



PSHE Implementation

2019-2020

Updated: 29/10/19



Learn to succeed

OUR CURRICULUM

Our PSHE education is a planned, developmental programme of learning through which our pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.

A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

PSHE can help us as a school to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. Our PSHE curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing

OVERARCHING CONCEPTS

1. Identity: Their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online.

2. Relationships: Including different types and in different settings, including online.

3. A healthy physical, emotional and social, balanced lifestyle: Including within relationships, work-life, exercise and rest, spending and saving and lifestyle choice.

4. Risk: Identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others, and safety, including behaviour and strategies to employ in different settings, including online in an increasingly connected world.

5. Diversity and equality: In all its forms, with due regard to the protected characteristics set out in the Equality Act 2010.

6. Rights: Including the notion of universal human rights, responsibilities including fairness and justice, and consent in different contexts.

7. Change: As something to be managed, and resilience - the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance.

8. Power: How it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes.

9. Career: Including enterprise, employability and economic understanding.

KEY STAGE 3

At Key Stage 3, pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE curriculum allows pupils to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

KEY STAGE 4

At Key Stage 4, pupils extend their knowledge and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. We do not follow the Key Stage 3/4 demarcation that the PSHE Association advises, as we adapt our scheme to reflect their pupils' needs and local priorities.

Within our five PSHE Days we cover three main themes:

CORE THEME 1: HEALTH AND WELLBEING This core theme focuses on:
<ol style="list-style-type: none">1. how to manage transition2. how to maintain physical, mental and emotional health and wellbeing;3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health*4. about parenthood and the consequences of teenage pregnancy*5. how to assess and manage risks to health; and to keep themselves and others safe6. how to identify and access help, advice and support7. how to respond in an emergency, including administering first aid8. the role and influence of the media on lifestyle <p>* Sexual health is included within this core theme; however, it is important that sexual health is considered within the context of healthy relationships. There will be similar broad overlap and flexibility between topics and areas in all three core themes.</p>
CORE THEME 2: RELATIONSHIPS This core theme focuses on:
<ol style="list-style-type: none">1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills2. how to recognise and manage emotions within a range of relationships3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters4. about the concept of consent in a variety of contexts (including in sexual relationships)5. about managing loss including bereavement, separation and divorce6. to respect equality and be a productive member of a diverse community7. how to identify and access appropriate advice and support
CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING, CAREERS AND THE WORLD OF WORK) Strong links with aspects of the 'Relationships' theme should be recognised during planning. Similarly links with citizenship education will require joint planning and liaison. This core theme focuses on:
<ol style="list-style-type: none">1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy2. how to make informed choices and be enterprising and ambitious3. how to develop employability, team working and leadership skills and develop flexibility and resilience4. about the economic and business environment5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers

ESSENTIAL SKILLS AND ATTRIBUTES DEVELOPED

Personal effectiveness Interpersonal and social effectiveness

CORE THEME 1: HEALTH AND WELLBEING This core theme focuses on:

1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)
2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
3. Resilience (including self-motivation, perseverance and adaptability)
4. Self-regulation (including promotion of a positive, growth mind-set¹ and managing strong emotions and impulses)
5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
6. Self-organisation (including time management)
7. Strategies for identifying and accessing appropriate help and support
8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
9. Recalling and applying knowledge creatively and in new situations
10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

CORE THEME 2: RELATIONSHIPS This core theme focuses on:

1. Empathy and compassion (including impact on decision-making and behaviour)
2. Respect for others' right to their own beliefs, values and opinions
3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
4. Skills for employability, including
 - Active listening and communication (including assertiveness skills)
 - Team working
 - Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
 - Leadership skills
 - Presentation skills
5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
6. Recognising, evaluating and utilising strategies for managing influence
7. Valuing and respecting diversity
8. Using these skills and attributes to build and maintain healthy relationships of all kinds Managing risk and decision-making (integral to all of the above)

CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING, CAREERS AND THE WORLD OF WORK)

Strong links with aspects of the 'Relationships' theme should be recognised during planning. Similarly links with citizenship education will require joint planning and liaison. This core theme focuses on:

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
4. Assessing the validity and reliability of information
5. Identify links between values and beliefs, decisions and actions
6. Making decisions

PSHE 2019-2020 CURRICULUM PLAN

	Year 7	Year 8	Year 9	Year 10	Year 11
Wednesday 25 th September	Transition Skills	Positive Relationships	Addiction - Knowledge	Diversity and Equality - Beliefs	Exam preparation
Monday 11 th November	L2L	Diversity and Equality - Disabilities	Diversity and Equality - Gender	Addiction - Impact	Looking after yourself – Mental and emotional health
Friday 27 th March	Online safety	Medical Emergencies	Intimate Relationships (Consent)	Pregnancy	Looking after yourself – Physical Health
Tuesday 28 th April	Body and Mind Development Part 1	British Values	Sexual Health - Prevent	Life Beyond Priority	Financing My Life
Thursday 18 th June	Future and Finance	Body and Mind Development Part 2	Unhealthy Relationships	Personal Safety	

CURRICULUM DELIVERY

Pupils receive five drop-down days of PSHE a year in years 7 to 11. This school has chosen to have drop-down days as opposed to lessons scattered across the normal curriculum timetable to provide greater focus on PSHE and greater cohesion and consideration to planning.

PSHE lessons are mainly discussion based. Team Leaders create powerpoints or acquire them from reputable sources, to educate pupils on the topic scheduled, and the required content stipulated. Team Leaders supplement these with white board activities, work sheets, sort card activities, videos, practical activities. Within those topics pupils discuss and share their current experiences within reason, discuss how they could adopt learnt strategies, and what impact they could have.

Pupils do not generate any tangible evidence of their learning, in the way of lengthy written pieces, however, there maybe worksheets which pupils complete to support their learning. Pupils will complete PLCs so that they understand what they are learning and why they are learning it. This also assist the teacher in gauging to what extent individuals have broadened their awareness of the topic.

The unit 'Life after Priory' encourages pupils to think about their future career path and actions they need to take to get there. This supplements units in Character and Culture and other 'careers activities in school.

Each subject area in school has been asked to review how it's curriculum links to PSHE and provide opportunities to demonstrate skills they have gained. As a school we supplement these days with a assemblies, visitor workshops and a range of other activities detailed in our PSHE and Citizenship audit.

