



# The Royal School

*Wolverhampton*

Curriculum 2025  
PSHE

# Curriculum Concepts

## Subject PSHE

### **Intent**

The PSHE curriculum is designed to equip students with essential life skills, enabling them to be active and engaged members of both British and global society. Our students will develop self-worth and confidence, empowering them to become the best version of themselves. They will mature into independent and critical thinkers, with the knowledge necessary to make informed decisions about their physical, mental, emotional, sexual, and economic well-being.

The curriculum's spiral structure allows students to revisit key themes at age-appropriate levels, offering opportunities to reflect on and refine their values and attitudes. This approach helps them engage thoughtfully with a world where differing values and beliefs may sometimes conflict with their own.

The RSE elements of the curriculum are crucial in helping students understand appropriate behaviours, supporting them in developing and maintaining healthy relationships. This may involve working collaboratively in pairs or groups to respond to real-life scenarios or reflecting on how they will apply their knowledge to make positive choices as they progress through school.

### **Implementation**

To support staff in developing long-term, medium-term, and short-term planning for PSHE, we have identified key curriculum concepts that underpin effective teaching and learning in this subject. These concepts provide the foundation for an inclusive, meaningful, and developmentally appropriate PSHE curriculum that promotes personal growth, wellbeing, and life-readiness. Below is a summary of these concepts with specific reference to the PSHE context:

#### **Sequencing & Progression**

PSHE content is carefully sequenced across and within year groups to ensure coherent and cumulative development of knowledge, skills, and understanding. Long- and medium-term plans ensure that pupils revisit key themes such as relationships, health, and personal responsibility at increasing levels of complexity. Individual lessons follow a clear structure that builds on prior learning while introducing new ideas in a scaffolded way. The PSHE subject leader oversees progression to ensure continuity and a spiral curriculum approach, where topics are revisited regularly in age-appropriate contexts. This structure helps learners deepen their understanding over time and make meaningful connections between themes such as identity, safety, mental health, and economic wellbeing.

#### **Adaptive Teaching & Assessment**

Effective PSHE teaching relies on responsiveness to the diverse backgrounds, experiences, and needs of pupils. Adaptive teaching in PSHE involves creating a safe and supportive environment where sensitive topics are approached with care and flexibility. Ongoing formative assessment—through reflective discussions, journal tasks, and scenario-based activities—helps teachers gauge pupils' understanding, emotional responses, and personal development. Summative assessments, while less formal, allow for evaluation of how well pupils can apply their learning to real-life contexts through multiple choice quizzes. Regular reviews of progress and feedback inform targeted support, enrichment, or re-teaching where needed. Adaptive practice in PSHE ensures that all pupils are supported to engage meaningfully with content, regardless of their starting points.

#### **Retrieval Practice & Interleaving**

To promote retention and deeper understanding, retrieval practice is embedded into PSHE lessons through strategies such as reflective warm-ups and recap questions. Interleaving plays a key role in PSHE by helping pupils connect themes—for example, linking emotional wellbeing with online safety, or exploring how personal values influence decision-making. By revisiting and weaving together concepts throughout the year, pupils develop a more integrated and resilient understanding of themselves and the world around them.

#### **Engagement**

Engagement in PSHE is vital for encouraging open, honest, and thoughtful participation. Lessons are designed to be interactive, discussion-based, and responsive to pupils' lived experiences. Strategies include collaborative learning, role-play, real-life case studies, and opportunities for creative expression. PSHE is enriched through themed experience days such as sexual health advice from an NHS nurse, guest speakers, and links with the wider community, making learning tangible and relevant. Content is carefully pitched to meet pupils where they are while stretching their thinking and fostering curiosity. Strong relationships and clear classroom norms ensure that pupils feel emotionally safe and motivated to engage with challenging topics.

### **Challenge & Aspiration**

In PSHE, challenge is about encouraging pupils to think critically, reflect deeply, and question assumptions. Lessons include thought-provoking questions, moral dilemmas, and real-world scenarios that push pupils to apply their knowledge and values in complex situations. High expectations are embedded through modelling, scaffolded reflection, and opportunities for extended discussion. Pupils are supported to develop resilience, empathy, and a growth mindset. Aspirational teaching in PSHE introduces pupils to inspiring role models, future pathways, and the importance of lifelong learning and personal responsibility. The curriculum fosters ambition—not only in terms of academic success but in becoming active, informed, and thoughtful citizens.

### **Context**

Contextual learning is central to PSHE, which is inherently rooted in real-world application. Lessons draw upon current events, societal issues, and pupils' own experiences to make learning meaningful and immediate. Topics such as financial decision-making, healthy relationships, and mental wellbeing are explored through contemporary lenses, often supported by external expertise and cross-curricular connections. Providing context helps pupils understand why PSHE matters and how it relates to their lives now and in the future. This relevance increases engagement, supports long-term retention, and encourages responsible, informed decision-making.

