



Cambridge Park Academy

Character - Preparation - Achievement



KS3 PSHE and RSHE Functional Curriculum Stages 4-10



Curriculum Intent:

At Cambridge Park Academy, our PSHE curriculum is delivered through a carefully planned, progressively sequenced three-year rolling programme, covering the three core themes: Health and Wellbeing, Living in the Wider World, and Relationships (including RSE). We follow the PSHE Association's Scheme of Work and adapt our teaching in response to local issues and the individual needs of our pupils.

Our curriculum is designed to help pupils become healthy, independent, and confident individuals, equipping them with the knowledge, skills, and attributes they need to manage their lives now and in the future. Through a strong focus on emotional literacy, social communication, and personal responsibility, we aim to develop learners who can build positive relationships, contribute meaningfully to society, and make safe, informed choices.

Health and Wellbeing
Living in the Wider World
Relationships

Developmental Stages and Ages

| Stage 4 5 years <small>(The bridge from the foundation curriculum to the formal curriculum)</small> | Stage 5 5-6 years | Stage 6 6-7 years | Stage 7 & 8 7-9 years | Stage 9 & 10 9-11 years |
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Long Term Plan

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|--|--|---|---|--------------------------------|--|
| | <u>Health and Wellbeing</u> | <u>Living in the Wider World</u> | <u>Relationships</u> | <u>Health and Wellbeing</u> | <u>Relationships</u> | <u>Living in the Wider World</u> |
| Year 1 | Drugs HL6- Medicinal drugs HL7- Medicinal drugs, drugs, alcohol and tobacco | Taking care of the environment WILI3- Taking care of the environment | Families, Marriage, Civil relationships CG5- Long term relationships and parenthood | Personal Identity SA1- Personal Strengths SA2- Skills for learning | Puberty CG1- Puberty | Careers WILI4- Preparing for adulthood |