KS3 CURRICULUM

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
<p>Year 7</p> <p>PSHE</p> <p>DAY 1</p>	<p>Big question – What skills will I need to succeed in my learning at high school?</p> <p>Focus: Transition Skills: <i>To gain an understanding of the transition skills required at high school to be successful.</i></p> <p>I will;</p> <ul style="list-style-type: none"> learn about my identity as a learner and my preferred style of learning. develop study, organisational, research and presentation skills. identify my own strengths, interests, skills and qualities as part of the personal review and planning process. learn how my strengths are of value to future employability. learn strategies for further developing my strengths. learn the knowledge and skills needed for setting realistic and challenging personal targets and goals. 	<p>So that I can succeed in my learning at high school I can;</p> <ul style="list-style-type: none"> understand my identity type as a learner and my preferred style of learning. develop study, organisational, research and presentation skills. identify my own strengths, interests, skills and qualities as part of the personal review and planning process. understand how my strengths are of value to future employability. understand strategies for further developing my strengths. understand the knowledge and skills needed for setting realistic and challenging personal targets and goals. 	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board listen to the information the teacher is giving you offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember watch teacher demonstrations refer to and read handouts complete any work sheets provided read online information where appropriate complete a personal learning checklist make links to other subjects
<p>Year 7</p> <p>PSHE</p> <p>DAY 2</p>	<p>Big question – What skills will I need to succeed when working as a team?</p> <p>Focus: Working as part of a team: <i>To gain an understanding of the skills required when working as part of a team.</i></p> <p>I will;</p> <ul style="list-style-type: none"> develop an understanding of and rehearse the skills of team working including, objective setting, outcome planning, co-operation, negotiation, managing setbacks and compromise. develop an understanding of the communication skills of active listening, negotiations, offering and receiving constructive feedback and assertiveness. 	<p>So that I understand what skills I will need to succeed when working as a team</p> <p>I can;</p> <ul style="list-style-type: none"> understand the skills of team working including, objective setting, outcome planning, co-operation, negotiation, managing setbacks and compromise. rehearse the skills of team working including, objective setting, outcome planning, co-operation, negotiation, managing setbacks and compromise. understand the communication skills of active listening, negotiations, offering and receiving constructive feedback and assertiveness. rehearse the communication skills of active listening, negotiations, offering and receiving constructive feedback and assertiveness. 	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board listen to the information the teacher is giving you offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember watch teacher demonstrations refer to and read handouts complete any work sheets provided read online information where appropriate complete a personal learning checklist make links to other subjects

<p>Year 7 PSHE DAY 3</p>	<p>Big question – How can I look after myself online now and for in the future?</p> <p>Focus: Online safety: <i>To gain an understanding of online safety now and for in the future.</i></p> <p>I will;</p> <ul style="list-style-type: none"> • have an excellent understanding on how to stay safe online • know the dangers of inappropriate use of mobile technology and mobile network sites. • understand the importance of protecting my own and others’ reputations; protecting their ‘online presence’; the concept of having a personal ‘brand’ that can be enhanced or damaged • be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding safety online. 	<p>So that I understand how I can look after myself online now and for in the future.</p> <p>I can;</p> <ul style="list-style-type: none"> • understand how to stay safe online • understand the dangers of inappropriate use of mobile technology and mobile network sites. • understand the importance of protecting my own and others’ reputations; protecting their ‘online presence’; the concept of having a personal ‘brand’ that can be enhanced or damaged • Identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding safety online. 	<p>You will;</p> <ul style="list-style-type: none"> • read the information provided on the board • listen to the information the teacher is giving you • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember • watch teacher demonstrations • refer to and read handouts • complete any work sheets provided • read online information where appropriate • complete a personal learning checklist • make links to other subjects
<p>Year 7 PSHE DAY 4</p>	<p>Big question – How can I look after my emotional health?</p> <p>Focus: Body and mind development 1: <i>To gain an understanding of body and mind development as you grow older.</i></p> <p>I will;</p> <ul style="list-style-type: none"> • learn to manage emotional changes as normal parts of growing up, and of adolescence • learn the ways in which personal skills, strengths and achievements are evaluated by others, and affects confidence and self-esteem • learn to accept helpful feedback and accept criticism • learn the characteristics of positive and negative mental and emotional health. • learn the causes and triggers of unhealthy coping strategies, such as self-harm, eating disorders. • learn a range of strategies for managing and coping with mental and emotional health. • Learn how to recognise when I or others need help, sources of help and strategies for accessing it. • be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding safety online. 	<p>So that I understand how I can look after my emotional health</p> <p>I can;</p> <ul style="list-style-type: none"> • understand how to manage emotional changes as normal parts of growing up, and of adolescence • understand the ways in which personal skills, strengths and achievements are evaluated by others, and affects confidence and self-esteem • understand how to accept helpful feedback and accept criticism • understand the characteristics of positive and negative mental and emotional health. • understand the causes and triggers of unhealthy coping strategies, such as self-harm, eating disorders. • understand a range of strategies for managing and coping with mental and emotional health. • understand how to recognise when I or others need help, sources of help and strategies for accessing it. • Identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding safety online. 	<p>You will;</p> <ul style="list-style-type: none"> • read the information provided on the board • listen to the information the teacher is giving you • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember • watch teacher demonstrations • refer to and read handouts • complete any work sheets provided • read online information where appropriate • complete a personal learning checklist • make links to other subjects

<p>Year 7</p> <p>PSHE</p> <p>DAY 5</p>	<p>Big question – What could I do as a career in the future?</p> <p>Focus: Future and Finance: <i>To gain an understanding of my career options in the future, working now and how I use my money.</i></p> <p>I will;</p> <ul style="list-style-type: none"> learn about the choices available to me at the end of KS3, sources of information, advice and support, and the skills to manage this decision-making process. learn about the labour market. learn about learning options, skills, occupations and progressions routes. learn about different work roles and career pathways, including clarifying my own aspirations. learn about different types of work, including employment, self-employment and voluntary work; that everyone has a ‘career’ which is their pathway through life, education and work. learn about the benefits of being ambitious and enterprising in all aspects of life. learn about the skills and qualities required to engage in enterprise, including seeing an opportunity, managing risk, marketing, productivity, understanding concept of quality, cash flow and profit. learn about the laws and by-laws relating to young peoples permitted hours and types of employment and how to minimise health and safety risks. learn to assess and manage risk in relation to financial decisions that young people might make. learn about gambling (including online) and its consequences. learn how to manage pressure or influence to gamble and access support if worried about myself or others explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect other’s economies and environment) be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding their future choices and finance. 	<p>So that I understand what I could do as a career in the future</p> <p>I can;</p> <ul style="list-style-type: none"> understand the choices available to me at the end of KS3, sources of information, advice and support, and the skills to manage this decision-making process. understand about the labour market. understand about learning options, skills, occupations and progressions routes. understand about different work roles and career pathways, including clarifying my own aspirations. understand about different types of work, including employment, self-employment and voluntary work; that everyone has a ‘career’ which is their pathway through life, education and work. understand about the benefits of being ambitious and enterprising in all aspects of life. understand about the skills and qualities required to engage in enterprise, including seeing an opportunity, managing risk, marketing, productivity, understanding concept of quality, cash flow and profit. understand about the laws and by-laws relating to young peoples permitted hours and types of employment and how to minimise health and safety risks. understand how to assess and manage risk in relation to financial decisions that young people might make. understand about gambling (including online) and its consequences. understand how to manage pressure or influence to gamble and access support if worried about myself or others explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect other’s economies and environment) identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding their future choices and finance. 	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board listen to the information the teacher is giving you offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember watch teacher demonstrations refer to and read handouts complete any work sheets provided read online information where appropriate complete a personal learning checklist make links to other subjects
<p>Year 8</p>	<p>Big question – What does a positive relationship look like and why is it important?</p>	<p>So that I understand what a positive relationship looks like and why is it important.</p>	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board

