

PSHE @ Caedmon

National curriculum in England: Purpose of study

Aims of the National curriculum for PSHE

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, building relationships and health and puberty. 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 PSHE

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 PSHE curriculum aimed specifically at our students and their needs.

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 PSHE time we aim to expose our students to both the positive and negative aspects of leading a healthy life, living in a diverse society and conducting a healthy relationship.

In both Key Stage 3 and key stage 4 there is an emphasis on careers and Post-16 options, beginning with skills and aspirations leading into career options, employability and further education choices. Also, within both key stages, students will complete a series of first aid lessons preparing them for any emergency situations they may encounter.

Throughout the five years students will also be able to develop the key skills of: listening, speaking, problem solving, creativity, teamwork, leadership, staying positive and aiming higher. These are explicitly taught at the end of each half term through various activities and tasks to help students improve these skills.

The ultimate aim for PSHE at Caedmon College is to ensure that all students leave our school feeling prepared for the wider world through well-informed, current and engaging PSHE lessons.

Year 7 PSHE @ Caedmon

Our aim in Year 7 is to build upon the foundations of PSHE 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.

Our Year 7s will also focus on the key skills of listening and speaking throughout the year.

| | Topics, themes and skills covered | Assessment |
|-----------------|---|---|
| Autumn 1 | Health and Wellbeing - Transition and Safety Big Question: How do I fit into life at Caedmon College Whitby? Transition to secondary school. Personal safety in and outside of school, including first aid and water safety. | Within PSHE we use a range of assessment techniques. 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 mind maps and taking part in organised in class discussions. 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. |
| Autumn 2 | Living in the Wider World - Developing Skills and Aspirations Big Question: How do I start looking at my future? Careers. Teamwork and enterprise skills. Raising aspirations. Challenge stereotypes and broaden horizons. | |
| Spring 1 | Relationships - Diversity Big Question: How do I live in a diverse society? Rights and responsibilities. Challenge prejudice, stereotypes and discrimination. Bullying. | |
| Spring 2 | Health and Wellbeing - Health and Puberty Big Question: How do I look after myself? Healthy routines. Influences on health. Puberty. Awareness of FGM. | |
| Summer 1 | Relationships - Building Relationships Big Question: How important and healthy are my relationships? Self-worth. Romance and friendships (including online). Relationship boundaries. | |
| Summer 2 | Living in the Wider World Big Question: Financial decision making Saving money. Borrowing money. Budgeting and making good financial choices. | |

Year 8 PSHE @ Caedmon

Our aim for Year 8 is that we develop the knowledge learned in Year 7 to understand choices and consequences. We are aware that in Year 8 social media starts to have a far greater influence over our students and that is reflected in our lessons this year. We will address both the benefits and negative aspects so that our students have an informed choice in their behaviours and interactions online and in person.
Our Year 8 students will focus on the key skills of Problem Solving and Creativity.

| | Topics, themes and skills covered | Assessment |
|-----------------|---|---|
| Autumn 1 | Health and Wellbeing - Drugs and Alcohol Big Question: How can I manage influences? Medicinal and recreational drugs. Habit and dependence. First Aid - including 'Restart a Heart'. | Within PSHE we use a range of assessment techniques. 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 creation of academic posters, contribution to ongoing mind maps and taking part in organised in class discussions. 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. |
| Autumn 2 | Living in the Wider World - Community and Careers Big Question: What are my rights and responsibilities for work? Equality of opportunity in life and work. Challenge stereotypes and discrimination. Types of work. Set aspirational goals. | |
| Spring 1 | Relationships - Discrimination Big Question: How do I live in a diverse society? Values and beliefs. Self-worth. Recognise and challenge discriminatory behaviours. | |
| Spring 2 | Health and Wellbeing - Emotional Wellbeing Big Question: How can I stay mentally healthy? Attitudes towards mental health. Daily wellbeing. Stress and coping strategies. Digital resilience. | |
| Summer 1 | Relationships - Identity and Relationships Big Question: How can I make sure my relationships are healthy? Positive healthy relationships. Gender identity and sexual orientation. Communication around consent. Risks of sexting. | |
| Summer 2 | Living in the Wider World - Digital Literacy Big Question: How can I stay safe online? Use of social media. Recognise online grooming. Financial security. | |

Year 9 PSHE @ Caedmon

Our aim for Year 9 is to explore in depth the content taught in Year 7 and 8 as well as introducing new learning including GCSE choices and being to introduce Relationships and Sex Education in more detail.

