



KS4 Curriculum Content

PME

Year 10	Half Term 1 September – October	Half Term 2 November - December	Half Term 3 January - February							
	<p>Topic Unit 1 Alternative religions Knowledge Unit 1: Alternative Religions</p> <p>continues our pupils’ learning journey at Salendine Nook Academy by continuing core concepts of respect, toleration, equality, community and compassion as our pupils are taught our vision of treating everyone with respect and toleration. Pupils are taught the beliefs and practices of alternative religions and belief systems such as Mormon, Jainism, Jehovah’s Witnesses, Humanism, Scientology and Jedi-ism. Awareness of differing life beliefs and life-views are integral to a development of mutual respect, understanding and toleration. It also reinforces a strengthening against inequality and prejudice and discrimination by giving information against dis-information. Pupils are given the opportunity to empathise with differing life beliefs through the creation of their own religion and the study of the chosen religions and cults. Critical thinking is developed within an environment of understanding and mutual respect and toleration of other people’s chosen life views and life-stances. Links are made back to Year 7 and Year 9 PME rationale and bullying and the need for more kindness and compassion. Pupils are taught to recognise good character and action and how to act when facing such prejudice and discrimination.</p>	<p>Topic Unit 2 Religion in the world Knowledge Unit 2: Religion in the world</p> <p>will continue the journey of being the best person one can be for oneself and for those around you by focussing on religious issues designed to make pupils consider the difficulties of following a religion or a faith based system and the impact such choices can make upon people, positively or negatively. In lessons such as Islamophobia, God is dead, Just War, does religion do more harm than good pupils are challenged to consider the effect of religious belief on individuals and communities with a purpose of ensuring pupils recognise the need for personal and communal protection of basic rights of individuals and communities in our country and the world.</p> <p>7 specific lessons</p> <table border="1" data-bbox="969 997 1585 1289"> <tr><td>Religion in the media</td></tr> <tr><td>Islamaphobia</td></tr> <tr><td>Terrorism</td></tr> <tr><td>Just War</td></tr> <tr><td>If God was dead</td></tr> <tr><td>Cult Leaders</td></tr> <tr><td>Cults - Heavens Gate.</td></tr> </table> <p>Does religion do more harm than good?</p>	Religion in the media	Islamaphobia	Terrorism	Just War	If God was dead	Cult Leaders	Cults - Heavens Gate.	<p>Topic Unit 3 Physical and mental health Knowledge Unit 3: Physical and mental health</p> <p>This unit will continue to develop a good knowledge and understanding of physical and mental health and well-being and demonstrates the need to respond to changes within society and within our community. Implementing government requirements on health and well-being our students continue their learning journey by considering the implications of the pressures on body image and self esteem on our pupils giving our pupils practical advice and methods to enable them to create within themselves and others a positive and well balanced body image and self esteem. This will enable our pupils to develop positively as individuals and as part of the community, becoming empathically understanding and supportive of those around them. In response to the need to again consider the importance of awareness of good bodily health lessons on Breast Cancer awareness and testicular/skin awareness enable pupils to have the knowledge and understanding to recognise preventative measures that will keep them physically</p>
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	<p>7 specific lessons</p> <p>What is a religion?</p> <p>Presentation lesson</p> <p>Humanism</p> <p>Rastafari</p> <p>Jehovahs Witnesses</p> <p>Jedi Faith or Scientology</p> <p>Amish or Mormonsim</p> <p>Jainism</p>		<p>and mentally safe both in terms of themselves and others. Although sensitive it is vitally important that our pupils have the measures necessary to enable to make the safest and best choices around their health.</p> <p>6 specific lessons</p> <p>Bigorexia - Male Body image</p> <p>Body dysmorphia</p> <p>Body dysmorphia documentary</p> <p>Eating disorders and positive coping strategies</p> <p>Eating disorders and positive coping strategies</p> <p>Breast Cancer Awareness</p> <p>Testicular / Skin Cancer</p>
<p>Vocabulary Links</p>	<p>Alternative religions: religion, religious, create, belief, worship, focus, God, supreme being, rules, rituals, stories, tradition, culture, deity, festivals, symbols, inspiration, cult, spiritual, movement, Rastafari, schism, Christin, Jesus, Jah, Babylon, Ethiopia, Zion, corruption, western, promised, suppression, repatriation, slavery, oppression, resistance, prophecy, messiah, Lion, Judah, dreadlocks, marijuana, Humanism, humanist, atheist, progressive, optimistic, purpose, meaning, legacy, moral, life stance, worldview, Jedi, myth, misconceptions, force, aggression, mindfulness, attachments, feelings, intuitions, meditation, compassion, immortality, acceptance, philosophy, Jehovah, witness, watchtower, Bible, Jesus, preaching, transfusion, Christmas, pagan, birthday, baptism, Mormons, Moroni, angel, wisdom, atonement, missionary, instruction, Old Testament, New Testament, Scientology, accounting, dianetics, thetan.</p>	<p>Religion in the world: media, representation, blasphemy, positive, negative, stereotype, influence, spiritual, paganism, magic, witchcraft, Wicca, freedom, expression, satirical, polemic, terrorist, Islamophobia, bias, prophet, Just war, theory, right, Just, fair, reasonable, last resort, philosophy, moral, Just ad bellum, Jus in bello, ethical, criteria, government, authority, intention, sanction, proportion, pacifist, pacifism, extremism, fundamentalism, Holocaust, assassination, victim, suffragettes, ISIS, Jihad, caliphate, shariah, historical, social, religious, cultural, God, human beings, all loving, all forgiving, all knowing, omnipresent,</p>	<p>Physical and mental health: physical, mental, health, bigorexia, body image, muscle dysmorphia, muscular, disorder, supplements, stress, depression, anxiety, anabolic steroids, symptoms, signs, abnormal, disorder, psychological, thoughts, cognition, emotional, compulsion, trigger, cancer, mastectomy, genetic, diagnosis, discharge, lump, swelling, tissue, mammogram, diabetes, testicular, risk, normal, healthy, unhealthy, statistics, controversial, cannabis, undescended, sedentary, lifestyle, epididymis, swollen, enlarged.</p>