### **Personal Development**

At its core, PSHE is about holistic personal development. The curriculum explicitly supports pupils in developing key life skills such as emotional regulation, empathy, decision-making, and resilience. It promotes self-awareness, confidence, and an understanding of diversity and inclusion. Pupils are encouraged to reflect on their identities, relationships, and roles within society. Through consistent focus on values, rights, responsibilities, and wellbeing, PSHE empowers pupils to navigate challenges and opportunities both in and beyond school. A well-structured PSHE curriculum supports character education, prepares pupils for the complexities of adulthood, and contributes positively to whole-school culture and ethos.

### **Curriculum Structure in Senior School**

In Senior School, the PSHE curriculum is delivered through **six structured learning cycles per academic year**, each lasting **six weeks**. This model provides rhythm and clarity, allowing key themes to be explored in depth over a sustained period. Within each cycle, pupils engage in sequenced lessons that gradually deepen understanding, encourage reflection, and promote the application of learning in real-life contexts. One **assessment point** is included per cycle, where pupil understanding, engagement, and personal development are reviewed through a multiple choice quiz. This cyclical approach ensures that learning is purposeful, developmentally appropriate, and aligned with both national guidance and the evolving needs of pupils.

### **Impact**

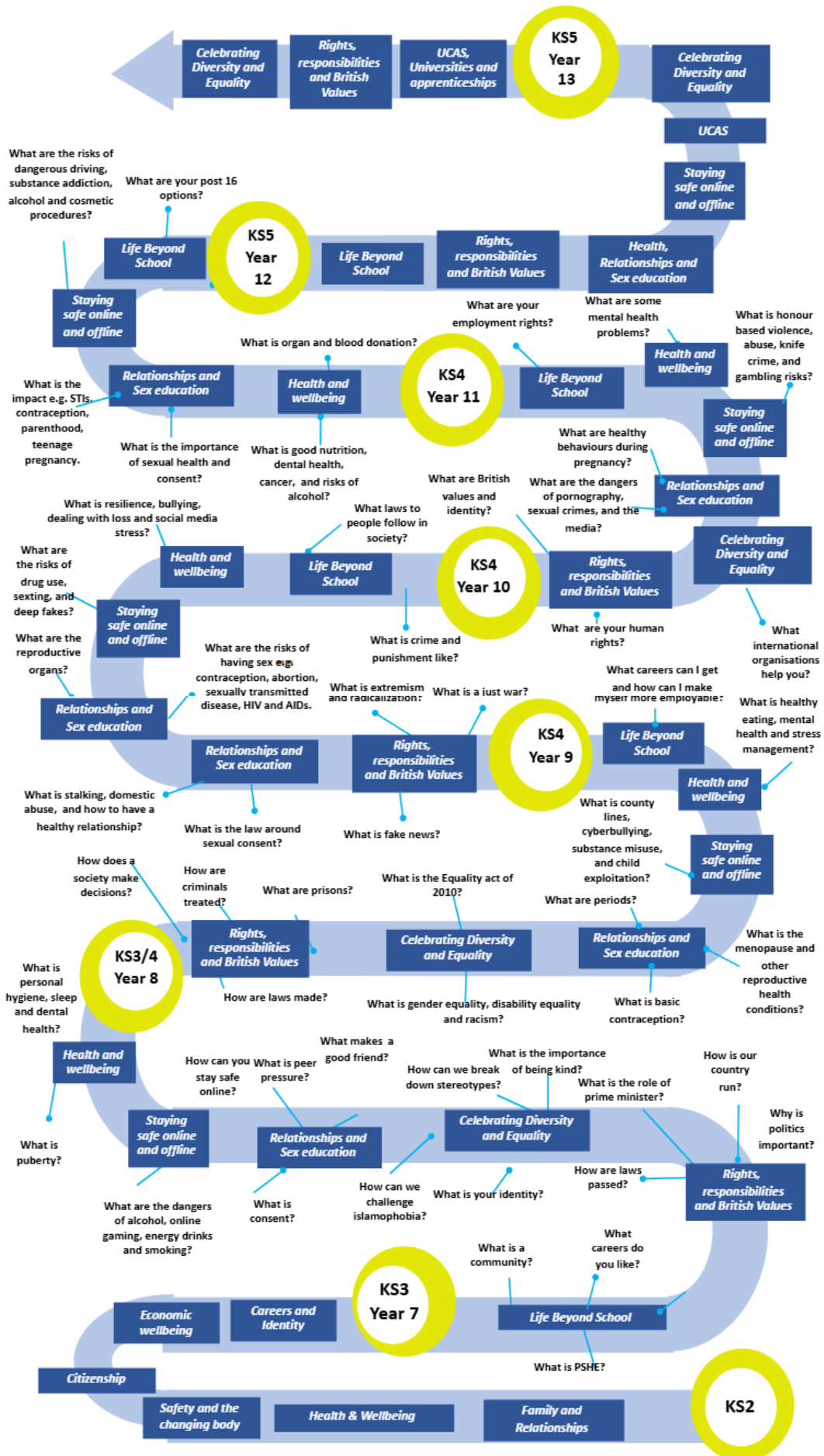
The impact of our PSHE curriculum is measured not only by the knowledge pupils acquire but by how they develop as confident, thoughtful, and resilient individuals. Pupils build secure understanding of personal, social, and health-related concepts, alongside transferable skills such as emotional regulation, decision-making, and effective communication. They gain the confidence to apply their learning to real-life situations, demonstrating empathy, responsibility, and the ability to navigate complex social contexts.

