

**Year Group: Yr 7 PSHE**

**PSHE Leader: Mr Whitaker**

**Main knowledge / skills / understanding developed in this course:**

PSHE education equips pupils with the knowledge, understanding, skills & strategies required to live healthy, safe, productive, capable, responsible & balanced lives. Personal development is supported by helping to build confidence, resilience & self-esteem, enabling pupils to identify & manage risk, make informed choices & understand what influences their decisions.

- Recognise that the way in which personal qualities, attitudes & achievements are evaluated by others affects confidence & self-esteem & that this can change with personal circumstances.
- Recognise peer pressure and the characteristics of mental & emotional health. Develop strategies for managing these issues.
- What constitutes a balanced diet and what might influence their decisions about eating a balanced diet. Its benefits and risks associated with dieting and obesity. How the media portrays, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self.
- The positive and negative roles played by drugs in society. Factual information about legal & illegal substances and the law relating to their supply, use & misuse. Recognise & manage different influences on their decisions about the use of substances, including managing peer influence. The risks and consequences of substance use & misuse.
- Explore the range of positive qualities people bring to relationships & that relationships can cause strong feelings & emotions. Understand the importance of friendship & to begin to consider love & sexual relationships in this context. Acknowledge the right not to have intimate relationships until ready & the benefits of delaying sex.

Pupils are encouraged to be enterprising & learn how to make effective transitions, begin to consider appropriate career choices & develop an awareness of economic wellbeing.

Y7 PSHE assists pupils with the transition period and equips them with a range of skills and solutions that will help individuals settle into life at secondary school. The programme then provides a foundation for later learning by provided an appropriate level introduction to the key PSHE topics that are studied through to Y11.

**Key Areas of Study:**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b><u>EHWB</u></b> <b><u>(Emotional Health &amp; Wellbeing)</u></b> <ul style="list-style-type: none"><li>• Transition</li><li>• Conflict resolution</li><li>• Friendships</li><li>• Self-esteem</li></ul>	<b><u>Healthy Living</u></b> <ul style="list-style-type: none"><li>• Diet &amp; fast food</li><li>• Personal hygiene</li><li>• Exercise</li></ul>	<b><u>SRE</u></b> <b><u>(Sex &amp; Relationship Education)</u></b> <ul style="list-style-type: none"><li>• Biological processes</li><li>• Friendships &amp; Relationships</li><li>• Effects of puberty</li></ul>	<b><u>Careers</u></b> <ul style="list-style-type: none"><li>• My skills &amp; interests</li><li>• Careers research</li></ul>	<b><u>DATE</u></b> <b><u>(Drugs, Alcohol &amp; Tobacco Education)</u></b> <ul style="list-style-type: none"><li>• Anti-smoking</li><li>• Impact of alcohol</li></ul>	<b><u>Economic Wellbeing</u></b> <ul style="list-style-type: none"><li>• Budgeting</li><li>• Managing savings</li></ul>

**Assessment Tasks:**

PSHE is not formally assessed but pupils are given the opportunity to demonstrate their achievements, examples of this include:

- talks and/or presentation, role-play and simulation,
- designing a display or website,
- writing articles for school or local newspapers,
- observation of taking part and contributing to discussions and debate,
- producing resources for younger pupils, quizzes, board games or card games,
- written work including self- and peer-assessment sheets.

Emphasis is placed on pupil awareness and appropriate response as well as understanding.

**Home activities that will help support college work:**

Homework is not set in PSHE however the issues covered during the course will likely lead to healthy discussion with family members. Discussions could include relevant topics around newspaper articles and relevant TV programmes. The skills developed in PSHE should empower the pupils to feel confident to express opinions at home.

**Year Group: Yr 8 PSHE**

**PSHE Leader: Miss Glew**

**Main knowledge / skills / understanding developed in this course:**

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- Explore the range of positive qualities people bring to relationships & that relationships can cause strong feelings & emotions. Understand the importance of friendship & to begin to consider love & sexual relationships in this context. Acknowledge the right not to have intimate relationships until ready & the benefits of delaying sex.
- Pupils are encouraged to be enterprising & learn how to make effective transitions, begin to consider appropriate career choices & develop an awareness of economic wellbeing.

