



# Cambridge Park Academy

Character - Preparation - Achievement



## KS4 PSHE

Pearson BTEC Entry Level 3 in **Personal Growth and Wellbeing**

**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.

Students in KS4 will be working towards the Pearson BTEC Entry Level 3 in **Personal Growth and Wellbeing** qualification. This qualification encompasses key strands of the Relationship and Sex Education curriculum.

For students to achieve Pearson BTEC Entry Level **Award** in Personal Growth and Wellbeing (Entry 3) they must complete 2 units with 60 Guided learning hours and an assessment per unit.

For students to achieve Pearson BTEC Entry Level **Certificate** in Personal Growth and Wellbeing (Entry 3) they must complete 4 units with 120 guided learning hours and an assessment per unit.

The format of assessment is an assignment taken after the content of the unit, or part of the unit, has been delivered. An assignment may take a variety of forms, including practical and written types and can be split into tasks. An assignment is a distinct activity completed independently by learners. It is separate from teaching, practice, exploration and other activities that learners take part in. Teachers will make informed decisions on whether it appropriate to put a student through an assessment.

We have chosen Units 1-4 and these progress naturally from our PSHE and RSE formal curriculum and will embed vital knowledge and skills for our students. The units are: Unit 1: Understanding physical health and wellbeing, Unit 2: Understanding emotional wellbeing, Unit 3: Recognising the importance of social health and wellbeing and Unit 4: Being aware of sexual health and wellbeing.



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Developmental Stages and Ages				
<b>Stage 4</b> <b>5 years</b> (The bridge from the foundation curriculum to the formal curriculum)	<b>Stage 5</b> <b>5-6 years</b>	<b>Stage 6</b> <b>6-7 years</b>	<b>Stage 7 &amp; 8</b> <b>7-9 years</b>	<b>Stage 9 &amp;10</b> <b>9-11 years</b>

Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b>Unit 1: Understanding physical health and wellbeing</b> Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention Changing adolescent body Basic first aid			<b>Unit 2: Understanding emotional wellbeing</b> Mental wellbeing Internet safety and harms		
Year 2	<b>Unit 3: Recognising the importance of social health and wellbeing</b> Families Respectful relationships, including friendships Online and media			<b>Unit 4: Being aware of sexual health and wellbeing</b> Intimate sexual relationships including sexual health Being safe		

