

Kingsmead

PSHCEe delivery

Overview

2016-2017

Strand P (Personal Relationships): Years 7-9		
Developing primarily the concepts of....	and primarily the processes of...	Through the contexts of...
<ul style="list-style-type: none"> • Personal identities • Relationships • Risk 	<ul style="list-style-type: none"> • Critical reflection • Developing relationships & working with others • Decision making & managing risk 	<ul style="list-style-type: none"> • The features of positive and stable relationships, how to deal with a breakdown in a relationship. • The roles and responsibilities of parents, carers, children and other family members • Parenting skills and qualities and their central importance to family life • The impact of separation and divorce on families and the need to adapt to changing circumstances • Different types of relationships including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships • The nature and importance of marriage and of stable relationships for family life and bringing up children • Sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high risk behaviours affect the health and wellbeing of individuals, families and communities
Year 7 - 5 sessions Term 1	Year 8 – 5 sessions Term 5	Year 9 – 5 sessions Term 4
<p>Sessions 1 to 2: Changing Relationships Friendships Bullying</p> <p>Session 3: Changing Bodies Introduction to puberty</p> <p>Sessions 4 to 5: Puberty (BOYS/GIRLS - Separate) Personal hygiene – Survival pack for school Qs+As, Problem pages, Stages of puberty, Role play scenarios</p>	<p>Sessions 1 to 2: Stable Relationships Who am I? Rights and responsibilities in relationships What is a family?</p> <p>Session 3: Puberty (BOYS/GIRLS – Separate) Hormones</p> <p>Sessions 4 to 5: First Sex Commitment and consent Are you ready? Saying ‘Yes’/’No’, Role play scenarios, Peer pressure, Qs+As</p> <p>SC&YP Survey.</p>	<p>Sessions 1 to 2: Conception, Pregnancy</p> <p>Session 3: Contraception, STI’s</p> <p>Sessions 4 to 5: Parenting (or not?), Babies, Being a parent Baby costs</p> <p>Session 5: Qs+As</p> <p>Borrow a baby.</p>

Strand P (Personal Relationships): Years 10-11

Developing primarily the concepts of....	and primarily the processes of...	through the contexts of...
<ul style="list-style-type: none"> • Personal identities • Relationships • Risk 	<ul style="list-style-type: none"> • Critical reflection • Developing relationships & working with others • Decision making & managing risk 	<ul style="list-style-type: none"> • Characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis • Different types of relationships including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships • The nature and importance of marriage and of stable relationships for family life and bringing up children • Sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high risk behaviours affect the health and wellbeing of individuals, families and communities
Year 10 – 5 sessions Term 3		Year 11 – 5 sessions Term 2
<p>Session 1: Healthy vs Unhealthy</p> <p>Session 2: Contraception</p> <p>Session 3: Homophobia</p> <p>Session 4: Fantasy vs Reality</p> <p>Session 5: BOYS/GIRLS – Qs&As</p> <p>SC&YP Survey</p>		<p>Session 1: Abusive relationships</p> <p>Session 2: Consent – Only ‘yes’ means ‘yes’</p> <p>Session 3: Spiralling, Relationships in crisis</p> <p>Session 4: Unexpecting.</p> <p>Session 5: STIs & STDS, Chlamydia, HIV Crunch Moments, Finding support Crunch Moments Finding support</p>

