

## PSHCE Curriculum (including RSE) 2020-21

TOPIC: MENTAL HEALTH & WELLBEING	Aims	Delivered by
YEAR 7	<b>Peer Education Project</b>	Year 12 Mental Health Practitioner
	<b>Body Image</b> <ul style="list-style-type: none"> <li>• To increase awareness of body image and the pressures faced by society to look good and to look at how our perception of beauty has been distorted</li> <li>• For young people to realise how much we are influenced by outside factors</li> <li>• For young people to start thinking about how they view their own body image and self esteem</li> <li>• To reflect on their perception of the self and to identify ways in which to improve self-esteem</li> </ul>	Streetwise
	<b>RSE/Living in the Wider World – Internet Safety</b> <ul style="list-style-type: none"> <li>• Implications of our actions online</li> <li>• Understanding the dangers of sexting</li> <li>• Who we can speak to if we are worried about it</li> </ul>	Streetwise
	<b>RSE – Healthy Friendships &amp; the impact of bullying</b> <ul style="list-style-type: none"> <li>• What makes a good friend and how we can be a good friend to others</li> <li>• Explore a range of scenarios and real life dilemmas that young people could face within their friendship groups</li> <li>• Explore how to ask for help and provide pupils with the skills to overcome difficulties they may face</li> </ul>	JWA
	<b>Living in the Wider World – the contribution of Jewish LGBT+ people</b> <ul style="list-style-type: none"> <li>• Identify key contributions of Jewish LGBT+ individuals in history</li> <li>• Understanding that identity ought not to be a barrier to success</li> </ul>	Keshet UK
	<b>Drugs, alcohol &amp; tobacco</b> <ul style="list-style-type: none"> <li>• The positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics</li> <li>• To evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</li> </ul>	JFS Staff/Drugline
	<b>FIRST AID</b> <ul style="list-style-type: none"> <li>• Common injuries and basic treatments for these.</li> <li>• Basic First Aid Skills</li> <li>• Strategies for maintaining personal hygiene, including oral health &amp; prevention of infection</li> </ul>	Medical Officer

TOPIC: MENTAL HEALTH & WELLBEING	Aims	Delivered by
YEAR 8	<ul style="list-style-type: none"> <li>• Understand the characteristics of mental &amp; emotional health &amp; strategies for managing them</li> <li>• Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</li> </ul>	Mental Health & Wellbeing Practitioners
	<p><b>RSE – Boundaries</b></p> <ul style="list-style-type: none"> <li>• To discuss personal boundaries in relation to privacy, intimate relationships and sexuality</li> <li>• To develop an understanding of personal preferences &amp; needs in respect to others’ &amp; to explore the need to negotiate &amp; compromise in relationships</li> </ul>	Streetwise
	<p><b>RSE – Sexting</b></p> <ul style="list-style-type: none"> <li>• Sexting has become the norm amongst the younger generation but do they know that they are engaging in illegal activity?</li> <li>• Understanding the dangers of sexting</li> </ul>	Streetwise
	<p><b>Living in the Wider World – timeline of LGBT+ Rights in the UK</b></p> <ul style="list-style-type: none"> <li>• Learn about a timeline of legal LGBT+ rights in the UK</li> <li>• Discuss the experiences of LGBT+ people in the UK and how these are different to people living 50 years ago</li> <li>• Challenge ourselves to think about what how we can make communities safer for LGBT+ people</li> </ul>	Keshet UK
	<p><b>SRE – Healthy Relationships &amp; introduction to relationship abuse</b></p> <ul style="list-style-type: none"> <li>• Explore what is needed to form a healthy relationship</li> <li>• To challenge pupils to consider what could happen if a relationship turned sour and how to seek help</li> <li>• To explore different types of relationship abuse and how to spot the signs of an unhealthy relationship</li> <li>• Provide pupils with an age-appropriate insight on some of the work done at JWA and how the organisation can support women and children who have experienced domestic abuse</li> </ul>	JWA
	<p><b>Drugs, alcohol &amp; tobacco</b></p> <ul style="list-style-type: none"> <li>• Strategies to manage a range of influences on drug, alcohol &amp; tobacco use, including peers</li> <li>• information about alcohol, nicotine and other legal and illegal substances, including the short-term &amp; long-term health risks associated with their use</li> </ul>	JFS Staff/Drugline
	<p><b>FIRST AID</b></p> <ul style="list-style-type: none"> <li>• Life-saving skills including how to administer CPR</li> <li>• The purpose of defibrillators and when one might be needed</li> </ul>	Medical Officer

