

## Subject: PSHCE

### Year 7 (Modules, Topics)

Term 1	Term 2	Term 3
<p><b>All about me</b> Pupils gain an introduction to PSE through this topic 'All about me'. They consider issues such as self-esteem, body confidence, aspirations, bullying, personal choices and safety. This is supported by the tutorial STEP programme where students have an opportunity to use their learning from their PSHCE lessons to produce and present a project 'All about me'. Sex and Relationship education is introduced at this stage by looking at puberty and the differences between friendship and other types of relationship. Students also learn about how to keep themselves safe online.</p> <p><b>Assessment:</b> Project 'All about me'</p>	<p><b>Law and democracy</b> This module covers the Citizenship element and the British value of democracy. Students learn about what it means to be part of a democracy and how it differs to dictatorship. They explore component parts of our legal and political system and consider how it affects them and their role as political citizens. This is supported by the tutorial STEP programme where students have an opportunity engage in a democratic process as mock elections take place.</p> <p><b>Assessment:</b> Silent debate written task</p>	<p><b>Tolerance</b> This module is based around the British value of tolerance and students reflect on the issue of 'How tolerant is British society.' This broad questions involves students exploring issues of: Hate crime Religious tolerance and diversity (reference to extremism and Islamophobia) Homophobia/LGBT community Sexism Ageism Media stereotypes and prejudice.</p> <p><b>Assessment:</b> How tolerant is Britain written evaluation piece.</p>

## Year 8 (Modules, Topics)

Term 1	Term 2	Term 3
<p><b>Rights and responsibilities</b> This citizenship module asks students to reflect on the difference between rights and demands. It explores the UN convention of human rights, its origins and its violations in different global contexts. Students research and explore issues which they can make choices about such as fair trade consumerism. Students also think about their rights in the workplace and the equality laws which impact them as future employees. Students also link this to the work studied in year 7 about democracy and consider our responsibilities within a democracy, The role of the media and censorship is also scrutinised when considering freedom of speech. This unit is supported by an active citizenship project in the STEP programme which demands students to make links with the Citizenship themes.</p> <p><b>Assessment:</b> The island task.</p>	<p><b>Real Game</b> This interactive computer programme offers a careers and functional skills component to the PSHCE curriculum. Students are allocated job roles and salaries and are tasked with a number of 'real life' challenges to then respond to. This provides students an opportunity to research and explore different career routes and jobs as well as thinking about some of the 'real life' contexts which require decision making, prioritising and budgeting.</p> <p><b>Resources:</b> The Real Game (<a href="http://www.realgame.co.uk">www.realgame.co.uk</a>)</p> <p><b>Assessment:</b> 'Realising the dream' action plan</p>	<p><b>Dealing with difficult issues</b> This module allows students an opportunity to reflect on and understand some of the difficult issues that young people may be faced with in order to equip them with the knowledge and confidence to deal with such a situation if they were to be faced with this( or to support someone else). The module looks at family relationships and considers diversity in family types as well as conflict situations within families; divorce. There is a cultural awareness element and students have to consider the difference between arranged marriages and forced marriages. The topic also provides an opportunity to explore the issue of domestic violence and child abuse and students are directed to the support services available as well as carrying out a research project on the scale of the problem. Death and bereavement is addressed and the topic concludes with an exploration of 'choices' and the risks of alcohol, legal and illegal highs, smoking and the psychological and physical risks associated with these.</p> <p><b>Assessment:</b> Written response to Jasvinder (arranged marriage)</p>

## Year 9 (Modules, Topics)

Term 1	Term 2	Term 3
<p><b>Sex matters</b> This module delivers the next stage of sex and relationships education where students explore:</p> <ul style="list-style-type: none"> <li>-Contraception and teenage pregnancy</li> <li>-Sexting</li> <li>-Role of social media</li> <li>-Trafficking</li> <li>-Saying no: influence of drink/drugs, peer pressure</li> <li>-Abuse in relationships</li> <li>-The law and your choices, age of consent</li> </ul> <p><b>Assessment:</b> End of unit assessment which explores age of consent, different types of abuse and the role of social media.</p>	<p><b>Your choices (CEIAG)</b> Students in this module have an opportunity to reflect on their own skill-set, strengths, weaknesses and aspirations. They are guided to the appropriate ways in which to start planning out their next steps to ensure that they are able to meet their career goals. Students have the opportunity to understand the different routes into employment (higher education, apprenticeships, vocational training) and to research different aspects of the employment sector. (Public/private sector) This module is supported by the STEP tutorial programme and the work with our local enterprise partner (Greencroft)</p> <p><b>Assessment:</b> Careers action plan</p>	<p><b>Mental health issues</b> Students explore and learn to understand what it means to be 'mentally healthy'. They consider personal resilience, confidence, self-esteem and stress management strategies but then also look at mental health problems such as eating disorders, anxiety disorders, self-harm and depression. Health care professionals are used where possible to deliver these sessions. Through this module students are given a taster of the abnormal psychology world and consider the nature v's nurture debate.</p> <p><b>Assessment:</b> Research task on mental health issue of their choice.</p>