Our Year 9 students will focus on the key skills of Leadership and Teamwork.

| | Topics, Themes and Skills covered | Assessment |
|-----------------|---|--|
| Autumn 1 | <p>Health and Wellbeing - Peer Influence, Substance use and Gangs Big Question: What risks can I face in the wider world Healthy vs unhealthy relationships. Develop assertiveness. Substance misuse. County Lines.</p> | <p>Within PSHE we use a range of assessment techniques.</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 mind maps 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> |
| Autumn 2 | <p>Living in the Wider World - Setting Goals Big Question: What are my future aspirations? Transferable skills, abilities and interests. Set goals. GCSE and Post-16 choices.</p> | |
| Spring 1 | <p>Relationships - Respectful Relationships Big Question: What challenges might I face in my relationships? Families and parenting. Manage relationship changes. Manage change, loss and bereavement.</p> | |
| Spring 2 | <p>Health and Wellbeing - Healthy lifestyle Big Question: How can I stay physically healthy? Relationship between physical activity and mental health. Balancing school, exercise, work and sleep. Body Image. Health choices.</p> | |
| Summer 1 | <p>Living in the Wider World - Employability Skills Big Question: How can I become employable? Employment rights and responsibilities. Manage online presence. Work experience.</p> | |
| Summer 2 | <p>Relationships - Intimate relationships Big Question: How can I stay sexually healthy? Consent. Introduction to Relationships and Sex Education. Risks of sending, sharing and passing images.</p> | |

Year 10 PSHE @ Caedmon

Our aim in Year 10 is to focus on options of education after they finish in Year 11 and to the nature of seasonal employment in Whitby we focus on preparing students for the world of work including workplace legislation, CV and Cover Letter writing and interview skills.
Our Year 10 students will work on the key skills of Staying Positive and Aiming Higher.

| | Topics, themes and skills covered | Assessment |
|-----------------|--|---|
| Autumn 1 | Health and Wellbeing - Mental Health Big Question: How do I navigate adolescence? Mental wellbeing. Portrayal of mental health in the media. First aid. | Within PSHE we use a range of assessment techniques. 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, contribution to ongoing mind maps and taking part in organised in class discussions. 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. |
| Autumn 2 | Living in the Wider World - Financial Decision Making Big Question: How can I stay financially healthy? Fraud and cyber crime. Money and work. Budgeting and debt. | |
| Spring 1 | Relationships - Addressing Extremism and Radicalisation Big Question: What are some of the issues in our society? Child trafficking. "Honour-Based" violence and forced marriage. Knife crime. | |
| Spring 2 | Living in the Wider World - Post 16 Options Big Question: What are my options after Year 11? Further education/apprenticeships. Higher education. Reflections. | |
| Summer 1 | Health and Wellbeing - Independence Big Question: How can I keep myself healthy? Blood, organ and stem-cell donation. Importance of screening and self-examination. | |
| Summer 2 | Living in the Wider World - Work Experience Big Question: How can I prepare myself for the world of work? Transferable skills. CV and cover letter writing. Interview preparation. Mock interviews. | |

Year 11 PSHE @ 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 ourselves mentally healthy as we enter exam season. We conclude our economic understanding with detailed financial understanding as our students are more likely to enter into more structured seasonal employment before post-16 pathways begin.

Using results of the Growing Up in North Yorkshire Survey (completed bi-annually) we recognise that these

| | Topics, themes and skills covered | Assessment |
|-----------------|--|---|
| Autumn 1 | Health and Wellbeing - Building for the Future Big Question: How can I manage this year ahead? Motivation, perseverance and resilience. Nature, causes and effects of stress. Stress management. | Within PSHE we use a range of assessment techniques. 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 mind maps and taking part in organised in class discussions. 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. |
| Autumn 2 | Living in the Wider World Big Question: What are my next steps? Further education. Higher education. Apprenticeships. | |
| Spring 1 | Relationships - Communication in Relationships Big Question: How can I communicate effectively in relationships Forms of abuse. Relationship abuse. Gender identity and sexual orientation. | |
| Spring 2 | Revision for GCSEs | |
| Summer 1 | Revision for GCSEs | |
| Summer 2 | | |