Progress in PSHE is carefully monitored over time through a combination of assessment data, lesson observations, pupil voice, and review of reflective work. These insights enable teachers to adapt provision responsively, ensuring that learning remains meaningful and inclusive. By integrating key curriculum concepts such as sequencing, adaptive teaching, and engagement into PSHE planning, The Royal School

aims to create structured, dynamic, and impactful learning experiences that meet the diverse needs of all pupils.

A thoughtfully designed PSHE curriculum promotes progression, fosters high levels of engagement, and supports pupils' long-term personal and social success. Our ambition is that every child leaves The Royal School equipped not only with essential knowledge but also with the behaviours, attitudes, and resilience needed to thrive academically, socially, and emotionally—fully prepared for the next stage of their education and life beyond.

# PSHE Learning Journey



How PSHE enables all students to thrive and achieve

How inclusive lessons have been planned
In PSHE, we maintain high learning expectations for all students, ensuring that every individual is challenged to think deeply about the various aspects of the curriculum, as well as their rights and responsibilities as caring, thoughtful, and productive members of society.
How an inclusive environment has been created
<p>A range of strategies will be employed to differentiate the learning experience and meet the diverse needs of our students:</p> <ul style="list-style-type: none"> <li>• <b>Thinking Time:</b> Students will be given time to reflect before answering questions, with opportunities to discuss ideas with a partner or in small groups to enhance understanding.</li> <li>• <b>Knowledge Organisers:</b> These resources will help students retain and recap key information, including a word bank for essential vocabulary.</li> <li>• <b>Work Booklets:</b> This will help students follow tasks more effectively and provide scaffolding for all.</li> <li>• <b>Sentence Starters:</b> To support extended writing tasks, students will be provided with sentence starters to guide their responses.</li> </ul>
How the curriculum has been considered for pupils with additional needs
<p>All students will be encouraged to contribute to lessons. However, recognizing the sensitive nature of some topics, teachers will be mindful of students who may prefer not to share responses in front of the class. In such cases, anonymized responses may be gathered and shared instead.</p> <p>By consistently revisiting prior learning and linking it to wider societal issues, students will better understand how the knowledge and skills they gain in PSHE apply to real-life situations. Questions will be tailored to the appropriate level of challenge for each student, and where suitable, students will be encouraged to undertake independent research to deepen their understanding of specific topics.</p>

## Adaptive teaching strategies

How learners are supported with literacy
<ul style="list-style-type: none"> <li>• In PSHE, a shared understanding of specific vocabulary is crucial. Effective communication is essential when presenting opinions or viewpoints.</li> <li>• Students must use precise, neutral, and non-offensive language to clearly convey their intended meaning. Evidence supporting an argument should be presented in the same manner, with appropriate topic-specific vocabulary used as necessary.</li> </ul>
How learners are supported to retain vocabulary
<ul style="list-style-type: none"> <li>• Each lesson in the curriculum will introduce new terminology, which will be highlighted on the first slide of every lesson and recorded in the Scheme of Work (SOW).</li> <li>• Additionally, explicit vocab match-up activities will support students in developing their literacy skills, providing a valuable resource for recalling and understanding key terms and concepts.</li> </ul>
How learners are supported with numeracy
<ul style="list-style-type: none"> <li>• PSHE supports numeracy by providing real-life contexts where mathematical skills are applied, such as budgeting, money management, and understanding financial choices. It helps pupils develop problem-solving and decision-making abilities, encouraging them to analyse information and make informed calculations.</li> <li>• By linking numbers to everyday situations, PSHE makes numeracy meaningful and relevant, enhancing pupils' confidence and practical use of maths skills.</li> </ul>
How learners are supported to develop conceptual understanding
<ul style="list-style-type: none"> <li>• Learners develop conceptual understanding in PSHE by exploring key ideas through discussion, reflection, and real-life scenarios that connect personal, social, and health topics to their own experiences.</li> <li>• Teachers scaffold learning by introducing foundational concepts first and then building on them over time,</li> </ul>

helping pupils make links between ideas such as wellbeing, relationships, and responsibility.

