

Year 11 PSCS Curriculum Map

Intent

Building on the knowledge and skills students developed at Key Stage 3 to provide students throughout Key Stage 4 with the age-appropriate information and confidence needed to support them in making decisions in relation to their personal finances, physical, mental and sexual health, and staying safe online and in their communities.

Topics	(1) Personal finances Aut 1	(2) Healthy Bodies Aut 2	(3) Religion, Philosophy and Ethics Spr 1	(4) Inclusion, Diversity and Radicalisation Spr 2	(5) Human Rights Sum 1
Focus of our enquiry	<p>How can I learn to manage my money sensibly?</p> <p>An introduction to personal finance and how to develop good saving habits, manage debt and borrow money safely.</p>	<p>How can we keep healthy throughout our adult life?</p> <p>An examination of the risks contributing to infections and different types of cancer, and how students can mitigate these risks through a healthy lifestyle and regular self-examination.</p>	<p>How can we choose the ethically right course of action?</p> <p>An exploration of key ethical theories and how these can be applied to specific moral issues.</p>	<p>Why is it important to value diversity in British society?</p> <p>An examination of how British Values contribute to living in a tolerant, democratic British society, the risks of radicalisation and how to recognise and respond to extremist ideologies.</p>	<p>What are the basic human rights?</p> <p>An overview of the fundamental human rights set out under the Universal Declaration of Human Rights and how they are protected under UK law.</p>
What content will we cover?	<ul style="list-style-type: none"> • Key financial terminology • How to budget, ways to reduce spending and increase saving • Debt: advantages and disadvantages of using credit, reasons for, and ways of, borrowing money • Understanding the main features and key terms on a payslip • Tax and Benefits: Income tax, National Insurance, employee benefits, state benefits and pensions • Financial risk and security: identifying and dealing with financial risk, using insurance to protect against some risks and recognising different types of financial fraud 	<ul style="list-style-type: none"> • Germs, infections and antibiotics: risks, treatments and efficacy • Cancer: signs, risks and treatments • Self-examination: signs of testicular and breast cancer, the importance of self-examination, screening and treatments 	<ul style="list-style-type: none"> • Key ethical theories and religious perspectives • Medical ethics: euthanasia, abortion, IVF, cloning • Sexual ethics: sexual relationships, contraception, gender roles • Business ethics: corporate social responsibility, whistleblowing, globalisation 	<ul style="list-style-type: none"> • British Values and valuing diversity • Understanding and preventing extremism • Radicalisation: risks, building resilience to radicalisation and challenging extremist views 	<ul style="list-style-type: none"> • The UK legal system: sources of law, how the legal system works for the individual and society • Human Rights I: what are human rights and how do they protect us? • Human Rights II: what happens when human rights are not protected?
How does this learning link to statutory requirements?	<p>The National Curriculum states that throughout KS4 Citizenship, students should be taught about:</p> <ul style="list-style-type: none"> - 'Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.' 	<p>The statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education states that pupils should know:</p> <ul style="list-style-type: none"> - 'About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.' - 'The benefits of regular self-examination and screening.' - 'The facts and science relating to immunisation and vaccination.' - 'The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.' - 'The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.' 	<p>The Dorset Locally Agreed Syllabus states that students should have a:</p> <ul style="list-style-type: none"> - 'Systematic knowledge and understanding of a range of religions and world religions thus enabling [students] to become religiously literate so they can engage meaningfully in life in modern Britain.' - 'Describe, explain and analyse beliefs, recognising the diversity which exists within and between religious traditions.' - 'Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.' - 'Express with increasing discernment their personal reflections and critical responses to questions about identity, diversity and ethical issues.' 	<p>Under the Prevent Duty schools should provide 'due regard to the need to prevent people from being drawn into terrorism' including through 'building pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.'</p> <p>The National Curriculum states that throughout KS4 Citizenship, students should be taught about:</p> <ul style="list-style-type: none"> - 'Diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding.' <p>The statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education states that pupils should know:</p> <ul style="list-style-type: none"> - 'How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage' including 'normalising non-consensual behaviour or encouraging prejudice.' - 'That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.' - 'The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.' 	<p>The National Curriculum states that throughout KS4 Citizenship, students should be taught about:</p> <ul style="list-style-type: none"> - 'The legal system in the UK, different sources of law and how the law helps society deal with complex legal problems.' - 'Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.' - 'Human rights and international law.' - 'Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.' <p>The statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education states that pupils should know:</p> <ul style="list-style-type: none"> - 'How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage' including 'normalising non-consensual behaviour or encouraging prejudice.' - 'That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.' - 'The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.'