Substantive Knowledge



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| Term | Autumn 1 | | | | |
|-----------|---|--|--|---|--|
| Key Topic | Health and Wellbeing | | | | |
| | <p>Drugs: Medicinal drugs, drugs, alcohol and tobacco.</p> <p>This unit aims to equip pupils with the knowledge, understanding, and decision-making skills needed to make safe and informed choices about medicinal drugs, alcohol, tobacco, and other substances. As part of a wider health education curriculum, the learning focuses on helping children understand the differences between safe and unsafe substances, the role of medicine in healthcare, and the potential risks associated with legal and illegal drugs.</p> <p>Pupils learn to recognise the different forms of medicine, the importance of using medicines responsibly, and how to follow dosage instructions carefully. They also explore the difference between prescribed and over-the-counter medicines, and the importance of seeking adult or medical advice if unsure.</p> | | | | |
| | Stage 4 | Stage 5 | Stage 6 | Stage 7&8 | Stage 9&10 |
| Knowledge | <p>Medicinal drugs</p> <ul style="list-style-type: none"> Knows that some things help people feel better when they are unwell. Can recognise and name familiar items linked to care and getting better (e.g. plaster, spoon, bottle, cream, tissue). | <p>Medicinal drugs</p> <ul style="list-style-type: none"> Knows different types of medicinal forms e.g. tablets, creams and ointments, pills, capsules, liquids, needles, drops etc. Know that medicines are used to treat a health condition. | <p>Medicinal drugs</p> <ul style="list-style-type: none"> Know that doctors prescribe medicines to patients to treat a health condition. Know that some types of medicines can be bought from a shop or pharmacy. Knows the difference between over-the-counter medicine and medicine prescribed by a doctor. | <p>Medicinal drugs</p> <ul style="list-style-type: none"> Knows some different types of over-the-counter medicines e.g. paracetamol, ibuprofen. Know that medicines must be used responsibly and safely. Know that when used responsibly medicines can help take care of health. (e.g. painkillers can help with a headache) | <p>Medicinal drugs</p> <ul style="list-style-type: none"> Know to follow the instructions of medicine e.g. timing, dosage, Know the risks of taking the incorrect amount of medicine. Know to seek medical advice if unsure of medicine use. |
| | <p>Medicinal drugs, drugs, alcohol and tobacco.</p> <ul style="list-style-type: none"> Knows that some things we find at home or outside are not safe to eat or drink. Recognises that only certain drinks are safe for them, like water, milk or juice, and knows to ask an adult if unsure. Knows that strong smells (like cleaning spray, smoke or hand gel) are not for touching, tasting, or breathing in. Begins to understand that grown-ups help keep us safe by saying what is okay or not okay to drink or touch. | <p>Medicinal drugs, drugs, alcohol and tobacco.</p> <ul style="list-style-type: none"> Know that substances such as cleaning products, anti-bac hand gel, wild berries, smoke etc can be harmful if swallowed, drank or inhaled. Know some different types of alcohol drinks. E.g. beer, wine. Know some different non-alcoholic drinks e.g. juice, milk, water, non-alcoholic beer. | <p>Medicinal drugs, drugs, alcohol and tobacco.</p> <ul style="list-style-type: none"> Know that there is a law in place to stop the sale of common legal drugs (alcohol and nicotine) to anyone under the age of 18 years of age. Know that laws are in place because common legal drugs carry risks. Know what smoking and vaping is. Know that nicotine is a drug and has some side effects e.g. addiction, brain development, increase heart rate etc. Know that alcohol is dangerous when consumed in large quantities. Know that consuming nicotine can cause short-term and long-term affects to the body and mind such as addiction, heart and lungs. Know that by not vaping/smoking/drinking alcohol it will lead to a healthier lifestyle. Know that smoking/vaping/drinking is a choice that most young people do not choose. | <p>Medicinal drugs, drugs, alcohol and tobacco.</p> <ul style="list-style-type: none"> Know what illegal means. Know some different types of illegal substances. Know that there are laws in place around supplying or possessing illegal substances. Know that laws are in place to stop people from possessing and supplying illegal drugs. Know some of the effects of drinking alcohol e.g. nausea and vomiting, dizziness, loss of control, loss of consciousness. Know some of the effects of smoking and vaping e.g. breathing difficulties, addiction, heart disease, cancer etc. Know what it means to misuse alcohol/substances. Know that misusing alcohol/substances can lead to a break down in relationships. Know to ask for help if worried about alcohol/substances. Know that a trusted adult can help with worries around alcohol/substances. | <p>Medicinal drugs, drugs, alcohol and tobacco.</p> <ul style="list-style-type: none"> Know that substances/alcohol negatively affect mood and feelings. Know that substances/alcohol affect the mind and body in different ways. E.g. decision making, safety, Know that people under the influence of alcohol/substance are more likely to have an accident. Knows what peer pressure is. Understands that pressure can come from peers, people we know and other sources e.g. advertisement. Know that people smoking and drink because they are put under pressure to fit in or not to feel left out. Know of some strategies that can be used to resist pressures relating to smoking, drinking alcohol or the use of illegal drugs. E.g. avoid places and people who smoke/drink alcohol/take illegal drugs. |
| Key Vocab | <p>Medicinal drugs, medicine, prescribed medicine, over-the-counter medicine, pharmacy, dosage, tablet, pill, capsule, cream, ointment, liquid medicine, drops, needles, injections, doctor, patient, health condition, painkillers, paracetamol, ibuprofen, responsible use, instructions, medical advice, side effects, substances, harmful substances, cleaning products, anti-bacterial hand gel, wild berries, smoke, swallowed, inhaled, alcohol, alcoholic drinks, beer, wine, non-alcoholic drinks, juice, non-alcoholic beer, milk, water, legal drugs, illegal drugs, misuse, addiction, nausea, vomiting, dizziness, loss of control, loss of consciousness, mood, decision making, accident, smoking, vaping, nicotine, brain development, heart rate, breathing difficulties, heart disease, cancer, long-term effects, short-term effects, lungs, law, illegal, legal, possession, supplying, under the age of 18, risks, lifestyle, trusted adult, help, peer pressure, pressure, advertisement, strategies, choice.</p> | | | | |

Substantive Knowledge



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| Term | Autumn 2 | | | | |
|-----------|--|---|--|--|---|
| Key Topic | Living in the Wider World | | | | |
| | <p>Taking care of the environment - Taking care of the environment</p> <p>This unit is designed to help pupils understand the importance of caring for living things and the environment around them. Through exploring the concept of a 'living thing', pupils learn to identify and appreciate the common living things they may encounter in everyday life, such as house plants, pets, and gardens. They begin to recognise that all living things have basic needs—such as food, water, and care—and that humans play a vital role in meeting those needs.</p> <p>The unit also encourages pupils to consider the broader responsibilities we all share in protecting the environment. They learn practical ways to care for both living things and the natural world, including the reduce, reuse, recycle approach. Pupils explore the impact of pollution, the concept of single-use items, and gain an introductory understanding of climate change.</p> <p>By focusing on responsibility, empathy, and sustainability, this unit aims to build pupils' awareness of their ability to make positive environmental choices—both locally and globally. It encourages children to reflect on their own actions and to develop lifelong habits that support the health of the planet and the wellbeing of all living things.</p> | | | | |
| | Stage 4 | Stage 5 | Stage 6 | Stage 7&8 | Stage 9&10 |
| Knowledge | <p>Taking care of the environment</p> <ul style="list-style-type: none"> Begins to notice and show interest in things that grow or move, like plants, animals, or insects. Knows that some things need looking after (e.g. a flower needs water, a pet needs food). Explores simple cause and effect (e.g. watering a plant makes it grow, picking a flower means it can't grow more). Responds to or joins in with routines linked to helping or tidying (e.g. putting litter in the bin, watering plants with help). Shows enjoyment or curiosity when interacting with nature, such as watching birds, smelling flowers, or planting seeds with support. | <p>Taking care of the environment</p> <ul style="list-style-type: none"> Know what is meant by a 'living thing'. Know common living things that people can care for. (e.g. house plants, pets, gardens). Know that living things depend on their environment to survive. Know that people have a responsibility to look after the places where living things live (habitats) | <p>Taking care of the environment</p> <ul style="list-style-type: none"> Knows ways to help living things e.g. watering, feeding, comforting. Knows what living things need to remain alive. Knows that littering and pollution can harm living things and their habitats. Knows that plants and animals need clean air, water, and space to stay healthy. Knows that turning off lights and taps helps take care of the planet. | <p>Taking care of the environment</p> <ul style="list-style-type: none"> Knows ways in which people can take care of other people, living things and the environment. Knows ways in which the environment can be cared for. Know that everyone has the responsibility to take care of the environment. | <p>Taking care of the environment</p> <ul style="list-style-type: none"> Knows items that can be recycled, reused or reduced. Understands the benefits of positive environment choices. Knows what is meant by single-use. Understands what is meant by pollution. Knows what is meant by climate change. |
| Key Vocab | Living thing, house plants, pets, gardens, watering, feeding, comforting, survival, environment, care, responsibility, recycle, reuse, reduce, single-use, pollution, climate change, positive choices, needs, helping, people, nature, sustainability. | | | | |