<p>PSHE DAY 1</p>	<p>Focus: Positive Relationships: <i>To gain an understanding of what a positive relationship look like and why is it important.</i></p> <p>I will;</p> <ul style="list-style-type: none"> • learn about relationships including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interest) • learn that living together, marriage and civil partnerships are ways that people freely, without coercion, demonstrate their commitment to each other • learn roles and responsibilities of parents, carers and children in families • learn about parenting skills and qualities, and their central importance to family life • explore the range of positive qualities that people bring to relationships • learn about qualities and behaviours that I should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc) • recognise the characteristics and benefits of positive strong supportive equal relationships • identify the features of positive and stable relationships (including trust, mutual respect, honesty, equality) • understand the importance of friendship and begin to consider love and sexual relationships in this context • learn that relationships can cause strong feelings and emotions (including sexual attraction) • understand what expectations might be of having a girl / boyfriend (Non-sexual) • understand that positive self-esteem can change with personal circumstances such as those associated with family and friends, achievements an employment • learn that media portrayal of positive and exciting relationships may not reflect real life and the possible impact of this on people’s expectations of relationships. (Love Island) • be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding relationships of any kind. 	<p>I can;</p> <ul style="list-style-type: none"> • understand about relationships including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interest) • understand that living together, marriage and civil partnerships are ways that people freely, without coercion, demonstrate their commitment to each other • understand roles and responsibilities of parents, carers and children in families • understand about parenting skills and qualities, and their central importance to family life • understand the range of positive qualities that people bring to relationships • understand about qualities and behaviours that I should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc) • recognise the characteristics and benefits of positive strong supportive equal relationships • identify the features of positive and stable relationships (including trust, mutual respect, honesty, equality) • understand the importance of friendship and begin to consider love and sexual relationships in this context • understand that relationships can cause strong feelings and emotions (including sexual attraction) • understand what expectations might be of having a girl / boyfriend (Non-sexual) • understand that positive self-esteem can change with personal circumstances such as those associated with family and friends, achievements an employment • understand that media portrayal of positive and exciting relationships may not reflect real life and the possible impact of this on people’s expectations of relationships. (Love Island) • Identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding relationships of any kind. 	<ul style="list-style-type: none"> • listen to the information the teacher is giving you • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember • watch teacher demonstrations • refer to and read handouts • complete any work sheets provided • read online information where appropriate • complete a personal learning checklist • make links to other subjects
<p>Year 8</p>	<p>Big question – What are the issues faced by people with disabilities and how do I support them?</p>	<p>So that I understand what the issues are faced by people with disabilities and how I can support them</p>	<p>You will;</p> <ul style="list-style-type: none"> • read the information provided on the board

<p>PSHE DAY 2</p>	<p>Focus: Diversity and Equality – Disabilities: <i>To gain an understanding of the issues faced by people with disabilities and how to support them.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> • about the similarities and diversities among people of different ability, disability, age and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities • to recognise that I have the same rights to opportunities to learning and work as all other people; to recognise and challenge stereotypes; and / or family or cultural expectations that may limit their aspirations. • about the unacceptability of discrimination and strategies for safely challenging, prejudice, bigotry, bullying, and discrimination when I witness or experience it in my daily life, in the wider community including the workplace. • about the unacceptability of disablist language and behaviour, the need to challenge it and how to do so. • to recognise the bullying and abuse in all its forms and to have the skills and strategies to manage being targeted or witnessing others being targeted. • and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of disability diversity and equality. 	<p>I can;</p> <ul style="list-style-type: none"> • understand the similarities and diversities among people of different ability, disability, age and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities • understand that I have the same rights to opportunities to learning and work as all other people; to recognise and challenge stereotypes; and / or family or cultural expectations that may limit their aspirations. • understand the unacceptability of discrimination and strategies for safely challenging, prejudice, bigotry, bullying, and discrimination when I witness or experience it in my daily life, in the wider community including the workplace. • understand the unacceptability of disablist language and behaviour, the need to challenge it and how to do so. • recognise the bullying and abuse in all its forms and to have the skills and strategies to manage being targeted or witnessing others being targeted. • Identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of disability diversity and equality. 	<ul style="list-style-type: none"> • listen to the information the teacher is giving you • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember • watch teacher demonstrations • refer to and read handouts • complete any work sheets provided • read online information where appropriate • complete a personal learning checklist • make links to other subjects
<p>Year 8 PSHE DAY 3</p>	<p>Big question – How can I help others when they need help?</p> <p>Focus: Medical Emergencies: <i>To gain an understanding of how to help others when they need help.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> • about the NHS ‘Using the right service’. • to find sources of emergency help. • to understand how the inappropriate use of mobile phones can contribute to accidents. • to understand and manage risk within the context of personal safety especially accident prevention and road and cycle safety • to perform basic and emergency first aid and lifesaving skills including CPR. • and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they need further information in the future. 	<p>So that I understand how I can help others when they need help</p> <p>I can;</p> <ul style="list-style-type: none"> • understand the NHS ‘Using the right service’. • Understand how to find sources of emergency help. • Understand how the inappropriate use of mobile phones can contribute to accidents. • understand and manage risk within the context of personal safety especially accident prevention and road and cycle safety • perform basic and emergency first aid and lifesaving skills including CPR. • Identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they need further information in the future. 	<p>You will;</p> <ul style="list-style-type: none"> • read the information provided on the board • listen to the information the teacher is giving you • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember • watch teacher demonstrations • refer to and read handouts • complete any work sheets provided • read online information where appropriate • complete a personal learning checklist