Strand S (Social Pressures): Years 7-9

Year 7 - 5 sessions Term 5	Year 8 – 5 sessions Term 2	Year 9 – 5 sessions Term 1
<p>Developing primarily the concepts of....</p> <ul style="list-style-type: none"> • Drugs, Alcohol and Tobacco Education • Healthy lifestyles • Risk 	<p>and primarily the processes of...</p> <ul style="list-style-type: none"> • Critical reflection • Developing relationships & working with others <p>Decision making & managing risk</p>	<p>Through the contexts of....</p> <ul style="list-style-type: none"> • Facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others • Ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations
<p>Session 1: Under pressure Resisting peer pressure Positive peer pressure</p> <p>Sessions 2 to 3: Be smart, don't start (+Peer Mentors) Smoking</p> <p>Session 4 (+CURRICULUM LESSON TIME X1): Time in a bottle [Paul Stevens] Alcohol – Play and workshop</p> <p>Session 5: Crunch Moments Role play scenarios, Knowing your own mind, How to react</p>	<p>Session 1: Smoking Smoking costs – Financial, health & social</p> <p>Sessions 2 to 3: Illegal Drugs Drugs runaround Cannabis</p> <p>Session 4 Alcohol</p> <p>Session 5: Crunch Moments Role play scenarios, Knowing your own mind, How to react</p>	<p>Session 1: Alcohol Know your units</p> <p>Sessions 2 The dangers of cannabis</p> <p>Session 3 E-cigarettes / Vaping</p> <p>Session 4 Legal Highs</p> <p>Session 5: Crunch Moments Role play scenarios, Knowing your own mind, How to react</p> <p>Spyral (Play on the dangers of cannabis) – Challenge Week</p>

Strand S (Social Pressures): Years 10-11

Developing primarily the concepts of....	and primarily the processes of...	through the contexts of...
<ul style="list-style-type: none"> • Drugs, Alcohol and Tobacco Education • Healthy lifestyles • Risk 	<ul style="list-style-type: none"> • Critical reflection • Developing relationships & working with others • Decision making & managing risk 	<ul style="list-style-type: none"> • The benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities • Ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations
Year 10 – 5 sessions		Year 11 – 5 sessions
Term 4		Term 3
<p>Sessions 1 to 4: Substance use and abuse Steroids – In sport, Body image Cannabis – Short and long-term consequences, Impact on memory and study skills, Risk taking Legal Highs Pharmaceutical drugs Dealing with addiction</p> <p>Session 5: Drugs in society Economy, Exploitation, Crime, Social impacts</p> <p>[Paul Hannaford – First hand testimony of the effects of drug use]</p>		<p>Session 1 Stand Against Violence</p> <p>Sessions 2 to 4: Under the influence Alcohol, Units, Crunch moments, Role-play scenarios, Keeping safe</p> <p>Session 5: Staying safe online Dangers, grooming, exploitation, social network profiles</p>

Strand H (Healthy Choices)

Developing primarily the concepts of....	and primarily the processes of...	Through the contexts of....
<ul style="list-style-type: none"> • Personal identities • Healthy lifestyles • Risk • Diversity 	<ul style="list-style-type: none"> • Critical reflection • Decision making & managing risk 	<ul style="list-style-type: none"> • The knowledge and skills needed for setting realistic targets and personal goals • Emotional change and puberty • How a balanced diet and making choices for being healthy contribute to personal wellbeing, and the importance of balance between work, leisure and exercise • A knowledge of basic first aid • Examples of diverse values encountered in society and the clarification of personal values • The similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities • The effects of loss and bereavement

Year 7 - 5 sessions Term 3	Year 8 – 5 sessions Term 4	Year 9 – 5 sessions Term 2
<p>Sessions 1 to 2: Emotional change: Amazing brains, impact of emotions and feelings on the teenage brain.</p> <p>Sessions 3 to 4: Healthy eating and exercise: Healthy plate Exercise audit Primary school v's now Sleep and calories for healthy body</p> <p>Session 5: Staying safe Cycle helmets and basic road safety, now have less adult supervision.</p> <p>Headspace/mindfulness: During tutor time.</p> <p>E-safety: Covered through a unit of work in ICT lessons.</p> <p>15 students involved in the "emotion coaching" mentoring</p>	<p>Sessions 1: Personal Hygiene</p> <p>Sessions 2 & 3: Emotional wellbeing: Building resilience Body image and the media</p> <p>Session 4: Healthy Body (Exercise and Eating – emphasis on debunking myths from social media self-claimed experts)</p> <p>Session 5 Ghost street – to be delivered by Somerset Road Safety, within this block of work.</p> <p>Tutor times – basic first aid Assemblies – E-safety</p>	<p>Session 1: What is emotional health: Self-esteem, confidence and assertiveness.</p> <p>Session 2: Guest speaker - Samaritans</p> <p>Sessions 3 to 4 Pressures of teenage life: Eating healthily Overwhelmed & how to manage stressful situations</p> <p>Session 5: "Tangled" session; focus on social media and use of images with technology.</p>