Substantive Knowledge



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| Term | Spring 1 | | | | |
|---|---|---|--|--|--|
| Key Topic | Relationships | | | | |
| | Stage 4 | Stage 5 | Stage 6 | Stage 7&8 | Stage 9&10 |
| <p>Families, Marriage, Civil relationships, long term relationships and parenthood</p> <p>This unit helps pupils understand the different types of relationships they may experience, including friendships, family, and committed partnerships like marriage. It explores what makes relationships strong and supportive and explains diverse family forms, including adoption, fostering, and looked-after children. Pupils learn about choices couples make, such as living together, having children, and recognizing same-sex relationships. The unit also covers pregnancy, assisted and donor conception, adoption, and fostering as family-building options. It highlights that relationships can change or end for various reasons and stresses the importance of seeking support from trusted adults or friends. Pupils are made aware of legal protections like the illegality of forced marriage and how to report concerns. The unit also addresses the emotional impact of relationship changes such as divorce, separation, or bereavement, reassuring pupils they are not to blame and encouraging open communication about feelings.</p> | <p>Long term relationships and parenthood</p> <ul style="list-style-type: none"> Recognises familiar people who are important to them, such as family members, friends, or key adults. Knows that some people live together as a family, and that families can look different. Begins to understand that people who love and care for each other often spend time together, help each other, and show affection. Can identify people they go to for help, comfort, or fun, showing early awareness of emotional bonds. Explores positive relationships through play, stories, and routines, showing early understanding of care, friendship, and belonging. | <p>Long term relationships and parenthood</p> <ul style="list-style-type: none"> Knows different examples of relationships e.g. friendship, marriage, family. Knows what is important in a committed relationship. Understands what is meant by family. Know the different people that make up their family. | <p>Long term relationships and parenthood</p> <ul style="list-style-type: none"> Understands some of the choices that a couple has when part of a committed relationships. E.g. marriage, living together, having children. (Including same sex relationships) Understands what is meant by 'adopted', 'fostered' or 'looked after' in terms of families. Knows that some relationships will end for different reasons. E.g. falling out, breaking up, Knows that a trusted adult or friend is someone that can be talked to if worried about a relationship. | <p>Long term relationships and parenthood</p> <ul style="list-style-type: none"> Knows the difference between feeling ready for a relationship, a sexual relationship or to be a parent. Knows what is meant by being pregnant. Knows that a woman can become pregnant including by assisted conception, donor conception. Understands some reasons why people might choose to adopt or foster children or young people. Knows that it illegal to force some to marry another person. Knows to report concerns to a trusted adult or the police if worried about someone being forced to marry. | <p>Long term relationships and parenthood</p> <ul style="list-style-type: none"> Understands some of the different reasons that someone may need the support of assisted conception, donor conception or surrogacy. Knows some of the different choices that people when pregnant. Understands what is meant by an abortion or termination of a pregnancy. Knows of reliable, unbiased sources of support if worried about relationships. Understands ways in which they can access this support. Knows what is meant by divorce, separation or bereavement. Understands some of the different ways a relationship might end. Knows that people will experience strong feelings when experiencing the end of a relationships e.g. sorrow, depression, sadness, anger. Knows that the child is not at fault if someone's parents have a breakdown of a relationship. Understands the importance of talking to someone if worried about the ending of a relationship. |
| Key Vocab | Relationships, friendship, marriage, family, committed relationship, choices, living together, children, same-sex relationships, adopted, fostered, looked after, breaking up, falling out, trusted adult, support, feeling ready, sexual relationship, parenthood, pregnant, pregnancy, assisted conception, donor conception, surrogacy, adoption, fostering, forced marriage, illegal, police, abortion, termination, reliable sources, unbiased support, divorce, separation, bereavement, end of a relationship, feelings, sorrow, depression, sadness, anger, not at fault, talking to someone. | | | | |