- Through active engagement—like role-plays, case studies, and collaborative activities—pupils deepen their understanding and apply concepts in meaningful, relevant ways.

#### How teaching is adapted for learners who struggle with attention

- For students who struggle with attention, the PSHE curriculum is adapted by breaking lessons into shorter, focused segments to maintain engagement and reduce cognitive overload.
- Teachers use varied, multisensory activities—like discussions, visuals, and hands-on tasks—to keep pupils actively involved.
- Clear learning objectives and structured routines help provide predictability, while frequent check-ins and formative assessments allow teachers to monitor understanding and refocus attention as needed.
- Movement breaks and personalized support ensure that all learners can access the content at their own pace and stay motivated throughout the lesson.

#### How teaching is adapted for learners who struggle with change and transition

- For students who struggle with change, the PSHE curriculum is adapted by providing clear explanations and advance notice about new topics or shifts in routine to reduce anxiety.
- Lessons include predictable structures and consistent language to create a safe and supportive learning environment.
- Teachers use stories/case studies to help pupils feel engaged in topic.
- Opportunities for reflection and emotional support are built in, allowing learners to express concerns and develop coping strategies. This thoughtful approach helps pupils build resilience and confidence in managing change both within PSHE and in their wider lives.

## PSHE KS3 Curriculum Mapping

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/840002/Secondary\\_national\\_curriculum\\_corrected\\_PDF.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf)

National curriculum content	Year 7	Year 8	Year 9
Aims:			
<p>To develop knowledge on six key themes:</p> <p>Relationships and Sex Education</p> <p>Life Beyond School</p> <p>British Values</p> <p>Equality and Diversity</p> <p>Health and Wellbeing</p> <p>Staying safe online and offline.</p>	<ul style="list-style-type: none"> <li>• To help pupils develop self-awareness and confidence as they transition into secondary school.</li> <li>• To introduce fundamental concepts of personal wellbeing, including emotional regulation and healthy relationships.</li> <li>• To build basic knowledge of physical health, hygiene, and safety.</li> <li>• To develop early financial awareness, including understanding money and budgeting.</li> <li>• To encourage respectful communication, empathy, and positive social interactions.</li> <li>• To foster a sense of belonging and responsibility within the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• To deepen understanding of personal identity, including self-esteem, values, and peer influence.</li> <li>• To explore mental health and emotional wellbeing, including coping strategies and seeking support.</li> <li>• To develop knowledge about healthy and safe relationships, consent, and online safety.</li> <li>• To introduce broader health topics, including nutrition, substance awareness, and physical activity.</li> <li>• To build on financial literacy with concepts like saving, spending wisely, and understanding economic choices.</li> <li>• To promote responsible citizenship and awareness of diversity and inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• To prepare pupils for greater independence by enhancing decision-making, resilience, and goal-setting skills.</li> <li>• To explore complex topics around mental health, managing stress, and emotional intelligence.</li> <li>• To deepen knowledge of relationships, including consent, boundaries, and healthy communication.</li> <li>• To provide accurate information about puberty, sexual health, and personal safety.</li> <li>• To enhance financial understanding, including budgeting, credit, and the impact of financial decisions.</li> <li>• To encourage active participation in the community and develop a sense of social responsibility and ambition for the future.</li> </ul>

## **Cross-Curricular Links**

PSHE at The Royal School is closely aligned with students' spiritual, moral, social, and cultural development, and it plays a key role in promoting and embedding the Fundamental British Values across the wider curriculum.

**Spiritual development** is encouraged through opportunities for pupils to explore their own beliefs and values, as well as those of others. Pupils are supported in developing respect for different faiths, feelings, and worldviews. The curriculum fosters curiosity about the world, encourages imaginative thinking, and enables students to reflect on their identity and place in the world through creative and reflective activities.

**Moral development** is supported through discussions about ethics, fairness, and justice. Pupils are encouraged to consider different perspectives on right and wrong and how these align with their personal values. They learn about the importance of respecting the rule of law, understanding the consequences of their actions, and forming reasoned, respectful opinions on moral issues. These conversations promote thoughtful decision-making and a strong sense of personal responsibility.

**Social development** is enhanced through collaborative learning experiences and meaningful engagement with Fundamental British Values. Pupils work together to solve problems, share ideas, and develop teamwork skills. They are also encouraged to make connections between their learning and wider societal issues, helping them to understand their roles as active and responsible citizens.

