

PSHCE delivered by Departments/Year Teams 2020-21 (INTERNAL)

TOPIC: HEALTH & WELLBEING	Aims	Delivered by
YEAR 7	<ul style="list-style-type: none"> • The importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities • The benefits of physical activity & exercise for physical and mental health & wellbeing • The importance of sleep and strategies to maintain good quality sleep • To recognise and manage what influences their choices about physical activity • The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices • What might influence decisions about eating a balanced diet and strategies to manage eating choices • 	PE Dept
	<ul style="list-style-type: none"> • The importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society • 	Science Dept
	<ul style="list-style-type: none"> • PERMA model 	6 th Formers PEP (Peer Education Programme) – Under guidance of Emotional Wellbeing & Mental Health Practitioners

TOPIC: HEALTH & WELLBEING	Aims	Delivered by
YEAR 8	<ul style="list-style-type: none"> • The importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities • The benefits of physical activity and exercise for physical and mental health and wellbeing • The importance of sleep and strategies to maintain good quality sleep • To recognise and manage what influences their choices about physical activity • The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices • What might influence decisions about eating a balanced diet and strategies to manage eating choices 	PE Dept
	<ul style="list-style-type: none"> • The importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society 	Science Dept
TOPIC: HEALTH & WELLBEING	Aims	Delivered by
YEAR 9	<ul style="list-style-type: none"> • The importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities • The benefits of physical activity and exercise for physical and mental health and wellbeing • The importance of sleep and strategies to maintain good quality sleep • To recognise and manage what influences their choices about physical activity • The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices • What might influence decisions about eating a balanced diet and strategies to manage eating choices 	PE Dept
	<ul style="list-style-type: none"> • The importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society 	Science Dept

TOPIC: HEALTH & WELLBEING	Aims	Delivered by
YEAR 10	<ul style="list-style-type: none"> To make informed lifestyle choices regarding sleep, diet & exercise 	PE Dept
	<ul style="list-style-type: none"> The benefits of having a balanced approach to spending time online 	Computing Dept
	<ul style="list-style-type: none"> To identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health Health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help The purpose of blood, organ and stem cell donation for individuals and society How to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination To assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds The ways in which industries and advertising can influence health and harmful behaviours 	Science Dept
TOPIC: HEALTH & WELLBEING	Aims	Delivered by
YEAR 11	<ul style="list-style-type: none"> Positive approach to exams (PERMA model) 	Under guidance of: Emotional Wellbeing & Mental Health Practitioners
	<ul style="list-style-type: none"> To make informed lifestyle choices regarding sleep, diet & exercise 	PE Dept
	<ul style="list-style-type: none"> The benefits of having a balanced approach to spending time online 	Computing Dept
	<ul style="list-style-type: none"> To identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health Health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help The purpose of blood, organ and stem cell donation for individuals and society How to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination To assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds The ways in which industries and advertising can influence health and harmful behaviours 	Science Dept

+ MENTAL HEALTH WEEK – school-wide initiative for all year groups

TOPIC: CAREERS & EMPLOYABILITY	Aims	Delivered by
YEAR 7	<ul style="list-style-type: none"> • To review their strengths, interests, skills, qualities & values; how to develop them • The benefits of setting ambitious goals • Learning to be open to opportunities in all aspects of life 	Careers Co-ordinator & Business teacher
YEAR 8	<ul style="list-style-type: none"> • Personal strengths and weaknesses 	Careers Co-ordinator & Business teacher
YEAR 9	<ul style="list-style-type: none"> • About the options available to them at the end of Key Stage 3, sources of information, advice & support and skills to manage this decision-making process • About routes into work, training and other vocational and academic opportunities, and progression routes 	Careers Co-ordinator & Business teacher
YEAR 10	<ul style="list-style-type: none"> • How their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability • About the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities 	Careers Co-ordinator & Business teacher
YEAR 11	<ul style="list-style-type: none"> • Interviews and Preparing for Sixth Form 	Careers Co-ordinator & Business teacher

TOPIC: MEDIA LITERACY & DIGITAL RESILIENCE	Aims	Delivered by
YEAR 7	<ul style="list-style-type: none"> Keeping Safe Online 	ICT/Media Teacher
YEAR 8	<ul style="list-style-type: none"> That features of the internet can amplify risks and opportunities, e.g. speed & scale of information sharing, blurred public/private boundaries and a perception of anonymity To establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media 	ICT/Media Teacher
YEAR 9	<ul style="list-style-type: none"> To understand how the way people present themselves online can have positive and negative impacts on them That on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviour 	ICT/Media Teacher
YEAR 10	<ul style="list-style-type: none"> Keeping Safe Online 	ICT/Media Teacher
YEAR 11	<ul style="list-style-type: none"> That social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events To recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern 	ICT/Media Teacher

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TOPIC: FINANCIAL CHOICES	Aims (Delivered in form time/tutor base)	Delivered by
YEAR 7	N/A	
YEAR 8	<ul style="list-style-type: none"> To evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions 	Business Teacher
YEAR 9	<ul style="list-style-type: none"> To recognise financial exploitation in different contexts, e.g. drug and money mules, online scams 	Business Teacher
YEAR 10	<ul style="list-style-type: none"> To access appropriate support for financial decision-making and concerns relating to money, gambling & consumer rights To evaluate the financial advantages, disadvantages & risks of different models of contractual terms, incl. self-employment, full-time, part-time & zero-hours contracts 	Business Teacher
YEAR 11	N/A	

TOPIC: DIVERSITY & DISCRIMINATION AND BRITISH VALUES	Aims	Delivered by
YEAR 7	<ul style="list-style-type: none"> • Understanding the impact of stereotyping, prejudice & discrimination on individuals and relationships • To recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied • To appreciate the diversity of faiths across the UK 	British Values & Outreach Co-ordinator: WGT anti bullying week BHM WGT activity/assembly Interfaith week/WGT on other faiths/within JS
YEAR 8	<ul style="list-style-type: none"> • Understanding the impact of stereotyping, prejudice & discrimination on individuals and relationships • To recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied • About the unacceptability of prejudice-based language and behaviour, offline and online – focusing on racial discrimination • To appreciate the diversity of faiths across the UK 	British Values & Outreach Co-ordinator: WGT anti bullying week BHM WGT activity/assembly Interfaith week/WGT on other faiths/within JS
YEAR 9	<ul style="list-style-type: none"> • Understanding the impact of stereotyping, prejudice & discrimination on individuals and relationships • To recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied • To appreciate the diversity of faiths across the UK 	British Values & Outreach Co-ordinator: WGT anti bullying week BHM WGT activity/assembly Interfaith week/WGT on other faiths/within JS
YEAR 10	<ul style="list-style-type: none"> • Understanding the impact of stereotyping, prejudice & discrimination on individuals and relationships • To recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied • To explore the concept of anti-racism • To appreciate the diversity of faiths across the UK 	British Values & Outreach Co-ordinator: WGT anti bullying week BHM WGT activity/assembly Interfaith week/WGT on other faiths/within JS
YEAR 11	<ul style="list-style-type: none"> • Understanding the impact of stereotyping, prejudice & discrimination on individuals and relationships • To look at topical issues in the UK connected to British values 	British Values & Outreach Co-ordinator: BHM WGT activity/ assembly Interfaith week/WGT on other faiths/within JS