Substantive Knowledge



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| Term | Spring 2 | | | | |
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| Key Topic | Health and Wellbeing | | | | |
| | Personal Identity - Personal Strengths, Skills for learning This unit focuses on helping learners understand and identify their personal strengths, skills, and interests, as well as recognising that others have different abilities and preferences. It emphasizes the importance of positive self-esteem and managing negative opinions or comments through simple strategies. Learners explore how to set and work towards achievable short-term and long-term goals by breaking them down into manageable steps. The unit also highlights strategies to support effective learning, such as minimizing distractions and using helpful tools like checklists. Additionally, it encourages reflection on the feelings associated with success and ways to share achievements. Practice and regular effort are stressed as key to improving skills. Finally, learners consider how their current skills and learning can be applied in the future, helping to build aspirations and confidence for continued growth. | | | | |
| | Stage 4 | Stage 5 | Stage 6 | Stage 7&8 | Stage 9&10 |
| Knowledge | <p>Personal Strengths</p> <ul style="list-style-type: none"> Begins to show preference for certain activities through choices, engagement, or excitement (e.g. reaching for drawing materials, running outside). Shows pride, enjoyment or confidence when doing familiar tasks or activities they can do well. Responds positively to praise or encouragement, beginning to recognise when they've done something successfully. Explores a range of simple activities with support (e.g. building, climbing, painting), developing awareness of what they like to do. Begins to recognise that everyone is good at different things, through stories, modelling, or peer interaction. | <p>Personal Strengths</p> <ul style="list-style-type: none"> Knows a range of different skills and activities (e.g. drawing, dancing, building, running, helping others, remembering facts). Can identify and describe which skills or activities they enjoy and feel good at, using simple reasons (e.g. "I like painting because I'm neat," or "I'm good at football because I can kick far"). Begins to understand that everyone has different strengths, and that it's good to celebrate what others are good at too. Can recognise how their strengths help them in school or with friends (e.g. "I'm good at sharing," "I'm good at helping tidy up"). Shows early confidence and pride when talking about themselves in a positive way. Can begin to think about a skill they want to get better at, and may know how to practise or improve it. | <p>Personal Strengths</p> <ul style="list-style-type: none"> Knows and can name specific skills they are good at (e.g. "I'm good at painting," "I can run fast"). Understands that people have different strengths and that it's okay to be good at different things. Can talk about an activity they enjoy and feel confident doing, and explain why they like it. Recognises that some skills need practice to get better, and may begin setting personal goals (e.g. "I want to get better at drawing"). Shows respect and encouragement when others succeed, developing early self-esteem and peer awareness. | <p>Personal Strengths</p> <ul style="list-style-type: none"> Knows a wide range of personal qualities and skills, such as creativity, perseverance, communication, and empathy. Understands that strengths vary between people and that everyone has different talents and abilities. Knows that personal strengths can improve through effort, practice, and learning. Understands that confidence and self-esteem are linked to recognising one's own strengths. Knows that people's strengths help them in different situations, such as school, family, and friendships. Recognises the importance of resilience and perseverance as qualities that support personal growth and achievement. | <p>Personal Strengths</p> <ul style="list-style-type: none"> Knows a broad and detailed range of personal qualities, including creativity, resilience, leadership, empathy, communication, and problem-solving. Understands that personal strengths influence how people approach challenges, set goals, and interact with others. Knows that self-confidence and self-esteem are influenced by recognising and valuing one's own strengths and achievements over time. Understands that different contexts (e.g., school, home, community) may require different personal strengths. Knows about the role of perseverance and resilience in overcoming setbacks and maintaining motivation. Understands how recognising and valuing strengths in oneself and others contributes to positive relationships and teamwork. <input type="checkbox"/> Knows that strengths can be developed throughout life by learning new skills and facing new |
| | <p>Skills for Learning</p> <ul style="list-style-type: none"> Knows that all people are both alike and different in some ways. Can recognise simple ways they are similar to others (e.g., liking the same games) and ways they are different (e.g., favourite colours or foods). Knows about activities they enjoy or don't enjoy, such as playing outside, drawing, or singing. Can name some things they like and dislike doing. Knows what a goal is by understanding that it means trying | <p>Skills for Learning</p> <ul style="list-style-type: none"> Knows that everyone has similarities and differences. Knows of some similarities and differences between themselves and their peers. Knows some activities that are enjoyable /not enjoyable or like doing/dislike doing. Knows some of their own preferences. E.g. favourite lesson/subject Knows a simple target/goal that is currently being worked towards. | <p>Skills for Learning.</p> <ul style="list-style-type: none"> knows my own preferences when learning. e.g. quiet room, pictures help me, with a partner. Knows some simple things that can help when learning. Knows that a short-term target is a small target that is achievable in a short space of time. e.g. to learn how to form the letter n correctly. Knows that longer-term targets are often planned over a longer period. e.g. to learn how to swim. | <p>Skills for Learning</p> <ul style="list-style-type: none"> Knows some simple strategies that can be used when learning. E.g. limit distractions, breaking tasks down into small chunks, check lists. Knows that a goal can be broken down into smaller steps. Knows that by breaking a goal down into smaller steps it becomes more achievable. | <p>Skills for Learning</p> <ul style="list-style-type: none"> Knows some common feels associated with success e.g. pride, happiness, joy, confidence, relief, satisfaction Knows ways in which someone might share their success. E.g. smile, celebrate, tell someone. Knows when a target has been reached. Knows that in order to get better at something, practice is needed. Knows what is meant by strengths and skills are. |



