

# PHSE@ Caedmon

## **National curriculum in England: Purpose of study**

### **Aims of the National curriculum for PHSE**

At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

### **Aims of our Caedmon curriculum for PHSE**

It is evident that through the Growing Up in North Yorkshire Survey, student voice and contributions from the wider community that our students at Caedmon College Whitby deserve a first class PHSE curriculum. We aim to equip our students with transparent, open and honest information that will guide their decision-making process and wider understanding of the world as they both grow up and finally enter the adult world. Being in a remote area, surrounded by either the sea or the moors, our student's exposure to life's opportunities and challenges can be limited. Through our dedicated PHSE time we aim to expose our students to both the positive and negative aspects of leading a healthy Life, living in a global world and conducting a healthy relationship.

## Year 7 PHSE @ Caedmon

Our aim in Year 7 is to build upon the foundations of PHSE education taught in Primary School. However, our Primary aim is to support students in the transition process from Primary education into secondary. We will provide resources and information to help students come to terms with this major change both to their mental state and their rapidly changing emotions and development

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	<p><b>Being Me in My World</b>  <b>Big Question How do I fit into the world I live in?</b>                      Identity – what makes a person?                      Is fitting in more important than being unique?                      Influences/peer pressure. That happiness is linked to being connected with others. Maintaining positive relationships with people who are different to me. Online identity and relationships</p>	<p>Within PHSE we use a range of assessment techniques.</p> <p>At the end of every Big Question block we produce a reflective piece looking at the lessons learned and the thoughts and ideas generated.</p> <p>Our thoughts and understandings are regularly reviewed by both peers and teachers</p> <p>A range of techniques and resources are used to demonstrate the knowledge gained, including structured writing, creation of academic posters, contribution to ongoing mindmaps and taking part in organised in class discussions.</p> <p>We report on our students' attitudes to learning in these sessions. As we believe that by taking a full and active part in the lessons we can ensure our students are equipped to develop into confident, successful and valued members of society.</p>
<b>Autumn 2</b>	<p><b>Celebrating Difference</b>  <b>Big Question Do we need to feel 'the same as' to belong?</b>                      Challenging prejudice and discrimination. Protected characteristics. Assertiveness. Role of a bystander. Stereotypes Bullying Assertiveness. Relationship skills.</p>	
<b>Spring 1</b>	<p><b>Dreams and Goals</b>  <b>Big Question: Can my choices affect my dreams and goals?</b>                      Identifying personal dreams and goals Skills for the 21st century workplace. Steps to achievement. Managing set-backs. Basic first aid in emergency situations. Responsible choices and keeping safe e.g. gang culture, knife crime, coercion and exploitation, drugs and alcohol.</p>	
<b>Spring 2</b>	<p><b>Healthy Me</b>  <b>Big Question: To what extent am I responsible for my mental and physical health?</b>                      Recognising and describing emotions Strategies for positivity. Managing stress. Link between mental health and activity. Taking responsibility for health. Substances and their effects. Nutrition. Vaccinations. Sleep</p>	
<b>Summer 1</b>	<p><b>Relationships</b>  <b>What can make a relationship healthy or unhealthy?</b>                      Identifying my relationships. Values and qualities in healthy relationships. Relationship changes. Managing my responses to keep my relationships healthy and safe. Discernment Media portrayal of relationships Assertiveness. Sexting. Rights and responsibilities (including consent).</p>	
<b>Summer 2</b>	<p><b>Changing Me</b>  <b>Big Question: What changes are happening to prepare me for adulthood?</b>                      Puberty and body development (Re-cap from primary). Conception and childbirth (Re-cap from primary). Choices with pregnancy (IVF, surrogacy, contraception). Different types of parenting and families. Self and body-image FGM, breast ironing. Brain changes in adolescence. Emotional changes in adolescence.</p>	

## Year 8 PHSE @ Caedmon

In Year 8 our aim is that we develop the understanding of choices and consequences. That you as the student to need recognise outside influences and pressures and react in a way that takes personality. We are aware that in Year 8 social media starts to have a far greater influence over our students. We will address both the benefits and negative aspects so that our students have an informed choice in their behaviours and interactions