Strand H (Healthy Relationships)

Developing primarily the concepts of....	and primarily the processes of...	through the contexts of....
<ul style="list-style-type: none"> • Personal identities • Healthy lifestyles • Risk • Diversity 	<ul style="list-style-type: none"> • Critical reflection • Decision making & managing risk 	<ul style="list-style-type: none"> • How the media portrays young people, body image and health issues • The characteristics of emotional and mental health, and the causes, symptoms and treatments of some mental and emotional health disorders • Where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid • The diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse • The effect of diverse and conflicting values on individuals, families and communities and ways of responding to them
Year 10 – 5 sessions Term 1		Year 11 – 4 sessions Term 5
<p>Sessions 1 to 2: Personal Identity and risk: Body image and health implications. Sexuality and Trans-gender queries.</p> <p>Sessions 3 to 4: Emotional resilience and mental health / coping with stress Time management and planning</p> <p>Sessions 5 To soon to die – Somerset Road Safety. (Drink driving focus)</p>		<p>Session 1 : Alcohol and the body – managing the risks.</p> <p>Sessions 2 & 3: Coping with pressure – focus on exam pressure</p> <p>Session 4: Emergency first aid for life.</p>

Strand C (Citizenship)

Developing primarily the concepts of....	and primarily the processes of...	Through the contexts of....
<ul style="list-style-type: none"> • Democracy and Justice • Rights and responsibilities • Global citizenship • British values 	<ul style="list-style-type: none"> • Critical reflection • Decision making • Planning for the future 	<ul style="list-style-type: none"> • The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch • the operation of Parliament, including voting and elections, and the role of political parties • the precious liberties enjoyed by the citizens of the United Kingdom • the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals • the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
Year 7 - 5 sessions Term 2	Year 8 – 5 sessions Term 1	Year 9 – 5 sessions Term 3
<p>Sessions 1 to 3: How a community functions: Creating laws/creating community identity/trading partners and reliance on other communities. Introduction to immigration and refugees. “Our Island”</p> <p>Session 4: British Transport Police, Guest Speakers: Staying safe on the railways</p> <p>Session 5: Switching on to political systems: How the UK parliament functions UK voting system.</p>	<p>Sessions 1: Introduction to Eco: What is eco?</p> <p>Session 2 to 4: Subject specialists to plan a session which will be delivered on a carousel 4 times, to 4 groups.</p> <p>Topics: Food waste Stay Cations Sustainability Conserving the environment</p> <p>Session 5: The role of the monarch within British society (link to special event)</p>	<p>Sessions 1 to 3: Crime and Justice Mock Trial</p> <p>Session 4: Democracy – which political party best represents you? (The fundamental principles of UK political parties).</p> <p>Session 5: Local/National government. EU and wider organisations and the impact on the UK</p> <p style="background-color: #90EE90;">Guest Speaker: term 4, Parliament day (part of careers day)</p>

Strand C (Citizenship)

<p>Developing primarily the concepts of....</p> <ul style="list-style-type: none"> • Democracy and Justice • Rights and responsibilities • Global citizenship • British values 	<p>and primarily the processes of...</p> <ul style="list-style-type: none"> • Critical reflection • Decision making • Planning for the future 	<p>through the contexts of...</p> <ul style="list-style-type: none"> • parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press • the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond • other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom • local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world • human rights and international law • the legal system in the UK, different sources of law and how the law helps society deal with complex problems • diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding • the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
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Year 10 – 5 sessions Term 5