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| | to do something new or better with help from adults. | | | | <ul style="list-style-type: none"> • Knows that practice of skills should be regular, focused and purposeful to improve at a skill. • Knows some future uses of current learning e.g. maths to help with money, shopping, telling time etc. • Knows of some future aspirations. |
| Key Vocab | Skills, activities, drawing, colouring, climbing, running, enjoyable, strength, personal strengths, personal interests, different interests, different skills, different strengths, positive comment, negative comment, self-esteem, confidence, abilities, worth, impact, manage negative opinions, similarities, differences, preferences, favourite lesson, target, goal, short-term target, longer-term target, achievable, learning preferences, quiet room, pictures, partner, limit distractions, breaking tasks down, checklists, smaller steps, success, pride, happiness, joy, confidence, relief, satisfaction, share success, practice, strengths, skills, regular practice, focused practice, purposeful practice, future uses, future aspirations. | | | | |

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| | Substantive Knowledge |
| Term | Summer 1 |



Cambridge Park Academy

Character - Preparation - Achievement

| Key Topic | Relationships | | | | |
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| <p>Puberty This unit on puberty provides learners with a comprehensive understanding of the physical, emotional, and social changes that occur during adolescence. It explores the human life cycle and highlights that growth happens at different rates for everyone, which is completely normal. Learners gain knowledge about the body's development during puberty, including the changes in male and female reproductive organs and the biological processes involved in human reproduction. The unit also addresses the new responsibilities and opportunities that come with growing older. Emotional changes, such as mood fluctuations and the development of self-control, are discussed, alongside the importance of personal hygiene during this time. Additionally, learners explore how fertility changes over time and the impact of healthy and unhealthy habits on reproductive health. Overall, this unit supports learners in understanding their bodies, emotions, and responsibilities as they transition through adolescence.</p> | | | | | |
| | Stage 4 | Stage 5 | Stage 6 | Stage 7&8 | Stage 9&10 |
| Knowledge | <ul style="list-style-type: none"> Know that all living things grow and change. Know that babies grow into children and then adults. Know that their body will change as they get older. Know that people may grow at different speeds, and that is okay. | <p>Puberty</p> <ul style="list-style-type: none"> Know that animals, including humans, have a life cycle. Knows the stages of the human life cycle. Know that changes happen when we grow up. Know that people grow up at different rates and that is normal Know how their bodies have changed from when they were a baby and that they will continue to change as they age | <p>Puberty</p> <ul style="list-style-type: none"> Know that new opportunities and chances become available as someone grows older. E.g. join a new club, take on a new role in school. Knows what is meant by a responsibility. Knows that as someone gets older, they get more responsibilities. Knows that puberty is a change the body goes through during adolescence. Know some of the outside body changes that happen during puberty. Know some of the changes on the inside that happen during puberty. Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults | <p>Puberty</p> <ul style="list-style-type: none"> Knows the physical changes that happen during puberty. Knows the emotional changes that happen during puberty. Know the physical differences between male and female bodies Know the correct names for male and female reproduction organs. Know that personal hygiene is important during puberty and as an adult. Knows which body parts are important to keep clean. | <p>Puberty</p> <ul style="list-style-type: none"> Knows the function of the male and female reproduction organs. Know that babies are made by a sperm joining with an ovum. Knows what sexual intercourse is. Know that sexual intercourse can lead to conception Knows the different stages of human reproduction. (fertilisation, gestation, birth) Know that different moods might be experienced as someone gets old. Know that self-control develops as someone gets old. Knows that some emotional changes can be challenging e.g. stress, anxiety. Knows that fertility is a person's ability to have a baby. Knows that body men and woman have fertility. Knows how fertility changes over time e.g. people must go through puberty before being able to have children, as people get older fertility decreases. Knows that healthy habits support fertility and unhealthy habits harm fertility. |
| Key Vocab | Life cycle, stages, growth, changes, baby, age, opportunities, responsibilities, puberty, adolescence, outside body changes, inside body changes, male body, female body, physical changes, emotional changes, physical differences, reproductive organs, personal hygiene, body parts, function, sperm, ovum, sexual intercourse, conception, fertilisation, gestation, birth, moods, self-control, stress, anxiety, fertility, healthy habits, unhealthy habits. | | | | |