<p>Year 8 PSHE DAY 4</p>	<p>Big question – What are our fundamental British Values and why are they important to us as a country?</p> <p>Focus: British Values: <i>To gain an understanding of what fundamental British values are and why they are important to us as a country.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> about acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and appreciation of those with different faiths and beliefs, to develop and demonstrate skills and attitude that will allow me to participate fully in and contribute positively to live in modern Britain. knowledge of Britain’s’ democratic parliamentary systems and its central role in shaping our history and values, and in continuing to develop Britain. how to modelling an election. about the potential tensions between human rights, British law and cultural and religious expectations and practices. about the primacy of human rights; and how to safely access sources of support for myself or my peers if I have concerns or fears about those rights being undermined or ignored. and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they need further information in the future. 	<p>So that I understand what our fundamental British Values are and why they are important to us as a country?</p> <p>I can;</p> <ul style="list-style-type: none"> understand acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and appreciation of those with different faiths and beliefs, develop and demonstrate skills and attitude that will allow me to participate fully in and contribute positively to live in modern Britain. understand the Britain’s’ democratic parliamentary systems and its central role in shaping our history and values, and in continuing to develop Britain. understand how to model an election. understand about the potential tensions between human rights, British law and cultural and religious expectations and practices. understand about the primacy of human rights; and how to safely access sources of support for myself or my peers if I have concerns or fears about those rights being undermined or ignored. Identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they need further information in the future. 	<ul style="list-style-type: none"> make links to other subjects <p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board listen to the information the teacher is giving you offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember watch teacher demonstrations refer to and read handouts complete any work sheets provided read online information where appropriate complete a personal learning checklist make links to other subjects
<p>Year 8 PSHE DAY 5</p>	<p>Big question – How do I keep my body healthy as I am changing, whilst not being impacted by the media?</p> <p>Focus: Body and Mind Development Part 2: <i>To gain an understanding of how to keep a body healthy through change, whilst not being impacted by the media.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> to manage physical changes as normal parts of growing up, and of adolescence. what constitutes a well-balanced diet, the benefits and the risks associated with both obesity and dieting what might influence my decisions about eating a balanced diet. how the media portrays young people; to recognise its possible impact on body image and health issues 	<p>So that I understand how I keep my body healthy as I am changing, whilst not being impacted by the media</p> <p>I can;</p> <ul style="list-style-type: none"> understand how to manage physical changes as normal parts of growing up, and of adolescence. understand what constitutes a well-balanced diet, the benefits and the risks associated with both obesity and dieting understand what might influence my decisions about eating a balanced diet. understand how the media portrays young people; to recognise its possible impact on body image and health issues 	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board listen to the information the teacher is giving you offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember watch teacher demonstrations refer to and read handouts

	<ul style="list-style-type: none"> that identity is affected by a range of factors, including the media and a positive sense of self. and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding any aspect of mind development. 	<ul style="list-style-type: none"> understand that identity is affected by a range of factors, including the media and a positive sense of self. Identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding any aspect of mind development. 	<ul style="list-style-type: none"> complete any work sheets provided read online information where appropriate complete a personal learning checklist make links to other subjects
<p>Year 9 PSHE DAY 1</p>	<p>Big question – What are legal and illegal addictive substances and what harm can they cause to me and others?</p> <p>Focus: Addiction – Knowledge: <i>To gain an understanding of legal and illegal addictive substances and what harm can they cause.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol, drugs and other risky behaviours. to understand the terms ‘habit’, ‘dependence’ and ‘addiction’ in a wide variety of context and where and how to access support if they have concerns the positive use of drugs (for example the treatment or eradication of disease) safe use of prescribed and over the counter medicines. the negative use of legal drugs (the example dependency) roles played by drugs in society (including alcohol) current regulations regarding the use of cannabis for medical reasons. legal and illegal substances including alcohol (including current government recommendation for consumption) volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha, cannabis, spice. the law relating to the supply, use and misuse of legal and illegal substances benefits of not drinking alcohol (or delaying the age at which to start) benefits of not smoking including not harming others with second hand smoke the personal risks and consequences of substance use and misuse, the health risks and consequences of ‘experimental’ and ‘occasional’ substance use and the terms ‘dependence’ and ‘addiction’ the short and long-term consequences of substance use and mis-use on physical health to recognise and use strategies to manage different influence (including peer influence) on my decisions about the use or substances, (including clarifying and challenging my own perceptions and values and beliefs) 	<p>So that I understand what legal and illegal addictive substances are and what harm they can cause to me and others</p> <p>I can;</p> <ul style="list-style-type: none"> understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol, drugs and other risky behaviours. understand the terms ‘habit’, ‘dependence’ and ‘addiction’ in a wide variety of context and where and how to access support if they have concerns understand the positive use of drugs (for example the treatment or eradication of disease) understand the safe use of prescribed and over the counter medicines. understand the negative use of legal drugs (the example dependency) roles played by drugs in society (including alcohol) understand current regulations regarding the use of cannabis for medical reasons. understand legal and illegal substances including alcohol (including current government recommendation for consumption) volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha, cannabis, spice. understand the law relating to the supply, use and misuse of legal and illegal substances understand the benefits of not drinking alcohol (or delaying the age at which to start) understand the benefits of not smoking including not harming others with second hand smoke understand the personal risks and consequences of substance use and misuse, understand the health risks and consequences of ‘experimental’ and ‘occasional’ substance use and the terms ‘dependence’ and ‘addiction’ 	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board listen to the information the teacher is giving you offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember watch teacher demonstrations refer to and read handouts complete any work sheets provided read online information where appropriate complete a personal learning checklist make links to other subjects

	<ul style="list-style-type: none"> • how to access local health services and other sources of support such as smoking cessation services or if concerned about my own or other alcohol or substance mis-use • and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of addiction, habit or dependency in relation to substance use. 	<ul style="list-style-type: none"> • understand the short and long-term consequences of substance use and mis-use on physical health • recognise and use strategies to manage different influence (including peer influence) on my decisions about the use of substances, (including clarifying and challenging my own perceptions and values and beliefs) • understand how to access local health services and other sources of support such as smoking cessation services or if concerned about my own or other alcohol or substance mis-use • Identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of addiction, habit or dependency in relation to substance use. 	
<p>Year 9 PSHE DAY 2</p>	<p>Big question – What are the issues faced by people who are LGBT+ and how do I support them?</p> <p>Focus: Diversity and Equality – Gender: <i>To gain an understanding of the issues faced by people who are LGBT+ and how to support them.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> • the terms associated with sex, gender identify and sexual orientation and to understand accepted terminology • about the difference between assigned / biological sex, gender identity and sexual orientation • to recognise that there is diversity in sexual attraction and developing sexuality. • the similarities and diversities among people of different sex, gender identity, and sexual orientation • to recognise that the LGBT+ community have the same rights to opportunities to learning and work as all other people; • to recognise sexism, homophobic, biphobic, and transphobic language and behaviour • to recognise stereotyping, prejudice, bigotry, bullying, and discrimination. • about the unacceptability of sexism, homophobic, biphobic, and transphobic language and behaviour, stereotyping, prejudice, bigotry, bullying, and discrimination. • the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities 	<p>So that I understand what issues are faced by people who are LGBT+ and how I can support them</p> <p>I can;</p> <ul style="list-style-type: none"> • understand the terms associated with sex, gender identify and sexual orientation and to understand accepted terminology • understand about the difference between assigned / biological sex, gender identity and sexual orientation • recognise that there is diversity in sexual attraction and developing sexuality. • understand the similarities and diversities among people of different sex, gender identity, and sexual orientation • recognise that the LGBT+ community have the same rights to opportunities to learning and work as all other people; • recognise sexism, homophobic, biphobic, and transphobic language and behaviour • recognise stereotyping, prejudice, bigotry, bullying, and discrimination. • understand the unacceptability of sexism, homophobic, biphobic, and transphobic language and behaviour, stereotyping, prejudice, bigotry, bullying, and discrimination. • understand the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities 	<p>You will;</p> <ul style="list-style-type: none"> • read the information provided on the board • listen to the information the teacher is giving you • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember • watch teacher demonstrations • refer to and read handouts • complete any work sheets provided • read online information where appropriate • complete a personal learning checklist • make links to other subjects