Year 11 – 5 sessions Term 4

<p>Session 2: United Kingdom and the rest of the world: Commonwealth, EU, United Nations, wider world (developing economies BRICS)</p> <p>Sessions 2 to 4: The united Nations: The UN promoting Human rights (International law) The UN Keeping the Peace Model united nations</p> <p>Session 5: Young people and the law</p>	<p>Session 1: Sexual exploitation – Being aware, how to seek support for others in the community. Links to criminal activity.</p> <p>Session 2: Radicalisation – Impact on British society and being aware.</p> <p>Session 3: Homelessness in the UK – Teenage focus (impact of finances/mental; health/grievances with family members)</p> <p>Session 4: Hear my voice: Pressure groups and Free press.</p> <p>Session 5: Changing political landscapes of the western world.</p>
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Strand E (Economic Awareness)

Developing primarily the concepts of....	and primarily the processes of...	Through the contexts of....
<ul style="list-style-type: none"> • Careers • Capability • Risk • Economic understanding 	<ul style="list-style-type: none"> • Self-development • Exploration • Enterprise • Financial capability • Exploration of options 	<ol style="list-style-type: none"> 1. Exploring careers & training opportunities 2. Different types of work, including employment, self-employment and voluntary work 3. Work roles and identities 4. Preparing for Work Experience 5. The personal review and planning process 6. Preparing for College Applications 7. Skills and qualities in relation to employers' needs 8. Personal budgeting, money management and a range of financial products and services 9. Risk and reward, and how money can make money through savings, investment and trade 10. How businesses use finance 11. Social and moral dilemmas about the use of money
Year 7 - 5 sessions Term 4	Year 8 – 5 sessions Term 3	Year 9 – 5 sessions Term 5
<p>First session - exploring career choices.</p> <p>Second, third & fourth – enterprise project (budgeting, marketing, sales, customer service)</p> <p>Fifth – careers mapping, industry sectors, local labour force.</p>	<p>First session – personal banking, budgeting, lending.</p> <p>Second – cost of living, minimum wage.</p> <p>Third – exploring careers opportunities and training requirements.</p> <p>Fifth – debt, credit, loans.</p>	<p>First session – investment project, stock picking.</p> <p>Second – borrowing, interest rates.</p> <p>Third – mortgages, using a bank account.</p> <p>Fourth – entrepreneurship, profit and loss.</p> <p>Fifth – stock performance (following first session).</p>

Strand E (Economic Awareness)

Developing primarily the concepts of....	and primarily the processes of...	through the contexts of...
<ul style="list-style-type: none"> • Careers • Capability • Risk • Economic understanding 	<ul style="list-style-type: none"> • Self-development • Exploration • Enterprise • Financial capability • Exploration of options 	<ol style="list-style-type: none"> 1. Exploring careers & training opportunities 2. Different types of work, including employment, self-employment and voluntary work 3. Work roles and identities 4. Preparing for Work Experience 5. The personal review and planning process 6. Preparing for College Applications 7. Skills and qualities in relation to employers' needs 8. Personal budgeting, money management and a range of financial products and services 9. Risk and reward, and how money can make money through savings, investment and trade 10. How businesses use finance 11. Social and moral dilemmas about the use of money

Year 10 - 5 sessions	Year 11 – 4 sessions
<p>First session – formal applications for Work Experience.</p> <p>Second & third – securing a college place (the various options and their locations).</p> <p>Fourth – exploring careers opportunities and training requirements.</p> <p>Fifth – minimum wage, managing a household budget</p>	<p>First session – securing a college place (the various options and their locations).</p> <p>Second – entrepreneurship, profit and loss.</p> <p>Third – university courses, the value of a university education and the costs incurred.</p> <p>Fourth – the cost of living, managing monthly outgoings.</p>