Substantive Knowledge	
Term	Autumn 1, Autumn 2 and Spring 1



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<b>Key Topic</b>	<b>Unit 1: Understanding physical health and wellbeing</b>	
	<p>The aim of this unit is for learners to understand the factors that contribute to physical health and wellbeing.</p> <p>Physical health and fitness, Healthy eating, Drugs, alcohol and tobacco, Health and prevention, Changing adolescent body, Basic first aid</p> <p>Equipping students with a robust understanding of physical health, hygiene, and life-saving practices is essential for fostering lifelong wellbeing, personal responsibility, and informed decision-making. The knowledge outlined provides a foundation for students to lead healthy, safe, and empowered lives.</p>	
	Pearson BTEC Entry Level <b>Award</b> in Personal Growth and Wellbeing (Entry 3)	Pearson BTEC Entry Level <b>Certificate</b> in Personal Growth and Wellbeing (Entry 3)
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Understand how being active helps your mental health and reduces stress.</li> <li>Know what a healthy lifestyle looks like and why staying active helps prevent illness like cancer and heart disease.</li> <li>Learn about how and why people donate blood, organs, and stem cells.</li> <li>Know how to eat healthily and how poor eating habits can lead to problems like tooth decay and cancer.</li> <li>Understand the risks of harmful substances like cigarettes, alcohol, and drugs—both legal and illegal.</li> <li>Learn about personal hygiene, how germs spread, and how to prevent and treat infections, including using antibiotics.</li> <li>Know how to take care of your teeth, including brushing, flossing, eating well, and visiting the dentist.</li> <li>Understand why checking your body regularly and going for health screenings is important.</li> <li>Learn how vaccines and immunisations protect you and others from disease.</li> <li>Know why getting enough good-quality sleep is important for your health, mood, and learning.</li> <li>Understand the changes that happen during puberty and how they affect your body and emotions.</li> <li>Learn the differences in how boys and girls develop and what that means for their health.</li> <li>Know how to treat common injuries like cuts, bruises, or sprains.</li> <li>Learn life-saving skills like how to do CPR.</li> <li>Understand what a defibrillator is and when it should be used.</li> </ul>	<ul style="list-style-type: none"> <li>Know the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>Know the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>Knows about the science relating to blood, organ and stem cell donation.</li> <li>Know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> <li>Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> <li>Know about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>Know about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>Knows the benefits of regular self-examination and screening.</li> <li>Knows the facts and science relating to immunisation and vaccination.</li> <li>Understands the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> <li>Knows the key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>Knows the main changes which take place in males and females, and the implications for emotional and physical health.</li> <li>Knows the basic treatment for common injuries.</li> <li>Knows life-saving skills, including how to administer CPR.</li> <li>Know the purpose of defibrillators and when one might be needed.</li> </ul>
<b>Key Vocab</b>	physical activity, mental wellbeing, stress, healthy lifestyle, healthy weight, inactive lifestyle, ill health, cancer, cardiovascular ill-health, blood donation, organ donation, stem cell donation, healthy eating, poor diet, health risks, tooth decay, legal substances, illegal substances, smoking, alcohol use, drug-taking, personal hygiene, germs, bacteria, viruses, infection, antibiotics, dental health, oral hygiene, dental flossing, dentist check-ups, self-examination, screening, immunisation, vaccination, sleep, weight, mood, ability to learn, puberty, adolescent body, menstrual wellbeing, emotional health, physical health, common injuries, life-saving skills, CPR, defibrillators	

	<b>Substantive Knowledge</b>
<b>Term</b>	<b>Spring 2, Summer 1 and Summer 2</b>



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<b>Key Topic</b>	<b>Unit 2: Understanding emotional wellbeing</b>	
	Mental wellbeing, Internet safety and harms	
	Developing students' understanding of mental health and emotional literacy is essential for fostering resilience, empathy, and self-awareness in an increasingly complex world. The knowledge outlined equips young people with the tools to navigate both their internal emotional landscape and the external pressures of modern life, particularly in the digital age.	
	Pearson BTEC Entry Level <b>Award</b> in Personal Growth and Wellbeing (Entry 3)	Pearson BTEC Entry Level <b>Certificate</b> in Personal Growth and Wellbeing (Entry 3)
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Knows how to talk about their feelings clearly and respectfully, using the right words.</li> <li>Understands that feeling happy is often linked to having good relationships with others.</li> <li>knows early signs that they or someone else might be struggling with their mental health.</li> <li>Knows about common mental health issues like anxiety and depression.</li> <li>Understands whether their actions help or harm their own or others' mental health.</li> <li>Understands that exercise, being outside, helping others, and joining in with the community can boost happiness and wellbeing.</li> <li>Knows that many people experience mental health problems, and that getting help early can make a big difference.</li> <li>Understands how life online can be different from real life, including:             <ul style="list-style-type: none"> <li>Knows that comparing yourself to others online can be unhealthy</li> <li>Knows people often only show the best parts of their lives online</li> <li>Knows that relying too much on online friendships can be risky</li> <li>Knows Online gambling can lead to debt</li> <li>Ads are targeted at them, and they should think carefully about what they see online</li> <li>Knows how to spot harmful behaviour online, like bullying or abuse, and knows how to get help or report it.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Knows how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>Knows that happiness is linked to being connected to others.</li> <li>Knows how to recognise the early signs of mental wellbeing concerns.</li> <li>Knows some common types of mental ill health (e.g. anxiety and depression).</li> <li>Knows how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>Understands the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> <li>Knows that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> <li>Knows the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising information is targeted at them and how to be a discerning consumer of information online.</li> <li>Knows how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
<b>Key Vocab</b>	emotions, happiness, connection, mental wellbeing, early signs, mental ill health, anxiety, depression, critical evaluation, positive effect, negative effect, mental health, physical exercise, time outdoors, community participation, voluntary activities, service-based activities, support, online world, physical world, unhealthy comparison, obsessive comparison, unrealistic expectations, body image, curated image, online relationships, social media, online gambling, debt, advertising, targeted information, discerning consumer, harmful behaviours, bullying, abuse, harassment, report, support	