	<ul style="list-style-type: none"> • strategies to safely challenge stereotyping, prejudice, bigotry, bullying, and discrimination when I witness or experience it in my daily life, in the wider community including the workplace. • to challenge family or cultural expectations that may limit their aspirations. • about and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of gender diversity and equality. 	<ul style="list-style-type: none"> • understand strategies to safely challenge stereotyping, prejudice, bigotry, bullying, and discrimination when I witness or experience it in my daily life, in the wider community including the workplace. • understand how to challenge family or cultural expectations that may limit their aspirations. • Identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of gender diversity and equality. 	
<p>Year 9 PSHE DAY 3</p>	<p>Big question – What do I need to consider when starting to think about intimate relationships?</p> <p>Focus: Intimate Relationships: <i>To gain an understanding of making wise choice when considering intimate relationships and what to do about unwanted advances.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> • to consider different levels on intimacy and consider their consequence • to acknowledge and respect the rights not to have intimate relationships until when ready considering respect, trust, boundaries and negotiation. • about readiness for sex and the benefits of delaying sexual activity • that consent is freely given and that being pressurised, manipulate or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn that decision should always be respected. • the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given) • how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent • how to seek consent and to respect others right to give, not give or withdraw consent to engage in different degrees of sexual activity • to recognise when others are using manipulation, persuasion or coercion and how to respond • to understand the pernicious (definition: having a harmful effect, especially in a gradual or subtle way) influence of gender double standards and victim blaming. E.g. Women leading on men • to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared 	<p>So that I understand what I need to consider when starting to think about intimate relationships</p> <p>I can;</p> <ul style="list-style-type: none"> • consider different levels on intimacy and consider their consequence • acknowledge and respect the rights not to have intimate relationships until when ready considering respect, trust, boundaries and negotiation. • understand about readiness for sex and the benefits of delaying sexual activity • understand all aspects of giving and receiving consent • understand the law in relation to consent • recognise when others are using manipulation, persuasion or coercion and how to respond • understand the pernicious (definition: having a harmful effect, especially in a gradual or subtle way) influence of gender double standards and victim blaming. E.g. Women leading on men • recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships in the media • understand about all aspects of Sexting • Identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding any aspect of intimate relationships, consent and sexual health specifically. 	<p>You will;</p> <ul style="list-style-type: none"> • read the information provided on the board • listen to the information the teacher is giving you • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember • watch teacher demonstrations • refer to and read handouts • complete any work sheets provided • read online information where appropriate • complete a personal learning checklist • make links to other subjects

	<p>between young people, the unrealistic portrayal of relationships in the media</p> <ul style="list-style-type: none"> • about all aspects of Sexting • about and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding any aspect of intimate relationships, consent and sexual health specifically. 		
<p>Year 9 PSHE DAY 4</p>	<p>Big question – What do I need to know about my future sexual health?</p> <p>Focus: Sexual Health – Prevent: <i>To gain an understanding of sexually transmitted diseases.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> • STI information including HIV/Aids • how to protect myself and others from infection and how to respond if I feel I or others are at risk • about the risks related to unprotected sex and the options available in such circumstances • information regarding different forms of contraception, including the condom and the pill. • how to develop communication and negotiating skills necessary for contraceptive use in healthy relationships. • about negotiating condom use and how to safely use a condom. • that certain infections can be spread through certain activity and that barrier contraceptives offer some protection against certain STI • that fertility levels can be damaged by some sexually transmitted infections. • about the risks related to unprotected sex to a foetus/baby. • be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of sexual health. 	<p>So that I understand what I need to know about my future sexual health</p> <p>I can;</p> <ul style="list-style-type: none"> • understand STI information including HIV/Aids • understand how to protect myself and others from infection and how to respond if I feel I or others are at risk • understand about the risks related to unprotected sex and the options available in such circumstances • understand information regarding different forms of contraception, including the condom and the pill. • understand how to develop communication and negotiating skills necessary for contraceptive use in healthy relationships. • understand about negotiating condom use and how to safely use a condom. • understand that certain infections can be spread through certain activity and that barrier contraceptives offer some protection against certain STI • understand that fertility levels can be damaged by some sexually transmitted infections. • understand about the risks related to unprotected sex to a foetus/baby. • Identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of sexual health. 	<p>You will;</p> <ul style="list-style-type: none"> • read the information provided on the board • listen to the information the teacher is giving you • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember • watch teacher demonstrations • refer to and read handouts • complete any work sheets provided • read online information where appropriate • complete a personal learning checklist • make links to other subjects
<p>Year 9 PSHE DAY 5</p>	<p>Big question – What is an unhealthy relationship and what strategies can I use when I experience one?</p> <p>Focus: Unhealthy Relationships : <i>To gain an understanding of what an unhealthy relationship looks like and what strategies can be used when one is experienced.</i></p>	<p>So that I understand what an unhealthy relationship is and what strategies I can use when I experience one</p> <p>I can;</p>	<p>You will;</p> <ul style="list-style-type: none"> • read the information provided on the board • listen to the information the teacher is giving you