**Cultural development** focuses on helping pupils appreciate how culture shapes identity, values, and worldviews. The curriculum promotes understanding, acceptance, and celebration of diversity, enabling students to develop respectful and inclusive attitudes toward others in a multicultural society.

Fundamental British Values are embedded throughout the PSHE curriculum. Key units such as *Celebrating Diversity and Equality* and *Rights, Responsibilities, and British Values* provide structured opportunities to explore democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different beliefs. For example, pupils examine individual liberty through real-world contexts such as trade unionism and public health decisions, including vaccination. These topics not only develop knowledge but also support students in becoming informed, tolerant, and active members of society.

## **PSHE Through Other Subject Areas**

Many aspects of the PSHE curriculum are reinforced and extended through other subject areas, including Religious Studies. A wide range of subjects offer natural opportunities to embed PSHE themes and values into their programmes of study. Examples include:

- **English** – Enhances communication skills, critical thinking, and discussion of texts that explore personal, social, health, and relationship issues.
- **Mathematics** – Supports financial literacy and problem-solving relevant to everyday life.
- **Science** – Covers health education, drug awareness (including medicines), sex education, and personal safety.
- **Design & Technology / Food & Nutrition** – Explores health, hygiene, and safety, as well as ethical and environmental considerations in product design.
- **Computing** – Teaches digital literacy, safe online behaviour, data protection, and the social and ethical impact of technology.
- **Business & Economics** – Develops understanding of financial capability, consumer rights, ethical business practices, and employment legislation.
- **History** – Explores beliefs, values, and experiences from the past, including issues of diversity, democracy, and national identity.
- **Geography** – Investigates sustainable development, global cultures, and the skills needed to understand and communicate about the world.
- **Modern Foreign Languages** – Promotes cross-cultural understanding and communication through language learning, cultural studies, and exchange opportunities.

- **Art & Design** – Encourages respect for cultural and individual differences through the study of diverse artists and creative traditions.
- **Music** – Supports collaboration, self-expression, and appreciation of cultural diversity through performance and analysis.
- **Sports Studies / PE** – Reinforces physical and mental health education, including stress management, nutrition, and leading active lifestyles.
- **Psychology** – Explores mental health, types of mental illness, treatment options, and societal attitudes toward mental well-being.
- **Religious Studies** – Examines moral and ethical issues, as well as religious beliefs and values that shape personal and social decision-making.

This cross-curricular approach ensures that PSHE principles are embedded throughout students' learning experiences, helping to create a consistent, meaningful, and relevant understanding of the subject.

### RSW All Through PSHE Curriculum map

Key Stage	Year						
		Topic	Topic	Topic	Topic	Topic	Topic
EYFS	R	NA	NA	NA	NA	NA	NA
KS1	1	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	
	2	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	
KS2	3	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	
	4	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	
	5	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	
	6	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Careers and Identity

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<b>Autumn 1</b>	Life Beyond School	Rights, Responsibilities & British Values	Rights, Responsibilities & British Values	Rights, Responsibilities & British Values	Life Beyond School	Life Beyond School	Life Beyond School
<b>Autumn 2</b>	Rights, Responsibilities & British Values	Relationships and Sex Education	Relationships and Sex Education	Celebrating Diversity & Equality	Relationships and Sex Education	Rights, Responsibilities & British Values	Life Beyond School
<b>Spring 1</b>	Celebrating Diversity & Equality	Celebrating Diversity & Equality	Relationships and Sex Education	Relationships and Sex Education	Health and Wellbeing	Health and Wellbeing & RSE	Rights, Responsibilities & British Values
<b>Spring 2</b>	Relationships and Sex Education	Staying Safe Online and Offline	Staying Safe Online and Offline	Staying Safe Online and Offline	Staying Safe Online and Offline	Staying Safe Online and Offline	Celebrating Diversity & Equality
<b>Summer 1</b>	Staying Safe Online and Offline	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	GCSE/BTEC exams followed by A level bridging work	UCAS	Preparation for A level/BTEC exams followed by University bridging work
<b>Summer 2</b>	Health and Wellbeing	Life Beyond School	Life Beyond School	Life Beyond School	GCSE/BTEC exams followed by A level bridging work	Celebrating Diversity & Equality	A level/BTEC exams followed by University bridging work