Year 10	Half Term 4 February - March	Half Term 5 April – May	Half Term 6 June - July								
	<p>Topic Unit 4 Drugs education Unit 4: Drugs education This unit will link with previous units by encouraging pupils to consider make the best and safest choices for themselves and those around them by continuing to develop a thorough knowledge and understanding of the issues of drug intake and drug abuse based on up to date drugs information under the law. As drugs education appears within each year rationale there is an ability to test and secure previous essential knowledge on the relevant drugs appropriate to pupils within our Key stage. Pupils consider the implications of drug use in terms of alcohol and cannabis, most relevant to pupils of this key stage plus new information on drugs such as heroin and synthetics. This will enable pupils to make the best and safest choices for themselves and those around them at such a crucial stage of adolescent life. 4 specific lessons</p> <table border="1" data-bbox="331 1098 958 1267"> <tr><td>Cannabis</td></tr> <tr><td>Synthetics</td></tr> <tr><td>Heroin</td></tr> <tr><td>Alcohol or drug debate</td></tr> </table>	Cannabis	Synthetics	Heroin	Alcohol or drug debate	<p>Topic Unit 5 Relationships and sexual health Knowledge Unit 5: Relationships and sexual health This unit will link with previous units by encouraging pupils to continue to develop the knowledge and understanding necessary in making the best and safest life choices for themselves and those of others. By studying issues such as the implications of teenage sexual relationships and pregnancy pupils will gain an essential knowledge and understanding of consequences on short term and long term future life and aspirations. Continuing to develop a positive character and being the best one can be for oneself and those around you considering appropriate and inappropriate behaviours will enable our pupils to make the best and safest choices they can make for themselves and those around them. Sexual Assault, consent and rape lessons again reflect the need for a greater awareness within society of acceptable norms of behaviour and implications under the law for inappropriate action and behaviours. A lesson on pornography gives pupils a much more realistic knowledge and understanding of the reality of what sex is and should be against an increasing growth of pornography within society. Misconceptions about pornography can affect how young people view sex leading to serious issues in teenage relationships so pupils are given a proper and realistic knowledge and</p>	<p>Topic Unit 6 Careers and life choices Knowledge Unit 6: Careers and life choices This unit will link with previous units by encouraging pupils to think about short term and long term choices and careers as they begin the process of choosing options for future study. As choices for work or college in the short term grow ever closer pupils will again consider their own characters, personality, aptitudes and abilities as they begin to contemplate their own short term and long term futures. Pupils will be enabled to understand the importance of aspiration and achievement as a means of being able to find life opportunities that will enable them to be the best they can be for themselves and for those around them. Pupils will be given the relevant information about colleges and the advice on how to be able to give the best account of themselves when applying to colleges to secure their future happiness and well-being by making the best choices they can for themselves and those around them. 4 specific lessons</p> <table border="1" data-bbox="1603 1331 2152 1495"> <tr><td>Expectations in the workplace</td></tr> <tr><td>Course Options</td></tr> <tr><td>College options</td></tr> <tr><td>College presentation lesson</td></tr> </table>	Expectations in the workplace	Course Options	College options	College presentation lesson
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		<p>understanding of sex and sexual relationships. This again will enable pupils to be the best person they can be for themselves and those around them and enable them to make the best and safest choices for themselves and those around them. As a lot of the issues concerning consent, assault and teenage pregnancy are linked to alcohol and the abuse of alcohol a lesson bringing greater awareness on the link between alcohol and inappropriate choices within sexual relationships uses beer goggles to simulate the dangers of sexual choices made under the influence of alcohol. The importance of condom use and safe sex are again visited here linking back to previous units on relationships and sexual health.</p> <p>5 specific lessons</p> <table border="1" data-bbox="969 762 1581 970"> <tr><td>Teenage Pregnancy</td></tr> <tr><td>Sexual Assault</td></tr> <tr><td>Sexting</td></tr> <tr><td>Pornography and revenge porn</td></tr> <tr><td>Condom Teach with beer goggles</td></tr> </table>	Teenage Pregnancy	Sexual Assault	Sexting	Pornography and revenge porn	Condom Teach with beer goggles	<p>Topic Unit 7 Money management Knowledge Unit 7: Money management</p> <p>This unit will link with previous units by encouraging pupils to think about their futures and giving them the practical skills they need and will need in the future to live a happy and productive life both for themselves and for those around them. The unit again links to previous units such as mental health and well-being by giving pupils the advice and skills necessary to be able to use money wisely. Pupils will be taught to be respectful of money itself and the implications both in terms of careers, aspirations and mental health and well-being of the inappropriate use of money. Pupils will be introduced to budgeting, credit and debit and the dangers of the abuse of money such as gambling. As a result of the skills given and the advice given pupils will develop a good knowledge and understanding of the importance of managing money both in the short term and the long term.</p> <p>4 specific lessons</p> <table border="1" data-bbox="1603 1082 2139 1257"> <tr><td>Money management intro</td></tr> <tr><td>Credit or Debit</td></tr> <tr><td>Gambling</td></tr> <tr><td>Budgeting</td></tr> </table>	Money management intro	Credit or Debit	Gambling	Budgeting
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Vocabulary Links	Drugs education: drug, categories, caffeine, tobacco, glue, gas, alcohol, tranquilizers, aspirin, cocaine, heroin, amphetamine, cannabis, ecstasy, mephedrone, opium,	Relationships and sexual health: relationships, sexual, health, gender, Lesbian, Gay, Trans, Queer/Questioning, Asexual, Inter-sex, cis-gender, orientation, anatomy,	Careers: career, choice, option, aspirations, talent, personality, desire, blogger, vlogger, social media, influencer, recognition, creativity, self-									