	<p>I will learn;</p> <ul style="list-style-type: none"> • the features of unhealthy/toxic relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind) • to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence) • to develop an awareness of exploitation, bullying, harassment and control in relationships • the impact of domestic abuse • the impact of separation, divorce and bereavement on families and the need to adapt to changes in circumstances • the legal and personal risks associated with being asked for or sharing intimate images of others and strategies of managing these risks. • managing changes in personal relationships including ending the relationships • how to manage or deal with the breakdown of a relationships and the effects of change, including loss, separation, divorce and bereavement • ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations • to develop strategies to deal with exploitation, bullying, harassment and control in relationships. • to manage unwanted attention in a variety of contexts (including harassment and stalking) • about harassment and how to manage this (including in the workplace) • the legal consequences of harassment • about statutory and voluntary organisations that help and support relationships experiencing difficulties or in crisis, such as relationships breakdown, domestic abuse, separation, divorce, bereavement • about the information, advice and guidance available regarding relationships experiencing difficulties or in crisis, such as relationships breakdown, domestic abuse, separation, divorce, bereavement • how to access the most appropriate information, advice and support regarding relationships experiencing difficulties or in crisis, such as relationships breakdown, domestic abuse, separation, divorce, bereavement • and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of relationships. 	<ul style="list-style-type: none"> • understand the features of unhealthy/toxic relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind) • recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence) • develop an awareness of exploitation, bullying, harassment and control in relationships • understand the impact of domestic abuse • understand the impact of separation, divorce and bereavement on families and the need to adapt to changes in circumstances • understand the legal and personal risks associated with being asked for or sharing intimate images of others and strategies of managing these risks. • understand managing changes in personal relationships including ending the relationships • understand how to manage or deal with the breakdown of a relationships and the effects of change, including loss, separation, divorce and bereavement • understand ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations • develop strategies to deal with exploitation, bullying, harassment and control in relationships. • manage unwanted attention in a variety of contexts (including harassment and stalking) • understand about harassment and how to manage this (including in the workplace) • understand the legal consequences of harassment • understand about statutory and voluntary organisations that help and support relationships experiencing difficulties or in crisis, such as relationships breakdown, domestic abuse, separation, divorce, bereavement • Identify where to find the information, advice and guidance available regarding relationships experiencing difficulties or in crisis, such as relationships breakdown, domestic abuse, separation, divorce, bereavement • Identify how to access the most appropriate information, advice and support regarding relationships experiencing difficulties or in crisis, such as relationships breakdown, domestic abuse, separation, divorce, bereavement 	<ul style="list-style-type: none"> • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember • watch teacher demonstrations • refer to and read handouts • complete any work sheets provided • read online information where appropriate • complete a personal learning checklist • make links to other subjects
--	---	---	--

		<ul style="list-style-type: none">• Identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of relationships.	
--	--	--	--

KS4 CURRICULUM

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
<p>Year 10 PSHE DAY 1</p>	<p>Big question – What are the issues around different belief systems and how can I support people when it is needed?</p> <p>Focus: Diversity and Equality – Beliefs: <i>To gain an understanding of the issues around different belief systems and how to support people when it is needed.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> the similarities and diversities among people of different race, culture, and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities about the unacceptability of racist language and behaviour, the need to challenge it and how to do so. to think critically about extremism and its intolerance in whatever forms they take (including religious, racist and political extremism, and the concept of ‘shame’) to recognise the shared responsibility to protect the community from violent extremes and how to respond to anything that causes anxiety or concern to recognise a ‘cult’; how it differs from other types of groups; how cults recruit; how to seek help if I am worried for myself or for others. how social media can offer opportunities to engage with a wide variety of views on different issues to recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views learn of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of diversity and equality. 	<p>So that I understand what the issues are around different belief systems and how I can support people when it is needed</p> <p>I can;</p> <ul style="list-style-type: none"> understand the similarities and diversities among people of different race, culture, and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities understand the unacceptability of racist language and behaviour, the need to challenge it and how to do so. think critically about extremism and its intolerance in whatever forms they take (including religious, racist and political extremism, and the concept of ‘shame’) recognise the shared responsibility to protect the community from violent extremes and how to respond to anything that causes anxiety or concern recognise a ‘cult’; how it differs from other types of groups; how cults recruit; how to seek help if I am worried for myself or for others. understand how social media can offer opportunities to engage with a wide variety of views on different issues to recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views learn of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of diversity and equality. 	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board listen to the information the teacher is giving you offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember watch teacher demonstrations refer to and read handouts complete any work sheets provided read online information where appropriate complete a personal learning checklist make links to other subjects
<p>Year 10 PSHE DAY 2</p>	<p>Big question – What is the impact of addictive substances and how do I remain healthy?</p> <p>Focus: Addiction – Impact: <i>To gain an understanding of the impact of addictive substances, and how to remain healthy in the future.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> the terms ‘habit’, ‘dependence’ and ‘addiction’ in relation to substance use 	<p>So that I understand what the impact is of addictive substances and how I remain healthy.</p> <p>I can understand;</p> <ul style="list-style-type: none"> the terms ‘habit’, ‘dependence’ and ‘addiction’ in relation to substance use to recognise the impact of drugs and alcohol on choices and on behaviour the psychological and social, risks and consequences of ‘experimental’ and ‘occasional’ substance use for 	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board listen to the information the teacher is giving you offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions

	<ul style="list-style-type: none"> to recognise the impact of drugs and alcohol on choices and on behaviour the psychological and social, risks and consequences of ‘experimental’ and ‘occasional’ substance use for others and self, socially and professionally and the terms ‘dependence’ and ‘addiction’ the short and long-term consequences of substance use and mis-use for the mental and emotional wellbeing of families and communities. the wider risks and consequences of legal and illegal substance use, including online personal safety, future career, relationships and future lifestyles about cancer and cancer prevention, including healthy lifestyles, whilst acknowledging that child hood and adolescent cancers are rarely caused by lifestyle choices. about cancer and cancer prevention, including healthy lifestyles. about checking myself for cancer (including testicular and breast self-examination) and other illnesses. what to do if I am feeling unwell; strategies to overcome worries about seeking help an being a confident user of the NHS about the NHS ‘Using the right service’. to recognise and use strategies to manage different influence (including peer influence) on my decisions about the use or substances, (including clarifying and challenging their own perceptions and values and beliefs) how to access local health services and other sources of support such as smoking cessation services or if concerned about my own or others alcohol or substance mis-use and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of habits, dependency and addiction in relation to substance use. 	<p>others and self, socially and professionally and the terms ‘dependence’ and ‘addiction’</p> <ul style="list-style-type: none"> the short and long-term consequences of substance use and mis-use for the mental and emotional wellbeing of families and communities. the wider risks and consequences of legal and illegal substance use, including online personal safety, future career, relationships and future lifestyles about cancer and cancer prevention, including healthy lifestyles, whilst acknowledging that child hood and adolescent cancers are rarely caused by lifestyle choices. about cancer and cancer prevention, including healthy lifestyles. about checking myself for cancer (including testicular and breast self-examination) and other illnesses. what to do if I am feeling unwell; strategies to overcome worries about seeking help an being a confident user of the NHS about the NHS ‘Using the right service’. to recognise and use strategies to manage different influence (including peer influence) on my decisions about the use or substances, (including clarifying and challenging their own perceptions and values and beliefs) how to access local health services and other sources of support such as smoking cessation services or if concerned about my own or others alcohol or substance mis-use and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of habits, dependency and addiction in relation to substance use. 	<ul style="list-style-type: none"> offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember watch teacher demonstrations refer to and read handouts complete any work sheets provided read online information where appropriate complete a personal learning checklist <p>make links to other subjects</p>
<p>Year 10 PSHE DAY 3</p>	<p>Big question – How do I prevent having a baby before I am ready and what if I do have a baby as a teen?</p> <p>Focus: <i>Pregnancy:</i> To gain an understanding of how to prevent having a baby and options available should a pregnancy occur.</p> <p>I will learn;</p> <ul style="list-style-type: none"> or recap consent covered in Yr 9 	<p>So that I understand how I prevent having a baby before I am ready and what to do if I have a baby as a teen</p> <p>I can understand;</p> <ul style="list-style-type: none"> or recap consent covered in Yr 9 or recap different forms of preventing pregnancy including the pill covered in Yr 9 or recap negotiating condom use covered in Yr 9 - How use a condom is covered in Yr 9 	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board listen to the information the teacher is giving you offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions

	<ul style="list-style-type: none"> • or recap different forms of preventing pregnancy including the pill covered in Yr 9 • or recap negotiating condom use covered in Yr 9 - How use a condom is covered in Yr 9 • about accessing and the correct use of contraception (including emergency contraception) before and after turning 16. • the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support). • and explore the consequences of unintended pregnancy and all the pathways available in such circumstances such as, young parenthood, termination/abortion, adoption, fostering. • the reasons why parents choose to place children for adoption or fostering (Consider our 'looked after' young people and seek advice prior to teaching) • about abortion, including the current legal position • the possible physical and emotional reactions and responses that people may have to each option and who to talk to for accurate, impartial advice and support • the implications of young parenthood • about parenting skills and qualities and their importance to family life • to make informed choices about parenting including issues about breast feeding • how life style choices affect a developing foetus • about the options open to people who are not able to conceive including IVF. • the reasons why parents choose to adopt or foster (Cover fertility levels varying in different people, can decrease with age) • and will be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of unprotected sex, the consequences of unintended pregnancy, parenthood. 	<ul style="list-style-type: none"> • about accessing and the correct use of contraception (including emergency contraception) before and after turning 16. • the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support). • and explore the consequences of unintended pregnancy and all the pathways available in such circumstances such as, young parenthood, termination/abortion, adoption, fostering. • the reasons why parents choose to place children for adoption or fostering (Consider our 'looked after' young people and seek advice prior to teaching) • about abortion, including the current legal position • the possible physical and emotional reactions and responses that people may have to each option and who to talk to for accurate, impartial advice and support • the implications of young parenthood • about parenting skills and qualities and their importance to family life • and make informed choices about parenting including issues about breast feeding • how life style choices affect a developing foetus • about the options open to people who are not able to conceive including IVF. • the reasons why parents choose to adopt or foster (Cover fertility levels varying in different people, can decrease with age) • and will be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of unprotected sex, the consequences of unintended pregnancy, parenthood. 	<ul style="list-style-type: none"> • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember • watch teacher demonstrations • refer to and read handouts • complete any work sheets provided • read online information where appropriate • complete a personal learning checklist <p>make links to other subjects</p>
<p>Year 10</p> <p>PSHE DAY 4</p>	<p>Big question – What does the world of work look like and how do I get there?</p> <p>Focus: Life Beyond Priority: <i>To gain an understanding of the world of work and being best prepared to enter the world of work.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> • about changing patterns of employment (local, national, European and global); about different types of business how they are organised and financed 	<p>So that I understand what the world of work looks like and how I get there.</p> <p>I can understand;</p> <ul style="list-style-type: none"> • about changing patterns of employment (local, national, European and global); about different types of business how they are organised and financed • about the range of opportunities available to me from career progression, including in education, training and employment 	<p>You will;</p> <ul style="list-style-type: none"> • read the information provided on the board • listen to the information the teacher is giving you • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions

	<ul style="list-style-type: none"> • about the range of opportunities available to me from career progression, including in education, training and employment • to develop my career identity and personal brand. • how to maximise my chances when applying for education or employment opportunities. • to understand and be provided with electronic resources on how to apply for future employment (including colleges), devising CV / application • how to write a CV • how to write a personal statement • how to conduct a mock Interviews • how to prepare for work experience • to research, secure and take full advantage of any opportunities for work experience that are available. • about rights and responsibilities at work (including their roles as workers and the roles and responsibility of worker and unions) • attitudes and values in relation to work and enterprise (including terms, such as customer service' and 'protecting corporate or brand image') • about confidentiality in the workplace, when it should be kept and when it might need to be broken • and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of life beyond Priory 	<ul style="list-style-type: none"> • and develop my career identity and personal brand. • how to maximise my chances when applying for education or employment opportunities. • and be provided with electronic resources on how to apply for future employment (including colleges), devising CV / application • how to write a CV • how to write a personal statement • how to conduct a mock Interviews • how to prepare for work experience • how to research, secure and take full advantage of any opportunities for work experience that are available. • about rights and responsibilities at work (including their roles as workers and the roles and responsibility of worker and unions) • attitudes and values in relation to work and enterprise (including terms, such as customer service' and 'protecting corporate or brand image') • about confidentiality in the workplace, when it should be kept and when it might need to be broken • and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of life beyond Priory 	<ul style="list-style-type: none"> • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember • watch teacher demonstrations • refer to and read handouts • complete any work sheets provided • read online information where appropriate • complete a personal learning checklist <p>make links to other subjects</p>
<p>Year 10</p> <p>PSHE</p> <p>DAY 5</p>	<p>Big question – How do I keep myself safe out and about, and online?</p> <p>Focus: Personal Safety: <i>To gain an understanding of how to safe out and about and online.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> • about personal safety and protection how to reduce risk and minimise harm in different setting including social settings, work place, the street, on roads and during travel • to understand how the inappropriate use of mobile phones can contribute to accidents. • about the difference between friendship groups and gangs (including the risk posed by memberships of gangs on individual, families and communities). • strategies for managing pressure to join a particular groups or gang and how to access appropriate support. • to recognise when others are using manipulation, persuasion or coercion and how to respond safely. 	<p>So that I understand how to keep myself safe out and about, and online.</p> <p>I can understand;</p> <ul style="list-style-type: none"> • about personal safety and protection how to reduce risk and minimise harm in different setting including social settings, work place, the street, on roads and during travel • how the inappropriate use of mobile phones can contribute to accidents. • about the difference between friendship groups and gangs (including the risk posed by memberships of gangs on individual, families and communities). • strategies for managing pressure to join a particular groups or gang and how to access appropriate support. • and recognise when others are using manipulation, persuasion or coercion and how to respond safely. • laws relating to the carrying of offensive weapons (including what might motivate someone to carry one 	<p>You will;</p> <ul style="list-style-type: none"> • read the information provided on the board • listen to the information the teacher is giving you • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember • watch teacher demonstrations • refer to and read handouts • complete any work sheets provided • read online information where appropriate • complete a personal learning checklist <p>make links to other subjects</p>