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	<p><b>Being Me in My World</b>  <b>Big Question Can I choose how I fit into the world?</b>                      How have I changed? Planning for the year ahead. Family, what does that mean to me? Different types of committed stable relationships. Does my family influence me? Active listening Stereotyping (in families). What do I choose to 'hear' about myself? Faith and beliefs Cultural diversity.</p>	<p>Within PHSE we use a range of assessment techniques.</p> <p>At the end of every Big Question block we produce a reflective piece looking at the lessons learned and the thoughts and ideas generated.</p> <p>Our thoughts and understandings are regularly reviewed by both peers and teachers</p> <p>A range of techniques and resources are used to demonstrate the knowledge gained, including structured writing, creation of academic posters, contribution to ongoing mindmaps and taking part in organised in class discussions.</p> <p>We report on our students' attitudes to learning in these sessions. As we believe that by taking a full and active part in the lessons we can ensure our students are equipped to develop into confident, successful and valued members of society.</p>
<b>Autumn 2</b>	<p><b>Celebrating Difference</b>  <b>Big Question How different are we really?</b>                      Recognising similarities Prejudice and discrimination. Protected characteristics. Social injustice and inequality. Hate crime. Making a positive contribution to community. Making a difference and links to wellbeing. Blood and organ donation.</p>	
<b>Spring 1</b>	<p><b>Dreams and Goals</b>  <b>Big Question: Can the choices I make now influence my future?</b>                      Short-, medium- and long-term goals. Resilience. Employability skills. Career Choices. My online 'footprint'. Budgeting. Debt. Gambling Inc. links to mental health. Positive/negative role of money in society Inc. links to mental health.</p>	
<b>Spring 2</b>	<p><b>Healthy Me</b>  <b>Big Question: Can I become more responsible for my health and happiness?</b>                      Taking personal responsibility for health. Stress triggers. Managing stress. Substances and their effects. Drug supply and possession. County lines/exploitation/gang culture. Role of medicines and vaccines. Dental health.</p>	
<b>Summer 1</b>	<p><b>Relationships</b>  <b>Big Question Because I'm worth it...or am I?</b>                      Relationship with self. Negative self-thought's. Body-image including online and in media. Competing relationships and how to manage these demands. Personal space Inc. online. Media portrayal of relationships. Media manipulation. Components of positive relationships. Personal space. Social media and online safety. Illegal aspects of social media. Recognising negative relationships and skills to manage them.</p>	
<b>Summer 2</b>	<p><b>Changing Me</b>  <b>Big Question: What factors can make an intimate relationship happy and healthy?</b>                      Boyfriends and girlfriends. Different types of committed stable and loving relationships/partnerships. Positive aspects of healthy intimate relationships. Negative factors that can make an intimate relationship unhealthy e.g. power and control/STIs. Choosing to 'come out'. Pornography. Alcohol and relationships. Accessing support.</p>	

## Year 9 PHSE @ Caedmon

AS we enter the teenage years, both hormones, peer pressure and wider societal influences can influence our student's behaviour. It is in the start of Year 9 that we re-visit some themes from Year 7 and 8 and start to explore in depth some of the content. We deliver aspects of keeping mentally safe in all of big questions. Deliberately, in this Year we aim to highlight how looking after and recognising pressures on mental health is key to a successful life

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	<p><b>Being Me in My World</b>  <b>Big Question To what extent does the world I live in affect my identity</b>                      Personal identity and intimate relationships. Peer approval. Social media. Self-identity. Perceptions/misperceptions e.g. sexual exploitation, grooming. Risk with sexual relationships, consent, risky experimentation.</p>	<p>Within PHSE we use a range of assessment techniques.</p> <p>At the end of every Big Question block we produce a reflective piece looking at the lessons learned and the thoughts and ideas generated.</p> <p>Our thoughts and understandings are regularly reviewed by both peers and teachers</p> <p>A range of techniques and resources are used to demonstrate the knowledge gained, including structured writing, creation of academic posters, contribution to ongoing mindmaps and taking part in organised in class discussions.</p> <p>We report on our students' attitudes to learning in these sessions. As we believe that by taking a full and active part in the lessons we can ensure our students are equipped to develop into confident, successful and valued members of society.</p>
<b>Autumn 2</b>	<p><b>Celebrating Difference</b>  <b>Big Question Is being different a good thing?</b>                      Sexism and homophobia. Perception of others. Positive and negative language, banter and verbal bullying. Types of bullying. Recognising prejudice. Stereotyping. Peer on Peer abuse. Sexual Harassment.</p>	
<b>Spring 1</b>	<p><b>Dreams and Goals</b>  <b>Big Question Who do I dream of becoming</b>                      Personal strengths and weaknesses. SMART planning. Mental health and body image. Self-esteem. Recognising mental ill-health, self-harm &amp; suicide, eating disorders, depression, anxiety pressure (peep, online, media). Maintaining mental health. Accessing mental health support.</p>	
<b>Spring 2</b>	<p><b>Healthy Me</b>  <b>Big Question How can substances impact on wellbeing?</b>                      What does the media say about teenagers? Dental health. Alcohol and decision-making. Drugs and decision-making. Emergency first-aid. Substances and mental health.</p>	
<b>Summer 1</b>	<p><b>Relationships</b>  <b>Big Question Is choice important within intimate relationships?</b>                      Power and control in relationships. Consent and assertiveness. Contraception. Sexually Transmitted Infections. Am I normal? Common concerns around adolescence.</p>	
<b>Summer 2</b>	<p><b>Changing Me</b>  <b>Big Question How can change affect mental health?</b>                      Changing perceptions and opinions. Mental health. Common mental health issues. Skills for change and 'pressure'. Adapting to change. Self-reflection and evaluation. Transition (to next year group). Sleep.</p>	