	<p>mushrooms, anabolic steroids, Analgesics (pain killers), Hallucinogens (have visions or hallucinations), Stimulants (uppers/energetic), Depressants (downers/relaxing/woozy), confidential, law, dangers, dangerous, awareness, shisha, spice, harmful, benefit, strength, criminalisation, responsibility, alcohol, alcoholic, dependency, addiction, adolescents, anonymous.alcohol, methanol, carbon monoxide, arsenic, ammonia, stearic acid, cadmium, acetone, nicotine, toluene, heroin, synthetics, insecticide, financial, control, measures, addiction, blood pressure, strokes, shisha,</p>	<p>equality, homophobic, non-binary, transition, understanding, respect, identity, support, consent, agreement, permission, pregnancy, contraception, complication, complicated, condom, relationships, emotions, emotional, consequences, partner, frigid, virgin, pressure, rape, sexual assault, sexual harassment, scenarios, sexually transmitted infections, symptoms, treatment, protection, chlamydia, genital warts, herpes, syphilis, HIV, gonorrhoea, infertility, surgical, procedure, abortion, prevention, intentional, device, drug, ejaculation, hygienically, penis, kitemark, erect, contact, demonstrators, intrauterine device, patch, pill, implant, injection, legal. teenage, pregnancy, option, adoption, abortion, test, consent, capacity, choice, assault, harassment, rape, penile, intentional, penetration, offence, custody, victims, perpetrators, sexting, explicit, impact, appropriate, inappropriate, confidentiality, legal. Illegal, possess, possession, download, pornography, empathy, stimulant, depressant, controlling, oral, anal, aggressive, blackmail.</p>	<p>expression, generation, role, responsibility, multiple, motivation, skills, attitudes, artificial, superficial, ignoring, goals, targets, smart, specific, measurable, attainable, realistic, time-bound, opportunities, motivate, choices, applications, pressurised, CV, statement, personal. Money Management: saving, budgeting, budget, unexpected, bank, piggy bank, ordinary, current, account, spending, balanced, stocks, shares, portfolio, savings, priorities, timescale, income, estimate, calculate, tax, afford, finance, national minimum wage, annual, employee, gross, net, tax, bills, expenses, consumer, independent, speciality, price, persuade, enterprising, problem solving, investment, product, scheme, invention, pitch, company, market research, logo.</p>
<p>Skills and attitudes</p>	<p>Investigation – including asking relevant questions; knowing how to use a variety of sources in order to gather information; knowing what may count as good evidence in understanding religion(s).</p> <p>Interpretation – including the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to interpret religious language; the ability to suggest meanings of religious texts.</p> <p>Reflection – including the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions.</p> <p>Empathy – including the development of the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others, and to see issues from their point of view.</p>		