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| | Substantive Knowledge |
| Term | Summer 2 |



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| Key Topic | Living in the Wider World | | | | |
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| <p>Careers -Preparing for adulthood</p> <p>This unit supports pupils in developing the knowledge, skills, and understanding they need to prepare for adult life. Learners explore different types of living arrangements—such as living independently, with family, or in supported housing—helping them understand that adulthood brings new choices and responsibilities. The unit introduces the concept of employment, including what a job is, the purpose of earning money, and different types of work (e.g. paid, voluntary, full-time, part-time). Pupils learn about various job roles, the places people work, and the skills and qualifications required for certain careers. They are encouraged to reflect on aspirations for their own futures, considering jobs they might enjoy and the steps they may need to take to achieve them. Practical life skills are a key focus. Pupils begin to understand the importance of money management (e.g. budgeting), personal hygiene, safe travel, and time management. The unit also explores how to prepare simple meals, make safe decisions, and ask for help when needed. Additionally, the unit teaches about health and safety in the workplace, the importance of keeping environments safe, and introduces children to the idea that laws exist to protect workers. This helps lay the foundation for understanding their rights and responsibilities as future employees or independent adults.</p> | Stage 4 | Stage 5 | Stage 6 | Stage 7&8 | Stage 9&10 |
| <p>Knowledge</p> | <p><u>Preparing for Adulthood</u></p> <ul style="list-style-type: none"> Knows that people live in different places, such as a house, flat, or with family. Recognises that some people live with family, and some live in other ways with help. Knows that grown-ups do jobs to earn money to buy things they need. Can name some familiar jobs, like teacher, doctor, or shop worker. Knows that jobs happen in different places, like school, hospital, or shops. | <p><u>Preparing for Adulthood</u></p> <ul style="list-style-type: none"> Know some different types of living arrangements e.g. living with family, living independently, supported living. Understand that people have different living arrangements. Know that a job is something someone does to earn money. Knows some different types of job e.g. teacher, doctor, nurse, shop assistant. Knows some different places where a job takes place. E.g. school, hospital, shops | <p><u>Preparing for Adulthood</u></p> <ul style="list-style-type: none"> Knows some different sources of income e.g. paid work, benefits Understands the importance of money for living. Knows some different types of employment. e.g. paid/ unpaid (voluntary), full time/part time, work placements. Knows some of the different jobs that people they know do. E.g. parents, family members Knows the job that someone in the community has. E.g. teacher, doctor. | <p><u>Preparing for Adulthood</u></p> <ul style="list-style-type: none"> Knows the different types of jobs and roles people do. Know the types of job they might like to do when they are older. Know some hopes, dreams or goals for the future. Knows that adults can choose to live in different ways. Knows that people have different aspirations. Knows that different jobs have different responsibilities. Knows that different jobs require different skills. Know that different jobs pay more money than others. Knows that the amount of money can influence a person's job/career choice. | <p><u>Preparing for Adulthood</u></p> <p>Knows how to:</p> <ul style="list-style-type: none"> prepare simple meals, manage time effectively make safe and sensible choice ask for help or more information. <p>Knows importance of:</p> <ul style="list-style-type: none"> Cleanliness and personal hygiene Managing money e.g. budgeting and banking. Safe travel arrangements Knows some of the skills needed to fulfil a job of interest. Knows what is meant by a qualification Knows which qualifications are needed for a job of interest. Knows that health and safety means protecting people from getting hurt or becoming unwell whilst doing their job. Knows that workplaces should be kept clean, tidy and safe. Knows that there are laws in place to protect people in the workplace. Knows the different steps to getting a job. e.g. looking for a job, writing a CV, going for an interview. |
| <p>Key Vocab</p> | <p>Living arrangements, living with family, living independently, supported living, job, earn money, income, paid work, benefits, employment, full-time, part-time, voluntary, work placements, workplace, school, hospital, shop, career, aspirations, hopes, dreams, goals, responsibilities, skills, qualifications, money, budgeting, banking, managing money, time management, safe choices, personal hygiene, cleanliness, safe travel, job roles, CV, interview, health and safety, laws, workplace safety, preparing meals, asking for help, sensible choices, getting a job.</p> | | | | |

Disciplinary Knowledge



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Our PSHE curriculum is broken down into the following 3 areas:

Health and Wellbeing
Living in the Wider World
Relationships

| Stage 4 | Strands | Stage 5 | Stage 6 | Stage 7&8 | Stage 9&10 |
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| <p>Understanding Ourselves and Others</p> <ul style="list-style-type: none"> Begin to talk about their own feelings, likes, and dislikes, and recognise that others may feel differently. Show increasing awareness of how actions affect others, Begin to understand the importance of kindness, sharing. Describe special times, people, and celebrations in their own lives. Begin to show curiosity about the beliefs and traditions of others. Begin to understand that people belong to different families, cultures, and faith groups, Begin to value differences in beliefs, appearances, and ways of life. Recognise some religious and cultural symbols (e.g. a cross, a mosque, candles) Begin to talk about why symbols are important to some people. Children can name people in their lives who help them stay safe and healthy Begin to understand the need for personal hygiene, good eating habits, and rest. | <p>Health and Wellbeing Medicinal Drugs</p> | <p>Medicinal Drugs HL6.3.1 - Recognise what is meant by a 'medicine'.</p> | <p>Medicinal Drugs HL6.4.1 - Identify the difference between over the counter medicines and those prescribed by a doctor.</p> | <p>Medicinal Drugs HL6.5.1 - Identify some examples of over the counter medicines. HL6.5.2 - Describe how medicines, when used responsibly can help us to take care of our health (e.g. painkillers when we have a headache)</p> | <p>Medicinal Drugs HL6.6.1 - Recognise the importance of taking over the counter and prescribed medicines correctly HL6.7.1 - Explain that all drugs can have risks to health, even if they are legal or have been prescribed</p> |
| | <p>Health and Wellbeing Medicinal drugs, drugs, alcohol and tobacco</p> | <p>Medicinal drugs, drugs, alcohol and tobacco. HL7.3.3.1- Identify some substances people might swallow, drink or inhale that could be harmful to their health. HL7.3.2 - Describe what alcohol is and how alcoholic drinks are different to non-alcoholic drinks.</p> | <p>Medicinal drugs, drugs, alcohol and tobacco. HL7.4.1 - Identify some common legal drugs(e.g. nicotine and alcohol). HL7.4.2 - Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist. HL7.4.3 - Identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use. HL7.4.4 - Recognise that most young people choose not to smoke/vape, drink alcohol or use drugs.</p> | <p>Medicinal drugs, drugs, alcohol and tobacco. HL7.5.1 - Explain that there are special rules (laws) around supplying or possessing illegal substances, and why they exist. HL7.5.2 - Describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body. HL7.5.3 - Identify how misusing substances/alcohol might impact on relationships. HL7.5.4 - Identify when, why and how to ask for help in relation to drugs and alcohol.</p> | <p>Medicinal drugs, drugs, alcohol and tobacco. HL7.6.2 - Explain how drugs/alcohol can affect how people feel, influence their ability to make decisions and can contribute to causing accidents. HL7.6.2 - Describe how pressure to use substances can come from a variety of sources, including people we know. HL7.6.3 - Explain why we might put ourselves under pressure to try substances such as smoking and drinking (e.g. to fit in or not to feel left out). HL7.6.4 - Describe or demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs.</p> |
| | <p>Living in the Wider World Taking care of the environment</p> | <p>Taking care of the environment WILI3.3.1 - Identify living things that people can care for(e.g. house plants, pets, gardens).</p> | <p>Taking care of the environment WILI3.4.1 - Recognise different ways of showing compassion to other living things (e.g. wildlife, pets).</p> | <p>Taking care of the environment WILI3.5.1 - Describe shared responsibilities we all have for taking care of other people, living things and the environment we live in.</p> | <p>Taking care of the environment WILI3.6.1 - Explain how every day choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, waste, pollution). WILI3.7.1 - Identify our feelings and values in relation to climate change and the environment.</p> |
| | <p>Relationships Long term relationships and parenthood</p> | <p>Long term relationships and parenthood CG5.3.1 - Give examples of different types and features of committed, long-term relationships. CG5.3.2 - Identify adults we know who are in a long-term relationship (e.g. married, in a civil partnership, living together, engaged). CG5.3.3 - Identify what being in a family means.</p> | <p>Long term relationships and parenthood CG5.4.1 - Explain that marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other. CG5.4.2 – Recognise what 'adopted', 'fostered', or 'looked after' mean in terms of families. CG5.4.3 – Recognise that some relationships will end— meaning that a couple don't go out together, or live together anymore. CG5.4.4 – Identify whom we can talk to if we're worried about relationships changing/ ending.</p> | <p>Long term relationships and parenthood CG5.5.1 – Identify what the differences might be between feeling ready for a relationship, feeling ready for a sexual relationship and being ready to be a parent. CG5.5.2 – Recognise different ways a person can become pregnant, including assisted conception, donor conception. CG5.5.3 – Identify possible reasons why people might choose to adopt or foster children or young people. CG5.5.4 – Explain that no-one can be forced to marry someone; that this is always wrong; that the person trying to force someone to marry is</p> | <p>Long term relationships and parenthood CG5.6.1 - Identify possible reasons for assisted conception, donor conception and surrogacy. CG5.6.2 - Describe choices people have in the event of an unintended pregnancy. CG5.6.3 – Explain what abortion or termination of a pregnancy means. CG5.6.4 – Identify reliable, unbiased sources of support and explain how to access them. CG5.6.5 – Describe different ways relationships might be ended (e.g. divorce, separation, or bereavement). CG5.6.6 – Describe the feelings people might have if they or someone they are close to is experiencing the ending of a relationship.</p> |