### **PSHE Assessment Calendar 2025-26**

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>
<b>Learning Cycle 1</b>	1 <sup>st</sup> October	1 <sup>st</sup> October	1 <sup>st</sup> October	1 <sup>st</sup> October	1 <sup>st</sup> October	NA	NA
<b>Learning Cycle 2</b>	19 <sup>th</sup> November	19 <sup>th</sup> November	19 <sup>th</sup> November	19 <sup>th</sup> November	19 <sup>th</sup> November	5-9 Jan Mock exams	5-9 Jan Mock exams
<b>Learning Cycle 3</b>	21 <sup>st</sup> January	21 <sup>st</sup> January	21 <sup>st</sup> January	21 <sup>st</sup> January	21 <sup>st</sup> January	NA	NA
<b>Learning Cycle 4</b>	11 <sup>th</sup> March	11 <sup>th</sup> March	11 <sup>th</sup> March	11 <sup>th</sup> March	11 <sup>th</sup> March	NA	NA
<b>Learning Cycle 5</b>	6 <sup>th</sup> May	6 <sup>th</sup> May	6 <sup>th</sup> May	6 <sup>th</sup> May	6 <sup>th</sup> May	15-19 June mock exams	A level/BTEC exams
<b>Learning Cycle 6</b>	24 <sup>th</sup> June	24 <sup>th</sup> June	24 <sup>th</sup> June	24 <sup>th</sup> June	GCSE BTEC exams	NA	A Level/BTEC exams

### **Assessment**

Assessment in PSHE will be integrated into classroom activities and tailored to the specific task or unit being studied.

For each unit, students will complete 10 knowledge-based questions in a work booklet, which will be used to assess their understanding and retention of the material. These assessments will be recorded in a progress tracking document to monitor student progress over time.

To promote active learning, these knowledge assessments will be self- or peer-assessed, giving students the opportunity to reflect on their own learning and gain insights from their peers. Additionally, challenge questions will be provided to extend students' thinking and deepen their understanding of the topic.

### **Relationships and Sex Education Overview**

RSE is a key part of the PSHE curriculum, supporting students in developing essential skills to establish and maintain positive, healthy relationships. It empowers young people to make responsible, informed decisions about their health and well-being, and fosters positive attitudes toward sex, sexuality, relationships, and emotions.

Taught as part of a spiral curriculum, RSE topics are revisited each year with increasing detail to ensure age-appropriate understanding. The content follows the statutory Health Education Guidance for RS(H)E 2020, and resources are based on materials from the PSHE Association and Creative Resources.

#### **Year 7 – Friendships, Respect, and Relationships**

This unit focuses on consent, boundaries, and the importance of personal space as students navigate relationships. It explores the qualities of healthy friendships and how to manage relationships while addressing pressures and influences in different relationship types.

#### **Year 8 – Identity, Relationships, and Sex Education**

Students learn about healthy relationships, the menstrual cycle, and related health issues such as PCOS and endometriosis. The unit introduces contraception and sexual orientation.

#### **Year 9 – Sex, the Law, and Consent**

This unit covers sexual consent, harassment, stalking, domestic abuse, and FGM. Students explore delaying sexual activity, pressures related to sex, and the consequences of sexual relationships. The unit also examines what constitutes a healthy relationship.

#### **Year 9 – Contraception and STIs**

Students study the biological aspects of genitalia, STIs, and various contraception methods, evaluating the pros and cons of each. The unit also addresses abortion and different perspectives, including religious views, and covers HIV and AIDS in detail.

#### **Year 10 – Risks, Relationships, and Sex Education**

This unit addresses fertility, pregnancy health, and delaying sexual activity. Students examine pornography's impact on relationships and self-image, and learn about sexual crimes, including assault, rape, and sexting. The unit concludes by exploring sexualisation in the media and its effects on mental health.

#### **Year 11 – Sexual Health**

Year 11 revisits contraception and STIs, focusing on sexual health and the consequences of poor choices. The unit explores respect in relationships and the challenges of teenage pregnancies and parenthood.

#### **Year 12 – Health, wellbeing, and Relationships**

In Year 12, students focus on healthy and unhealthy behaviours including how to cope with stress, sleep, healthy eating, exercise, vaping, contraception, and healthy sexual behaviours.

## **Supplementary PSHE**

To further enrich the PSHE programme, a *Current Affairs Tutor Programme* has been introduced, facilitating additional discussions on relevant topics. For example, in response to misconceptions raised during PSHE lessons, recent topics such as hate speech and hate crimes have been incorporated into the discussions.

In collaboration with Wolverhampton NHS school nurses, specialized sessions are delivered for specific year groups. For Year 8, students receive a session on condom demonstrations and contraception. Year 9 students participate in a session focused on STIs and sexual health. For Year 11, the focus shifts to healthy and unhealthy behaviours in relationships.

These supplementary activities help reinforce key PSHE concepts and ensure students receive accurate, up-to-date information from professionals in the field.