## Disciplinary Knowledge

*The Personal Growth qualification is broken down into units. These are Understanding physical health and wellbeing and understanding emotional wellbeing.*

<b>Unit</b>		
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<p><b>Unit 1:</b> <b>Understanding physical health and wellbeing</b></p>	<p><b><u>Understanding healthy lifestyles</u></b></p> <ul style="list-style-type: none"> <li>• Identify what makes up a healthy lifestyle, like eating well, exercising, sleeping enough, keeping clean, and spending time with others</li> <li>• Identify why a healthy lifestyle is good for you—it helps you feel better, handle stress, stay fit, make friends, and avoid illness.</li> <li>• Recognise some different types of physical activity, like: Aerobic (e.g. running, swimming), Muscle strengthening (e.g. lifting weights), Stretching (e.g. yoga), Bone strengthening (e.g. jumping, dancing)</li> <li>• Identifies how physical activity helps your body—like improving your heart health, strength, flexibility, and sleep.</li> <li>• Know what can happen if you don't stay active—like gaining weight, getting sick more often, or feeling weak and stiff.</li> <li>• Be aware of places nearby where you can be active—like gyms, swimming pools, sports clubs, and parks.</li> <li>• Take part in a physical activity, either on own or with a group.</li> </ul>	<p><b><u>Understanding healthy lifestyles</u></b></p> <ul style="list-style-type: none"> <li>• Explain the components of a healthy lifestyles, e.g. diet, exercise, sleep, interacting with others, personal hygiene.</li> <li>• Explain the benefits of healthy lifestyles, e.g. makes us feel good, helps manage stressful situations, fitness levels, social engagement, protects from long-term illness.</li> <li>• Identify different types of physical activity e.g. aerobic, muscle strengthening, stretching, bone strengthening.</li> <li>• Recognise the benefits of physical activity, e.g. improve heart rate, fitness levels, strengthening, flexibility, aids sleep.</li> <li>• Recognise risks of not participating in physical activities, e.g. weight gain, lack of strength, illness, lack of flexibility, health deterioration.</li> <li>• Identify local facilities that are available to help promote physical health, e.g. swimming pools, gyms, fitness centres, clubs, athletic tracks.</li> <li>• Participate in an individual or group physical activity.</li> </ul>
<p><b>Unit 2:</b> <b>Understanding emotional wellbeing</b></p>	<p><b><u>Factors that impact on mental health and emotional wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• Recognises mental health as a normal part of development</li> <li>• Identifies positive and negative emotions (e.g., happiness, contentment, fear, anger)</li> <li>• Recognises factors influencing emotional wellbeing (e.g., social, economic, health, work/study, environment, finances, culture)</li> <li>• Identifies life events affecting mental health (e.g., marriage, bereavement, separation, relocation, new job)</li> <li>• Recognises signs of positive mental health (e.g., coping with change, expressing emotions)</li> <li>• Identifies others' behaviours that impact emotional wellbeing (e.g., peer pressure, social media)</li> </ul>	<p><b><u>Factors that impact on mental health and emotional wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• Recognises that mental health is part of the normal pattern of development.</li> <li>• Identifies different types of positive and negative emotion, e.g. happy, content, feeling positive, fear, anger.</li> <li>• Recognises factors that can influence emotional wellbeing, e.g. social and economic factors, health, work, study, environment, finances, culture.</li> <li>• Identifies life situations that affect mental health, e.g. marriage, bereavement, separation from family or partner, moving to a new area or job.</li> <li>• Recognises signs of positive mental health and emotional wellbeing, e.g. ability to cope with change and uncertainty, to express emotions.</li> <li>• Identifies behaviours of others that influence mental health and emotional wellbeing, e.g. peer group or social group pressure, social media.</li> </ul>