Cambridge Park Academy

Character - Preparation - Achievement

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| <ul style="list-style-type: none"> • Begin to talk about things that cause worry • Know how to make simple safe choices at home and school. | | | | <p>committing a very serious crime no matter who they are or what they say. CG5.5.5 – Identify what we can do and whom we could tell if we think someone is being forced to marry someone.</p> | <p>CG5.6.7 – Explain that the breakdown of a relationship between parents is not the fault of their children. CG5.6.8 – Explain the importance of talking to someone if worried about the ending of a relationship.</p> |
| | <p>Health and Wellbeing Personal Strengths</p> | <p>Personal Strengths SA1.3.1 - Describe what we are good at and/or enjoy.</p> | <p>Personal Strengths SA1.4.1 - Identify some of our own personal strengths and skills (things we are really good at or can do really well).</p> | <p>Personal Strengths SA1.5.1 - Demonstrate how to recognise and appreciate personal strengths in other people.</p> | <p>Personal Strengths SA1.6.1 - Explain how what others say and think about us can positively and negatively affect the way we feel about ourselves. SA1.6.2- Identify some simple strategies to help manage negative opinions/ comments.</p> |
| | <p>Health and Wellbeing Skills for Learning</p> | <p>Skills for Learning SA2.3.1- Identify some things that make us special and unique as learners. SA2.3.2 - Describe what we like and dislike doing as learners. SA2.3.3 - Describe our own learning targets or goals.</p> | <p>Skills for Learning SA2.4.1 - Describe the particular ways we like to learn. SA2.4.2- Identify the difference between a short-term target and an aspirational, long-term goal.</p> | <p>Skills for Learning SA2.5.1- Describe simple strategies we can use to help us be organised in our learning. SA2.5.2- Explain how we might achieve our targets and goals (e.g. breaking longer-term goals down into several short-term targets).</p> | <p>Skills for Learning SA2.6.1- Describe how it feels to achieve a target. SA2.6.2- Demonstrate ways we can develop our strengths and skills through practice. SA2.6.3- Identify some ways in which our current learning will help us in the future.</p> |
| | <p>Relationships Puberty</p> | <p>Puberty CG1.3.1 - Identify some of the different ways we have changed as we have grown older.</p> | <p>Puberty CG1.4.1 - Describe some of the new opportunities and responsibilities we have experienced as we have grown older. CG1.4.2 - Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social). CG1.4.3 - Explain why puberty happens</p> | <p>Puberty CG1.5.1 - Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings. CG1.5.2 - Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty.</p> | <p>Puberty CG1.6.1 - Identify the functions of the reproductive organs, including how conception occurs. CG1.6.2 - Describe the different stages of reproduction, pregnancy and birth. CG1.7.1 - Evaluate how emotions may change as we get older and are no longer children. CG1.7.2 - Recognise that fertility changes overtime and in response to some lifestyle factors.</p> |
| | <p>Living in the Wider World Preparing for Adulthood</p> | <p>Preparing for Adulthood WILI4.3.1 - Recognise different types of living arrangement, including adult care, residential care and living independently. WILI4.3.2 - Explain what is meant by having a 'job'.</p> | <p>Preparing for Adulthood WILI4.4.1 - Recognise that there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments). WILI4.4.2 - Recognise that there are different types of employment e.g. paid/ unpaid (voluntary), full time/part time, work placements. WILI4.4.3 - Describe different jobs that family members, friends and people in the community may do.</p> | <p>Preparing for Adulthood WILI4.5.1 - Identify our aspirations for adult life (which may or may not include employment and independent living). WILI4.5.2 - Describe the kind of job we might like to do when we are older and what we expect it to be like. WILI4.5.3 - Recognise that some jobs are paid more than others and money is one factor which may influence a person's job or career choice.</p> | <p>Preparing for Adulthood WILI4.6.1 - Demonstrate skills for independent living (e.g. safe travel, shopping and meal preparation). WILI4.6.2 - Explain what strengths, skills and qualifications someone might need to do the jobs that interest us. WILI4.6.3 - Describe some of the things that help to keep people healthy and safe at work (that there are laws to protect people). WILI4.6.4 - Describe the steps to getting a job (e.g. looking for a job, writing a CV, going for an interview).</p> |