Evaluation –including the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith; weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

Analysis – including distinguishing between opinion, belief and fact,; recognizing bias, caricature, prejudice and stereotyping; distinguishing between the features of different religions.

Synthesis – including the linking significant features of religion(s) together in a coherent pattern; connecting different aspects of life into a meaningful whole. **Application** – including making links between religion and individual, community, national and international life; identifying key religious values and their links with secular values.

Expression – including the ability to articulate ideas, beliefs and values the ability to respond to religious ideas, beliefs and questions through a variety of media.

Self-understanding – including the ability to draw meaning from significant experiences in their own and others’ lives and from religious questions and answers.

Year 11	Half Term 1 September – October	Half Term 2 November - December	Half Term 3 + 4 January - March
	<p>Topic Unit 1 Risky behaviours Knowledge Unit 1: Risky Behaviours continues our pupils’ learning journey at Salendine Nook Academy by continuing core concepts of respect, toleration, equality, community and compassion as our pupils are taught our vision of treating everyone with respect and toleration. Pupils are taught the dangers of offensive weapons and knife crime, a serious and highly relevant topic for pupils in our school and our community. Pupils are taught the implications carrying such weapons under the law in order to help pupils make the best</p>	<p>Topic Unit 2 Careers Knowledge Unit 2: Careers will continue to give pupils the knowledge and understanding they need to make the correct choices for their college applications. PME (alongside Form Tutors of Year 11 to a degree) is instrumental in delivering the Get Into programme that will enable pupils to create their College applications. Pupils will be taught how to produce personal statements that will reflect the person they have become during the course of their learning journey from Year 7 to</p>	<p>Topic Unit 3 Relationships and sexual health Knowledge Unit 3: Relationships and sexual health This unit will link with previous units by encouraging pupils to continue to develop the knowledge and understanding necessary in making the best and safest life choices for themselves and those of others. By studying issues such as the implications of teenage sexual relationships and pregnancy pupils will gain an essential</p>

	<p>and safest choices in their own lives and the lives of those around them. Extremism and honour killings are covered along with consolidating pupils' knowledge and understanding of the growing problem of the destructive county lines.</p> <p>Each class has 1 lesson per fortnight alternating week per week. 4 lessons</p>	<p>Year 11. Each class has 1 lesson per fortnight alternating week per week. 4 lessons</p>	<p>knowledge and understanding of consequences on short term and long term future life and aspirations. Continuing to develop a positive character and being the best one can be for oneself and those around you considering appropriate and inappropriate behaviours will enable our pupils to make the best and safest choices they can make for themselves and those around them. Sexual Assault, consent and rape lessons again reflect the need for a greater awareness within society of acceptable norms of behaviour and implications under the law for inappropriate action and behaviours. A lesson on pornography gives pupils a much more realistic knowledge and understanding of the reality of what sex is and should be against an increasing growth of pornography within society. Misconceptions about pornography can affect how young people view sex leading to serious issues in teenage relationships so pupils are given a proper and realistic knowledge and understanding of sex and sexual relationships. This again will enable pupils to be the best person they can be for themselves and those around them and enable them to make the best and safest choices for themselves and those around them. As a lot of the issues concerning consent, assault and teenage pregnancy are linked to alcohol and the</p>
<p>Offensive weapons - Knife Crime</p>	<p>College applications</p>		
<p>Knife crime doc.</p>	<p>College selection</p>		
<p>Honour based violence and forced marriage</p>	<p>How to write a CV</p>		
<p>County lines</p>	<p>Personal statement</p>		