**Key Areas of Study:**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b><u>Social Relationships.</u></b>	<b><u>Emotional Health and Well-being.</u></b>	<b><u>Healthy Living.</u></b>	<b><u>Drugs, Alcohol and Tobacco Education.</u></b>	<b><u>Sex and Relationships Education.</u></b>	<b><u>The Real Game Careers Education</u></b>
<ul style="list-style-type: none"><li>✓ Transition to Year 8.</li><li>✓ Communication skills.</li><li>✓ What are my qualities?</li><li>✓ Recognising likes and dislikes.</li><li>✓ Recognising personal qualities in others.</li></ul>	<ul style="list-style-type: none"><li>✓ Motivation and Strengths</li><li>✓ Goal Setting</li><li>✓ Positive and Negative feelings</li><li>✓ Aggressive, passive and assertive behaviours.</li><li>✓ Stress; causes, symptoms and solutions.</li></ul>	<ul style="list-style-type: none"><li>✓ Diet and Healthy eating.</li><li>✓ Body confidence and Self-esteem.</li><li>✓ The beauty myth.</li><li>✓ Eating disorders.</li></ul>	<ul style="list-style-type: none"><li>✓ Alcohol;<ul style="list-style-type: none"><li>○ Units.</li><li>○ Effects on the body.</li><li>○ Binge drinking.</li><li>○ Social Implications.</li></ul></li><li>✓ Drugs;<ul style="list-style-type: none"><li>○ Definitions.</li><li>○ Classification.</li><li>○ Legal Issues.</li><li>○ Social Implications.</li></ul></li></ul>	<ul style="list-style-type: none"><li>✓ Attitudes to sex and relationships.</li><li>✓ What is a 'relationship'?</li><li>✓ Qualities of a partner.</li><li>✓ Biology of Reproduction.</li><li>✓ The effects of Puberty.</li><li>✓ Influences on behaviour.</li><li>✓ Risk taking behaviours – saying NO.</li></ul>	<ul style="list-style-type: none"><li>✓ The world of work.</li><li>✓ Job Categories and skill requirements.</li><li>✓ Financial Planning.</li><li>✓ Planning for the future.</li><li>✓ The fabric of society – roles played by different careers.</li></ul>

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**Home activities that will help support college work:**

Homework is not set in PSHE however the issues covered during the course will likely lead to healthy discussion with family members. Discussions could include relevant topics around newspaper articles and relevant TV programmes. The skills developed in PSHE should empower the pupils to feel confident to express opinions at home.

**Year Group: Yr 9 PSHE**

**PSHE Leader: Mr Cunningham**

**Main knowledge / skills / understanding developed in this course:**

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Pupils are encouraged to be enterprising & learn how to make effective transitions, begin to consider appropriate career choices & develop an awareness of economic wellbeing.

**Key Areas of Study: Sex Education, Careers Education, First Aid, Drugs Awareness, Body Image, Stress and Equal Opportunities**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b><u>SEX EDUCATION</u></b> <ul style="list-style-type: none"><li>• Relationships</li><li>• Consent/law</li><li>• Teenage pregnancy</li><li>• Contraception</li><li>• Condom Olympics</li><li>• Condom use</li><li>• STI's</li><li>• HIV/Aids</li></ul>	<b><u>CAREERS EDUCATION</u></b> <ul style="list-style-type: none"><li>• Decision making for Y9 Options</li><li>• Action Planning</li><li>• Pathfinder</li><li>• Stereotypes</li><li>• Labour Market</li></ul>	<b><u>STRESS</u></b> <ul style="list-style-type: none"><li>• Signs</li><li>• Coping strategies</li></ul>	<b><u>EQUAL OPPORTUNITIES</u></b> <ul style="list-style-type: none"><li>• Race/Ethnicity</li><li>• Disability</li><li>• Sexuality</li></ul>	<b><u>BODY IMAGE</u></b> <ul style="list-style-type: none"><li>• Stigma/Body Confidence</li><li>• Eating Disorders</li><li>• Self-Harm</li></ul>	<b><u>FIRST AID</u></b> <ul style="list-style-type: none"><li>• Emergency procedures</li><li>• Basic first aid</li></ul> <b><u>CAREERS ENTERPRISE</u></b> <ul style="list-style-type: none"><li>• Group based business task</li></ul>

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**Home activities that will help support college work:**

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**Year Group: Yr 10 PSHE**

**PSHE Leader: Mr Butcher**

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The Year 10 PSHE curriculum aims for students to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