## Year 10 PHSE @ Caedmon

Due to the nature of seasonal employment in Whitby, it is our aim in Year 10 to raise awareness of workplace legislation, having dreams and goals and understanding how a workplaces function. From our Growing Up in North Yorkshire Survey we also recognise that relationship education, lifestyle choices and increasingly keeping yourself and others safe in the virtual worlds is vitally important in this year.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	<p><b>Being Me in My World</b>  <b>Big Question: Is managing my online and off-line world within my control?</b>                      Freedom and safety. Safe relationships. Online safety and cultural norms. Personal safety with technology. Staying safe off-line. Managing threats to safety in the wider world.</p>	<p>Within PHSE we use a range of assessment techniques.</p> <p>At the end of every Big Question block we produce a reflective piece looking at the lessons learned and the thoughts and ideas generated.</p> <p>Our thoughts and understandings are regularly reviewed by both peers and teachers</p> <p>A range of techniques and resources are used to demonstrate the knowledge gained, including structured writing, creation of academic posters, contribution to ongoing mindmaps and taking part in organised in class discussions.</p> <p>We report on our students' attitudes to learning in these sessions. As we believe that by taking a full and active part in the lessons we can ensure our students are equipped to develop into confident, successful and valued members of society.</p>
<b>Autumn 2</b>	<p><b>Celebrating</b>  <b>Big Question: Does everyone in society have the right to equality?</b>                      What does equality mean to me? Equality in the workplace Equality in society. Equality in relationships. Equality and vulnerable groups. Power and control.</p>	
<b>Spring 1</b>	<p><b>Dreams and Goals</b>  <b>Big Question: Is success only possible when physical and emotional needs are in balance?</b>                      Dreams for myself and the world; balance and perspective, relationships and community. Jobs - legislation around work for young people. Managing setbacks/resilience building. Planning for success.</p>	
<b>Spring 2</b>	<p><b>Healthy Me</b>  <b>Big Question: When it comes to health to what extent am I in control?</b>                      Physical health; screening, vaccination, personal hygiene. Health MOT. Achieving mental health. Threats to health e.g. addiction, substance and alcohol use, lifestyle choices, loneliness, diseases, cancer, heart disease, infection.</p>	
<b>Summer 1</b>	<p><b>Relationships</b>  <b>Big Question Is love all you need?</b>                      What makes a happy relationship? Parenting relationships. Relationship breakdown. Social influences on relationships, e.g. stereotypes, pornography, media, peer perception. Friendships and peer support and connectedness. Challenging relationships, e.g. domestic abuse, coercive relationships, exploitation.</p>	
<b>Summer 2</b>	<p><b>Changing Me</b>  <b>Big Question Can all change be positive in some way?</b>                      How does social change affect me? Manging relationship changes e.g. loss, bereavement, break-ups, blended families, divorce. Gender identity. Spectrum of sexuality. Managing the challenges in the year ahead.</p>	

## Year 11 PHSE @ Caedmon

Our aim in Year 11 is to provide our students with the final knowledge and understanding they need to make post 16 choices, enter an adult world, whilst balancing that with a very real understanding of the choices available in relationships. We continue to explore how to keep yourself mentally healthy as we enter exam season. We conclude our economic understanding with detailed financial understanding as our students are more likely enter in to more structured seasonal employment before post 16 pathways begin.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	<b>Being Me in My World</b> <b>Big Question: Are we in the adult world at 16?</b> Entering the adult world. Ok at 16, Legislation affecting 16 year olds. Managing adult on-line relationships. Emergency response, e.g. medical emergency, drugs, alcohol, diabetes, allergies, head injury.	Within PHSE we use a range of assessment techniques.  At the end of every Big Question block we produce a reflective piece looking at the lessons learned and the thoughts and ideas generated.
<b>Autumn 2</b>	<b>Dreams and Goals</b> <b>Big Question Can I rely on myself to achieve my goals or do I need luck or destiny?</b> Dreams and goals including; financial, jobs, relationships (e.g. marriage, parenting). Resilience. Contingency planning.	Our thoughts and understandings are regularly reviewed by both peers and teachers  A range of techniques and resources are used to demonstrate the knowledge gained, including structured writing, creation of academic posters, contribution to ongoing mindmaps and taking part in organised in class discussions.
<b>Spring 1</b>	<b>Healthy Me</b> <b>Big Question: Should relationships, sex and sexual health be discussed more openly?</b> Healthy attitudes on sexual relationships including; body image, choices and consequences. (e.g. pregnancy, being a young parent, termination choices, protected sex, delay etc). Communication about relationships, sex and sexual health. Exam preparation and concentration, sleep, stress, relaxation.	We report on our students' attitudes to learning in these sessions. As we believe that by taking a full and active part in the lessons we can ensure our students are equipped to develop into confident, successful and valued members of society.
<b>Spring 2</b>	<b>Relationships</b> <b>Big Question: Without sufficient knowledge can we avoid misuse of power in our relationships?</b> Sexuality spectrum. Respect and equality in relationships (recognising conflicts and power-based relationships). Individuality in relationships. Stages of relationships. Sexual relationship checklist. Gender/honour based violence. FGM.	
<b>Summer 1</b>		
<b>Summer 2</b>		