically and emotionally. Preparing our learners as world citizens of the 21st Century.

Term	Key skills	Key knowledge
------	------------	---------------

1	<p>Alcohol & Drug Awareness</p> <p>Identifying and accessing help and support Clarifying own values Recalling and applying knowledge creatively and in new situations Managing risk Formulating questions</p>	<p>I can respond appropriately to questions. I can say how drugs affect the body. I know 2 changes that take place during puberty I know I was once a baby.</p>	Investigation
		<p>I can name legal drugs and 3 illegal drugs and explore how some substances can help or harm the body. I know 3 changes that take place during puberty. I know how babies are made and I can identify a condom to prevent pregnancy/SSI's</p>	Launch
		<p>I know drugs are classed as A, B, C. I can recognise risks associated with Alcohol I understand what healthy relationships, consent and reproduction means I can name some sexual shared infections and know the impact it can have on the body I know information about contraception and where to seek advice I am aware that there is diversity in sexual attraction and developing sexuality.</p>	Breakthrough
	<p>Healthy & Intimate Relationships</p> <p>Developing and maintaining a healthy self-concept Respect for others Empathy and compassion Managing influence Building and maintaining healthy relationships Identifying links between values and beliefs, decisions and actions</p>	<p>I can name 5 illegal drugs and talk in detail the effects/law related to them. I am aware of the term's 'habit', 'dependence' and 'addiction' in a wide variety of contexts I know some information about reproduction, contraception and Sexual Shared Infections I am learning to manage changing emotions and know how to have healthy relationships. I can state 6 or more changes during Puberty I can consider consent and different levels of intimacy and their consequences I can make responsible informed choices about my health and well-being and explain why in detail. the risks associated with female genital mutilation (FGM), I understand media portrayal of relationships may not reflect real life to recognise that there is diversity in sexual attraction and developing sexuality. I am aware of the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology</p>	Foundation
		<p>I can name 6 illegal drugs and describe in detail the slang term /Long term and short-term effects/law related to them. I understand the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts I know detailed information about consent, reproduction, pregnancy /contraception and SSI's. I can make responsible informed choices about my health and well-being and explain why in detail. the risks and myths associated with female genital mutilation (FGM) media portrayal of relationships may not reflect real life and I have an awareness of how this can impact people's expectations of relationships I can recognise that there is diversity in sexual attraction and developing sexuality. I understand the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology</p>	Developing
		<p>I can name 7 illegal drugs and produce an extended writing piece describing in detail the slang term /Long term and short-term effects/law related to them. I know and use the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts I know detailed information about consent, reproduction, pregnancy /contraception and SSI's. I can make responsible informed choices about my health and well-being and explain why in detail. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to access sources of support for themselves or their peers I understand different levels of intimacy and their consequences media portrayal of relationships may not reflect real life and describe the possible impact of this on people's expectations of relationships. I know that there is diversity in sexual attraction and developing sexuality. I can describe the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology</p>	Intermediate
2	<p>Central & Local Government</p> <p>Operation of Parliament, Including voting and elections Role of Political parties Problem Solving</p>	<p>I can explain how it feels to belong and be part of a group or community. I can listen attentively and carry on the conversation. I know my mental health is as important as my physical health</p>	Investigation
		<p>I know more about mental health illnesses I understand external factors can affect my emotional well-being I can identify the Prime Minister / Monarch and where they live. I know some information about politics / voting. I know different emotions can impact on my mental health.</p>	Launch

	Decision Making	I can begin to recognise some features of democracy and know that people have a say in what happens locally and nationally. I can name the Prime Minister and briefly describe their role. I can describe the voting process I can identify the Parliament and 10 Downing Street I know external factors can affect my emotional well-being and I can give examples I can take part in decision-making activities with others on PSHE&C issues, in contexts that are familiar to me. I can describe factors that affect mental health	Breakthrough
	Mental Health		
	Effects of drugs on Mental Health Developing confidence and Self Esteem	I can show some knowledge of the operation of the political system in the UK, by describing the key features of democratic processes and the work of government in the UK. I can describe in detail the Justice System & Consequences of crime I can describe in detail mental health issues and know how to seek support / advice	Foundation
		I can participate effectively in activities involving representation, voting and campaigning on issues I have explored. I know some facts about the different political parties I know more about Mental Health issues and where to seek information and advice	Developing
		I know more about Magistrate and Crown Court I can show detailed knowledge of the operation of the political system in the UK, by describing the key features of democratic processes and the work of government in the UK. I explain in detail Mental Health issues and where to seek information and advice	Intermediate
3	Employability Skills	I can take part in role play with passion. I can actively identify the importance of PSHE / CIT lessons. I can identify and name some of the coins	Investigation
	All about me Skills & Qualities Jobs Application forms Knowing their address and contact details Commitment Confidence	I can begin to identify skills and qualities necessary for employment I can research different jobs / categories. I can say some / all my address and D.O.B with support I can identify most coins / notes and handle money	Launch
	Managing Money	I can explain how careers have benefitted my learning. I can begin to list different jobs related to skills and qualities. I can say my D.O.B and spell the first line of my address and my home telephone number I can compare different saving plans I know different ways to pay for goods I know more about paying tax on products I can understand what influences the choices people make about how money is spent. I know and can demonstrate being a critical consumer	Breakthrough
	Functions and uses of money Budgeting Managing risk Personal Safety Training	I am beginning to understand the connections between my own learning, world of work and my future economic well-being. I can compare different saving plans and select one that meets my needs now and in the future. I know about credit and debt	Foundation
		I understand and can articulate the connections between my learning, the world of work and my future economic wellbeing. I understand how people manage money I understand the connections between my learning, the world of work and my future economic wellbeing.	Developing
		I can describe and articulate the connections between my learning, the world of work and my future economic wellbeing. I know about interest, Mortgages and loans I understand the difference between store cards / debit cards / credit cards.	Intermediate
Cultural Capital opportunities. Virtual tour of Parliament Visit the local banks / ask a bank to visit school Ask Trading standards to visit school Ask School Nurse to discuss drugs / relationships / keeping healthy Ask Healthy Lifestyles to set a health programme Ask Spectrum to discuss SSI's / or visit Spectrum in Wigan Watch video clips / YouTube clips			