**Key Areas of Study:**

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b><u>Critical Reflection</u></b>  <b><u>Looking back, Look ahead.</u></b>  <b><u>TARGET SETTING</u></b></p> <p><b>Study Skills</b>                      1. What kind of learner am I?                      2. How can I improve my study skills?                      Identify and set short and medium term personal learning targets.                      Identify and use strategies for setting and meeting personal targets and challenges in order to increase motivation, reflect on their effectiveness, and implement and monitor strategies for achieving goals.                      Reflect on their own strengths</p>	<p><b><u>Own Health</u></b>  <b><u>Healthy Eating;Eating Disorders.</u></b></p> <p>Understand that our physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened.</p> <p><b><u>Rights and Responsibilities</u></b></p> <p>Drugs, Weapons, Rights                      Understand risk in both positive and negative terms and understand that individuals need to manage risk to themselves and others in a</p>	<p><b><u>Creating Positive Relationships</u></b>  <b><u>Parents and Teenagers</u></b></p> <p>Reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour, acting positively on them.                      Use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences.</p>	<p><b><u>Decision –making and managing risk.</u></b></p> <p>Use knowledge and understanding to make informed choices about safety, health and well-being, evaluating personal choices and making changes if necessary</p> <p><b><u>Alcohol and Sex - Alcohol</u></b></p> <p>Should know about the health risks of alcohol, tobacco , sexual activity and pregnancy and about safer choices they can make.</p> <p>Find and evaluate information,</p>	<p><b><u>Preparation for work experience</u></b></p> <p>Work booklet – responsibilities of employers and employees.                      Health and Safety at work.                      Social skills in the work place</p>	<p><b><u>Work experience</u></b>  <b><u>Evaluation of placement and skills learnt</u></b></p>

<p>and achievements.</p> <p><b><u>What is Morality?</u></b> <b><u>Making Decisions</u></b></p> <p>Reflect critically on their own and others' values and change their behaviour accordingly. Reflect on their own and others' strengths and achievements, give and receive constructive praise and criticism, and learn from success and failure.</p>	<p>range of personal and social situations; appreciating that pressure can be used positively or negatively to influence others in situations involving risk. Developing the confidence to try new ideas and face challenges safely, individually and in groups</p>	<p><b><u>Flashpoints for Conflict/Coping with Anger</u></b></p> <p>Use social skills to build and maintain a range of positive relationships, reflect upon what makes these successful and apply these to new situations.</p> <p><b><u>Diversity Prejudice &amp; Discrimination Red Cross/Positive Images.</u></b></p> <p>Appreciate that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.</p> <p><b><u>Attitudes to racism, sexism and disability</u></b></p> <p>Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.</p>	<p>advice and support from a variety of sources</p>		
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**Assessment Tasks:**

PSHE is not formally assessed but pupils are given the opportunity to demonstrate their achievements, examples of this include:  
 Written and verbal discussions – knowledge building, analysing and evaluation issues.  
 Decision making exercises.  
 Group and individual presentations.  
 Completion of Work Experience Booklets  
 Employer assessments from Work Experience

**Home activities that will help support college work:**

Homework is not set in PSHE however the issues covered during the course will likely lead to healthy discussion with family members. Discussions could include relevant topics around newspaper articles and relevant TV programmes. The skills developed in PSHE should empower the pupils to feel confident to express opinions at home.

<b>Year Group: Yr 11 PSHE</b>	<b>PSHE Leader: Mr Grimer</b>
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**Key Areas of Study:**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<p><b><u>Discrimination</u></b></p> <p>Use Stonewall "FIT" resource to explore issues relating to homophobia and addressing gender stereotypes and the impact of homophobic language &amp; bullying. Hate Crime using the "CPS" teaching resource looking at hate crime directed towards people with disabilities, LGBT community and religion.</p> <p><b><u>Relationships</u></b></p> <p>"LOVELIFE" resource to explore the Qualities of a good relationship, Pressure and being</p>	<p><b><u>Issues Related to Young People</u></b></p> <p>Use the "Being Victor resource to discuss and explore issues relating to Depression, Online identity, Relationships, Sex and promiscuity, Young Carers, Depression and Domestic violence.</p> <p><b><u>Study Skills</u></b></p> <p>Study skills prior to Mocks.</p> <p><b><u>Application to FE</u></b></p>	<p><b><u>Drugs and Alcohol / risky behaviour.</u></b></p> <p>A photo pack resource is used to inform about the effects of different drugs, anticipate and assess the dangers of drug related situations, debunk stereotypes of drug users and dealers, explore attitudes to drug use and drug users, empathise with others in difficult situations. The lessons are supported with visits from Alcoholics anonymous and the PCSO.</p>	<p><b><u>Road safety, young drivers and the dangers of drugs and driving.</u></b></p> <p>These themes are explored by using "ROUTES" DVD and teaching resource Presentation by the Emergency Services called "Arrive Alive"</p>	<p><b><u>Study skills</u></b></p> <p><b><u>Revision planning and strategies to revise.</u></b></p>	<p><b><u>Yr 11 Pupils sitting GCSE examinations / study leave.</u></b></p>

ready for sex, Positive sexual relationships, Sexual gender based stereotypes, Risk taking and consequences, Pregnancy and parenting. Abortion HIV – living with HIV / discrimination / treatments / prevention.	<u><b>establishments</b></u>				
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