# Year 7 PSHE

## BRITISH VALUES

Name: \_\_\_\_\_

Group: \_\_\_\_\_

# **RULES FOR PSHE**

- 1. Be open and honest**
- 2. Be respectful**
- 3. Don't make assumptions**
- 4. Be non-judgemental**
- 5. Conversations on sensitive topics stay in the classroom unless it is a safeguarding issue**
- 6. It is OKAY to be embarrassed**
- 7. You don't have to say anything about yourself if you don't want to.**
- 8. There are no stupid questions. It is okay to get things wrong.**

**Enjoy the lesson, challenge your perceptions and understand how to seek further advice and support.**

# Why is politics important?

**DO NOW:** Complete the mind map.

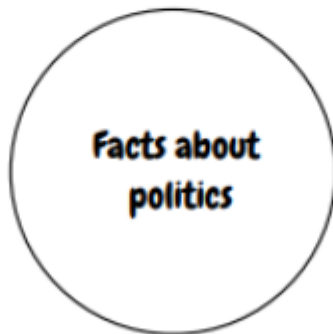
**Challenge:**  
Why do people vote in elections?  
Have you ever met an MP?



## FILL IN THE MINDMAP

Political Parties and Politicians

Key Terms/ Associated Words



Voting

**FILL IN THE TABLE ON HOW POLITICS AFFECTS THE THINGS BELOW.**

Health	
Education	
Benefits	
Crime	
Environment	
Transport	

**DEMOCRACY**

A form of government in which power is ultimately held by the people, either directly or through elected representatives.

**“It is better to live in a democracy than a dictatorship.” DO YOU AGREE?**

**DICTATORSHIP**

A form of government in which a single person or a small group holds absolute power and makes all decisions for the country or state without being accountable to the people.

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# How is our country run?

**DO NOW:** Define the words below.

1. Prime Minister
2. MP
3. Parliament
4. Democracy

**Challenge:** Why is it important to have a democracy?



## House Commons

They are \_\_\_\_\_, this happens at a general \_\_\_\_\_ Members are called MP's or 'Members of Parliament'. There are around \_\_\_\_ in total. They make or amend \_\_\_\_\_ and \_\_\_\_\_ current issues.

## House of Lords

Members are often called 'Peers'. There are \_\_\_\_\_ members. They are \_\_\_\_\_ and are nominated for being very good in their field, e.g. medicine, business, charity work, art, etc.

## UK Parliament at Westminster

Checks the work of the \_\_\_\_\_ (the Prime Minister and his Ministers). For example, how they are spending our taxes and whether they are keeping to the promises made at election time.

**YOU ARE AN MP FOR ONE OF THE FOLLOWING CONSTITUENCIES. YOU MUST WRITE A SHORT SUMMARY OF THEIR TOP CONCERNS TO BRING TO PARLIAMENT.**

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**YOU HAVE BEEN PRESENTED WITH ONE OF THE BILLS ON THE BOARD TO VOTE ON IN PARLIAMENT. WHAT DO YOU THINK AS AN MP?**

**Title of the Bill:** \_\_\_\_\_

**This bill proposes to** \_\_\_\_\_

**Its goal is to** \_\_\_\_\_

**Arguments in Favour:**

**Arguments Against:**

**Do you support this bill? YES / NO**

**Title of the Bill:** \_\_\_\_\_

**This bill proposes to** \_\_\_\_\_

**Its goal is to** \_\_\_\_\_

**Arguments in Favour:**

**Arguments Against:**

**Do you support this bill? YES / NO**

**Title of the Bill:** \_\_\_\_\_

**This bill proposes to** \_\_\_\_\_

**Its goal is to** \_\_\_\_\_

**Arguments in Favour:**

**Arguments Against:**

**Do you support this bill? YES / NO**

**EXIT TICKET**

- 1. WHAT WAS IT LIKE BEING AN MP?**
- 2. HOW DID IT FEEL TO REPRESENT PEOPLE?**
- 3. WHAT DID YOU LEARN ABOUT DEMOCRACY?**

# What is the Role of the Prime Minister?










**DO NOW:** Answer questions in full sentences.

- Name three people who have been the British Prime Minister
- What qualities and skills should a Prime Minister have?

**Challenge:** Have there been any really good or really bad prime ministers?



**TASK: CREATE A SKIT, DIARY ENTRY OR COMIC STRIP BELOW SHOWING THE TYPICAL DAY IN THE LIFE OF THE PRIME MINISTER.  
IF YOU ARE STUCK, USE THE PROMPT CARDS ON THE NEXT PAGE.**