			<p>abuse of alcohol a lesson bringing greater awareness on the link between alcohol and inappropriate choices within sexual relationships uses beer goggles to simulate the dangers of sexual choices made under the influence of alcohol. The importance of condom use and safe sex are again visited her linking back to previous units on relationships and sexual health.</p> <p>Each class has 1 lesson per fortnight alternating week per week. 4 lessons</p> <table border="1" data-bbox="1592 571 2150 938"> <tr> <td data-bbox="1592 571 2150 647">Teenage Pregnancy</td> </tr> <tr> <td data-bbox="1592 647 2150 724">Sexual Assault</td> </tr> <tr> <td data-bbox="1592 724 2150 801">Sexting</td> </tr> <tr> <td data-bbox="1592 801 2150 877">Pornography and revenge porn</td> </tr> <tr> <td data-bbox="1592 877 2150 938">Condom Teach with beer goggles</td> </tr> </table>	Teenage Pregnancy	Sexual Assault	Sexting	Pornography and revenge porn	Condom Teach with beer goggles
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<p>Vocabulary Links</p>	<p>Risky behaviours: Risk, behaviour, safety, positive, negative, managing, bullying, online, friend request, cyberbullying, trolling, bystander, gambling, gaming, casino, website, in app purchases, addiction, knife crime, victim, offender, gang, licence, chaperone, smoking, nicotine, cigarettes, banning, disease, campaign, cannabis, drug, counsellor, stress, depression, cancer, possession, offender.</p>	<p>Careers: career, choice, option, aspirations, talent, personality, desire, blogger, vlogger, social media, influencer, recognition, creativity, self-expression, generation, role, responsibility, multiple, motivation, skills, attitudes, artificial, superficial, ignoring, goals, targets, smart, specific, measurable, attainable, realistic, time-bound, opportunities, motivate, choices, applications, pressurised, CV, statement, personal.</p>	<p>Relationships and sexual health: relationships, sexual, health, gender, Lesbian, Gay, Trans, Queer/Questioning, Asexual, Inter-sex, cis-gender, orientation, anatomy, equality, homophobic, non-binary, transition, understanding, respect, identity, support, consent, agreement, permission, pregnancy, contraception, complication, complicated, condom, relationships, emotions, emotional, consequences, partner, frigid, virgin, pressure, rape, sexual assault, sexual harassment, scenarios, sexually transmitted infections, symptoms, treatment, protection, chlamydia, genital</p>					

			<p>warts, herpes, syphilis, HIV, gonorrhoea, infertility, surgical, procedure, abortion, prevention, intentional, device, drug, ejaculation, hygienically, penis, kitemark, erect, contact, demonstrators, intrauterine device, patch, pill, implant, injection, legal. teenage, pregnancy, option, adoption, abortion, test, consent, capacity, choice, assault, harassment, rape, penile, intentional, penetration, offence, custody, victims, perpetrators, sexting, explicit, impact, appropriate, inappropriate, confidentiality, legal. Illegal, possess, possession, download, pornography, empathy, stimulant, depressant, controlling, oral, anal, aggressive, blackmail.</p>
<p>Skills and attitudes</p>	<p>Investigation – including asking relevant questions; knowing how to use a variety of sources in order to gather information; knowing what may count as good evidence in understanding religion(s).</p> <p>Interpretation – including the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to interpret religious language; the ability to suggest meanings of religious texts.</p> <p>Reflection – including the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions.</p> <p>Empathy – including the development of the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others, and to see issues from their point of view.</p> <p>Evaluation –including the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith; weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.</p> <p>Analysis – including distinguishing between opinion, belief and fact,; recognizing bias, caricature, prejudice and stereotyping; distinguishing between the features of different religions.</p>		

Synthesis – including the linking significant features of religion(s) together in a coherent pattern; connecting different aspects of life into a meaningful whole. **Application** – including making links between religion and individual, community, national and international life; identifying key religious values and their links with secular values.

Expression – including the ability to articulate ideas, beliefs and values the ability to respond to religious ideas, beliefs and questions through a variety of media.

Self-understanding – including the ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers.

Assessment is based on class marking of pupil work once per half term. Oral assessment is also undertaken during lessons. Quick quizzes also form part of assessing progress made by pupils. There are no assessment points as there are no levels of achievement within PME. Homework is also not set though reading and websites may be suggested.