	<ul style="list-style-type: none"> laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon. the safe and responsible use of information communication technology (including safe management of own and others personal data including images). to establish clear, personal boundaries around those aspects of personal lives that they wish to be private, shared only with specific people, and made public; to understand their right to privacy. Potential impact on work. how to manage any request or pressure to share an image of myself or others; who to talk to if they have concerns when the sharing of explicit information is a serious criminal offence. and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of personal safety 	<p>and the range of consequences); strategies for managing pressure to carry a weapon.</p> <ul style="list-style-type: none"> the safe and responsible use of information communication technology (including safe management of own and others personal data including images). how to establish clear, personal boundaries around those aspects of personal lives that they wish to be private, shared only with specific people, and made public; to understand their right to privacy. Potential impact on work. how to manage any request or pressure to share an image of myself or others; who to talk to if they have concerns when the sharing of explicit information is a serious criminal offence. and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of personal safety 	
Year 11 PSHE DAY 1	<p>Big question – How can I best prepare myself for the exams and get the most out of revision?</p> <p>Focus: Exam preparation: <i>To gain an understanding of how to prepare for the exams and get the most out of revision.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> what effective revision is memory techniques revision techniques how to create a revision timetable and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I require further information in the future. 	<p>So that I understand how I can best prepare myself for the exams and get the most out of revision</p> <p>I can understand;</p> <ul style="list-style-type: none"> what effective revision is memory techniques revision techniques how to create a revision timetable and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I require further information in the future. 	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board listen to the information the teacher is giving you offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember watch teacher demonstrations refer to and read handouts complete any work sheets provided read online information where appropriate complete a personal learning checklist make links to other subjects
Year 11	<p>Big question – How can I look after myself mentally and emotionally up to and during the exam season?</p>	<p>So that I understand how I can look after myself mentally and emotionally up to and during the exam season</p> <p>I can understand;</p>	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board listen to the information the teacher is giving you

<p>PSHE DAY 2</p>	<p>Focus: Looking After Yourself – Mental and Emotional: <i>To gain an understanding of how to look after mental and emotional health, up to and during the exam season and beyond.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> • strategies for managing mental health including stress, anxiety and depression. • a broader range of strategies for promoting my own mental and emotional wellbeing, particularly through exams. • the characteristics of mental and emotional health and the cause, symptoms and treatment of some mental and emotional health disorders (including stress, anxiety and depression) • to recognise and manage psychological triggers (for myself or my friends) for unhealthy coping strategies, such as self-harm; how to recognise when I or others need help, sources of help and strategies for accessing it • how to take increased responsibility for maintaining and monitoring my own mental health and using the NHS independently. • and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of mental health. 	<ul style="list-style-type: none"> • strategies for managing mental health including stress, anxiety and depression. • a broader range of strategies for promoting my own mental and emotional wellbeing, particularly through exams. • the characteristics of mental and emotional health and the cause, symptoms and treatment of some mental and emotional health disorders (including stress, anxiety and depression) • how to recognise and manage psychological triggers (for myself or my friends) for unhealthy coping strategies, such as self-harm; how to recognise when I or others need help, sources of help and strategies for accessing it • how to take increased responsibility for maintaining and monitoring my own mental health and using the NHS independently. • and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of mental health. 	<ul style="list-style-type: none"> • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember • watch teacher demonstrations • refer to and read handouts • complete any work sheets provided • read online information where appropriate • complete a personal learning checklist <p>make links to other subjects</p>
<p>Year 11 PSHE DAY 3</p>	<p>Big question – How can I look after myself physically, up to and during the exam season?</p> <p>Focus: Looking After Yourself – Physical Wellbeing <i>To gain an understanding of how to look after physical health,, up to and during the exam season and beyond.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> • strategies for managing physical health particularly through exams. • how to take increased responsibility for maintaining and monitoring my own physical health and using the NHS independently. • to recognise and manage feelings about, and influences on, my body image including the media’s portrayal of idealised and artificial body shapes • to recognise and manage the triggers (for myself or their friends) for unhealthy coping strategies, such as eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it. 	<p>So that I understand how I can look after myself physically, up to and during the exam season</p> <p>I can understand;</p> <ul style="list-style-type: none"> • strategies for managing physical health particularly through exams. • how to take increased responsibility for maintaining and monitoring my own physical health and using the NHS independently. • recognise, and manage feelings about, and influences on, my body image including the media’s portrayal of idealised and artificial body shapes • recognise, and manage the triggers (for myself or their friends) for unhealthy coping strategies, such as eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it. • assess, and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sunbeds and tanning salons, Botox/fillers, surgery. 	<p>You will;</p> <ul style="list-style-type: none"> • read the information provided on the board • listen to the information the teacher is giving you • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember • watch teacher demonstrations • refer to and read handouts • complete any work sheets provided • read online information where appropriate • complete a personal learning checklist <p>make links to other subjects</p>

	<ul style="list-style-type: none"> to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sunbeds and tanning salons, Botox/fillers, surgery. and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of physical health. 	<ul style="list-style-type: none"> and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of physical health. 	
<p>Year 11 PSHE DAY 4</p>	<p>Big question – What do I need to know about managing my money now and in the future?</p> <p>Focus: Financing My Life: <i>To gain an understanding of managing money now and in the future.</i></p> <p>I will learn about;</p> <ul style="list-style-type: none"> borrowing credit cards staying smart with money Martin Lewis text book content recognise, and manage the influences on my financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms); to access appropriate support for financial decision making and for concerns over money, gambling etc. being a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices my consumer rights and how to seek redress and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they require further information in the future. 	<p>So that I understand about managing my money now and in the future</p> <p>I can understand;</p> <ul style="list-style-type: none"> borrowing credit cards staying smart with money Martin Lewis text book content recognise, and manage the influences on my financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms); to access appropriate support for financial decision making and for concerns over money, gambling etc. how to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices my consumer rights and how to seek redress and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they require further information in the future. 	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board listen to the information the teacher is giving you offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember watch teacher demonstrations refer to and read handouts complete any work sheets provided read online information where appropriate complete a personal learning checklist <p>make links to other subjects</p>