<p> <b>Cabinet Meeting</b> You are leading a meeting with other government ministers to decide what to do about a big national problem, like climate change or education.</p>	<p> <b>Speech to the Nation</b> You must write or act out part of a speech the Prime Minister gives on TV, explaining a new law or decision.</p>	<p> <b>Prime Minister's Questions (PMQs)</b> You are answering tough questions from other MPs in Parliament. What are they asking you? How do you respond?</p>
<p> <b>School Visit</b> You are visiting a local school. What questions might students ask you? What do you want to tell them?</p>	<p> <b>World Leader Meeting</b> You're meeting with another country's leader (e.g., the U.S. President or another Prime Minister). What are you discussing?</p>	<p> <b>Press Conference</b> You are speaking to the media. Journalists are asking tricky questions—some are about a recent decision you made. How do you handle it?</p>
<p> <b>Reading Letters from Citizens</b> You've received letters from citizens about their concerns. What are they saying, and how do you plan to help?</p>	<p> <b>Planning the Week Ahead</b> It's Sunday evening. You're going through your calendar and preparing for a busy week. What's on the agenda?</p>	<p> <b>Emergency Decision</b> A sudden emergency (like a flood or a health crisis) happens. You need to make a quick decision and explain it to the public.</p>

## Why is the Prime Minister important?

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# What is the monarchy and who is Charles III?

**DO NOW:** Write down 2 things you know about King Charles III.  
**Challenge:** Think of 3 questions you would like to ask him if you were to ever meet him in person.

**What Is a Monarchy?**

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**Who is King Charles III?**

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**What roles does  
the monarch perform?**

**“The King has no real power, the Monarchy is  
outdated and should be abolished”**

**DO YOU AGREE?**

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# What are political debates and parliament?

**DO NOW:** Answer the questions

- When have you had a disagreement with someone?
- What was it about?
- Did someone help you reach a solution?
- Why do politicians debate?

**What is parliament?**

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**What is a debate?**

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Shops began charging 5p (later 10p) for plastic bags to reduce waste.	National minimum wage increase to £10.42 for over 23's	All major train stations run by network rail will now have to have free toilets
Cannabis has been reclassified up from a Class C drug to a Class B drug	Introduced a minimum price for alcohol to reduce excessive drinking.	Police now have enhanced Stop and Search power
EU Citizens must now apply to stay in the UK after Brexit	Fox hunting was banned in Britain	The Same sex marriage Act allowed Gay marriage to be legalized in England and Wales
Changed asylum and immigration rules, including controversial powers to remove citizenship for migrants.	The age to purchase Cigarettes has increased from 16 to 18. Also psychoactive substance act made some other drugs illegal to purchase.	Tuition fees were increased from a maximum of 3,000 a year to 9,250 a year

**TASK:**

- Colour code the laws into 'helpful' or 'unhelpful'.
- Which one is the most important change and why?
- Which one is the least important change and why?

**"Voting is the most important right you have in the UK" DO YOU AGREE?**

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# Assessment

1. What is the name of the place where MPs meet to make laws in the UK?  
A) The Royal Palace  
B) The House of Lords  
C) Parliament  
D) Downing Street
2. Who is the leader of the UK government?  
A) The King  
B) The Prime Minister  
C) The Speaker of the House  
D) The Chancellor
3. What does an MP (Member of Parliament) do?  
A) Organises local sports events  
B) Represents people and helps make laws  
C) Works in the royal family  
D) Teaches political science
4. How often are general elections usually held in the UK?  
A) Every year  
B) Every 2 years  
C) Every 5 years  
D) Every 10 years
5. What happens during a political debate in Parliament?  
A) MPs play games  
B) MPs agree on everything  
C) MPs discuss and argue different ideas  
D) The public votes on a bill
6. Who is the current King of the United Kingdom?  
A) King George VI  
B) King Charles I  
C) King Charles III  
D) King Edward VIII
7. What is a 'constituency'?  
A) A part of the King's castle  
B) A group of MPs in Parliament  
C) An area that elects an MP  
D) A type of political speech
8. What kind of monarchy does the UK have today?  
A) Absolute monarchy  
B) Elected monarchy  
C) Symbolic monarchy  
D) Constitutional monarchy
9. What new law made it illegal to sell 'legal highs' in the UK?  
A) Drug Safety Law  
B) Psychoactive Substances Act  
C) Substance Abuse Act  
D) Health and Harm Law
10. Which 2013 law allowed same-sex couples to marry in the UK?  
A) Equal Families Act  
B) Civil Rights Act  
C) Marriage Equality Act  
D) Same-Sex Marriage Act

# How are political parties set up?

**CREATE YOUR OWN POLITICAL PARTY.**

**COMPLETE THE TABLE FOR YOUR GROUP.**

Name	
Slogan (catchphrase!)	
3-5 policies	1. 2. 3. 4. 5.
Party leader and team roles	
Simple speech advertising your political party	

Exit ticket:

1. What was the hardest part of creating a party?
2. Why do people vote for different parties in real life?
3. If you were Prime Minister, what would be your top promise?