TOPIC: MENTAL HEALTH & WELLBEING	Aims	Delivered by
YEAR 9	<ul style="list-style-type: none"> <li>• Understand the link between language &amp; mental health stigma</li> <li>• Develop strategies to challenge stigma, myths &amp; misconceptions associated with help-seeking and mental health concerns</li> <li>• How to recognise when they or others need help with their mental health and wellbeing</li> <li>• Sources of help &amp; support &amp; strategies for accessing what they need</li> </ul>	Mental Health & Wellbeing Practitioners
	<p><b>SRE – Healthy Relationships &amp; Consent</b></p> <ul style="list-style-type: none"> <li>• To explore how to say no when it comes to relationships</li> <li>• To understand what consent is and when it is needed</li> <li>• To explore a range of scenarios where pupils are challenged about consent and whether it was given, looking at consent in a range of contexts including online relationships</li> </ul>	JWA
	<p><b>RSE – Myths and Facts about Sex and Relationships</b></p> <ul style="list-style-type: none"> <li>• To explore myths surrounding sexual health and relationships</li> <li>• To explore the process of making informed decisions</li> <li>• To discuss the value of committed monogamous relationships</li> </ul>	Streetwise
	<p><b>RSE – Boundaries</b></p> <ul style="list-style-type: none"> <li>• To discuss personal boundaries in relation to privacy, intimate relationships and sexuality</li> <li>• To develop an understanding of personal preferences and needs in respect to others’ and to explore the need to negotiate and compromise in relationships</li> </ul>	Streetwise
	<p><b>SRE/Living in the Wider World – Internet Safety, Extremism and Hopenoth8</b></p> <ul style="list-style-type: none"> <li>• Looking at far right &amp; left groups. Where do we draw the line? How do we identify extremism?</li> </ul>	Streetwise
	<p><b>Living in the Wider World / SRE – The Power of Language: LGBT+ people and the Holocaust</b></p> <ul style="list-style-type: none"> <li>• Students will be able to articulate potential consequences of hateful language.</li> <li>• Students will be able to compare the similarities between examples of hateful language used in the Holocaust</li> <li>• Students will be able to identify the reasons behind the current prevalence of hateful language in the UK</li> <li>• Students will be able to critique &amp; formulate appropriate responses to hateful language in their daily lives</li> </ul>	Keshet UK
	<p><b>Health and Wellbeing – Drugs, Alcohol &amp; Tobacco</b></p> <ul style="list-style-type: none"> <li>• The personal and social risks and consequences of substance use and misuse including occasional use</li> <li>• The law relating to the supply, use and misuse of legal and illegal substances</li> <li>• The concepts of dependence and addiction including awareness of help to overcome addictions</li> </ul>	JFS Staff / Drugline

TOPIC: MENTAL HEALTH & WELLBEING	Aims	Delivered by
Year 10	<ul style="list-style-type: none"> <li>• A broad range of strategies, both cognitive and practical, for promoting their own emotional wellbeing, for <i>avoiding</i> negative thinking and for ways of managing mental health concerns</li> <li>• To recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help/treatment is available</li> </ul>	Mental Health & Wellbeing Practitioners
	<p><b>RSE – Consent</b></p> <ul style="list-style-type: none"> <li>• To explore the meaning and importance of consent in a sexual relationship and when it is necessary to ask for and give consent</li> </ul>	Streetwise
	<p><b>RSE – CSE &amp; Grooming</b></p> <ul style="list-style-type: none"> <li>• To understand what child sexual exploitation is</li> <li>• To be able to spot the warning signs of online grooming online</li> <li>• To raises awareness of potentially abusive relationships online and the dangers of online relationships</li> <li>• To explore the use of social media within relationships and support pupils to see how to use social media in a safe way</li> </ul>	JWA
	<p><b>Living in the Wider World / RSE – Preventing Bystander Behaviour</b></p> <ul style="list-style-type: none"> <li>• An understanding of what bystander behaviour is</li> <li>• Understanding of why people become bystanders when they see LGBT+phobia, discrimination and violence</li> <li>• How to take action to prevent bystander behaviour</li> </ul>	Keshet UK

TOPIC: MENTAL HEALTH & WELLBEING	Aims	Delivered by
YEAR 11	<ul style="list-style-type: none"> <li>• How to recognise when they or others need help with their mental health and wellbeing</li> <li>• To explore and analyse ethical issues when peers need help</li> <li>• Strategies and skills to provide basic support and identify &amp; access the most appropriate sources of help</li> </ul>	Mental Health & Wellbeing Practitioners
	<p><b>RSE – Sexual Health</b></p> <ul style="list-style-type: none"> <li>• To review pupil’s knowledge and understanding of STIs and contraception</li> <li>• To enable students to recognise peer pressure as risk-enhancing behaviour and develop strategies to deal with peer pressure</li> </ul>	Streetwise
	<p><b>Living in the Wider World / RSE – Discrimination</b></p> <ul style="list-style-type: none"> <li>• To understand the importance of the Equality Act 2010 specifically protected characteristics</li> <li>• To build critical thinking and enable young people to identify and report discrimination of all kinds to the relevant body</li> </ul>	Streetwise
	<p><b>Living in the wider World / RSE – Media and Propoganda</b></p> <ul style="list-style-type: none"> <li>• Exploring the role the media can play in spreading discriminatory views and the misrepresentation of communities through stereotypes exploring the boundaries between free speech and hate speech.</li> </ul>	Streetwise
	<p><b>Living in the Wider World / RSE – Tackling Discrimination against LGBT+ people</b></p> <ul style="list-style-type: none"> <li>• Understand official definitions of ‘equality’, ‘inequality’ and ‘discrimination’ in the UK, focus on LGBT+ inclusion</li> <li>• Examine the causes &amp; consequences of LGBT+ inequality</li> <li>• Think of solutions to improve equality for LGBT+ people</li> <li>• Consider improving inclusion with a focus on the Jewish community</li> </ul>	Keshet UK
	<p><b>RSE – Impact of Pornography</b></p> <ul style="list-style-type: none"> <li>• How does pornography impact on healthy relationships?</li> <li>• Could the exposure of explicit images impact on what young people deem as a healthy or unhealthy relationship?</li> <li>• To explore the addictive nature of porn, legal issues associated w. porn &amp; how it can affect young people today</li> </ul>	JWA
	<p><b>Health and Wellbeing – Drugs, Alcohol &amp; Tobacco</b></p> <ul style="list-style-type: none"> <li>• The consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities</li> <li>• Wider risks of illegal substance use for individuals incl. for personal safety, career, relationships &amp; future lifestyle</li> <li>• To identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</li> </ul>	JFS Staff / Drugline Amy Winehouse Foundation
	<p><b>FIRST AID</b></p> <ul style="list-style-type: none"> <li>• To increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</li> </ul>	Medial Officer