

Cotham School PSHE CURRICULUM 2019/20

Year 7

Students will be able to...

- a) understand what PSHEE stands for (Personal Social Health Economic Education).
- b) describe how they and others see themselves.
- c) explain what is meant by positive and negative self esteem and their potential effects on wellbeing and attainment.
- d) identify different types of bullying (eg the bystander effect) and explain how bullying can affect both the perpetrator and victim.
- e) understand what is meant by emotional wellbeing and can identify different and complex emotions.
- f) identify a variety of ways in which to promote physical and emotional wellbeing.
- g) understand the links between good physical and emotional health.
- h) describe the connection between self-esteem and drug use.
- i) define the term 'drug' and recognise that drugs can have positive and negative effects on the body and brain.
- j) understand some of the reasons why a person might use drugs.
- k) understand what is meant by drug dependency or addiction.
- l) describe the health risks of smoking.
- m) outline the potential consequences of solvent abuse/volatile substance abuse.
- n) understand which drugs are legal or illegal in the UK.
- o) understand that illegal drugs have different classifications.
- p) demonstrate an informed opinion on the use of Cannabis for medical and recreational purposes.
- q) describe the physical, intellectual, emotional and social effects of alcohol use.
- r) understand what is meant by a 'unit' of alcohol.
- s) understand what is meant by 'responsible drinking' in relation to alcohol.
- t) understand the importance of a good night's sleep for a person's physical, intellectual, emotional and social wellbeing (PIES).
- u) understand how changes in the adolescent body can affect a person's PIES aspects of wellbeing.
- v) understand the difference between facts and opinion and that sometimes media and politicians can blur the lines (eg fake news/conspiracy theories).
- w) understand that sources of information (eg online) have differing levels of trustworthiness.
- x) understand that human beings' relationship with the planet has changed over time/that there are different reasons why human beings should protect the planet (anthropocentric versus ecocentric).
- y) understand the concept of 'Spaceship Earth' theory and how it relates to current environmental issues.
- z) Understand how decisions can be influenced by other people (eg do people make better decisions as part of a group or individually?)

Year 8

Students will be able to...

- a) explain what good parenting looks like.
- b) understand how Maslow's Hierarchy of Needs explains how people can develop their full potential.

- c) explain why some country's populations are 'happier' than others.
- d) describe how a person can look after their physical intellectual emotional and social wellbeing (PIES).
- e) understand what is meant by and give examples of 'stereotyping'.
- f) give examples of sexist stereotyping and understand how it can effect boys and girls.
- g) explain what is meant by homophobia and the effects of stereotypes on LGBT people.
- h) understand what is meant by 'identity' and the different factors that can make up a person's identity.
- i) research the origins of their name (first/ middle/ surname) and consider how their name reflects their own sense of self and identity.
- j) understand what is meant by gender identity and explain the meaning of the term 'transgender'.
- k) understand what is meant by racial identity and what racist behaviour looks like.
- l) research examples of racist incidents that led to the founding of the 'Black Lives Matter' campaign in the USA.
- m) understand the reasons why people might carry knives and the possible consequences of carrying a knife, including the influence of gang culture.
- n) explain the benefits of living 'knife -free'.
- o) complete a 'personality test' to ascertain strengths and weaknesses in relation to future study and careers.
- p) research different careers and their entry requirements.
- q) understand how subject choice and career choice might affected by gender stereotypes.

Year 9

In Year 9 students start a GCSE (level 2) qualification in 'Personal Wellbeing'. Students will gain their level 2 qualification in year 11 based on continuous assessment completed in their exercise books in class time.

Students will study a number of units each carrying either 1 or 2 credits. 13 credits are needed to achieve the level 2 qualification.

Healthy Lifestyles (2 credits)

Students need to:

- a) explain what is meant by a healthy and balanced diet.
- b) describe the essential food groups in a balanced diet and their importance to the human body.
- c) describe how lack of exercise can affect the human body.
- d) assess three different types of exercise/sport/activity and their effect on the human body.
- e) describe the effects of stress on the human body.
- f) describe the importance of a work-life balance on emotional and mental well-being.
- g) assess own lifestyle in relation to physical and mental health and emotional well-being to current guidelines.
- h) assess sources of information and/or support and how they can be accessed.
- i) produce a plan to improve own lifestyle.

Drugs and Substance Misuse (1 credit)

Students need to:

- a) give examples of legal and illegal drugs.
- b) explain why people use drugs and substances legally.
- c) explain why people misuse substances.
- d) Show awareness of the ethical arguments for and against the legalisation of (some) drugs.
- e) describe the risks of drug and substance misuse.
- f) show understanding of the long term effects of drugs misuse.
- g) describe where to get help/support for drug related issues.

Bullying (1 credit)

Students need to:

- a) describe different types of bullying
- b) explain what the term 'victim' means in terms of bullying.
- c) describe the effects of bullying on attitudes and behaviours.
- d) describe the emotions that might be felt by a victim of bullying.
- e) look at ways in which the self-esteem of victims can be raised.
- f) describe interventions that can help both the victim and the bully.
- g) describe sources of help and support.

Body Image (1 credit)

Students need to:

- a) define what is meant by 'body image'.
- b) compare examples of positive and negative portrayals of bodies in the media.
- c) describe how body image can be influenced by different societies or cultures.
- d) describe how the perception of beauty varies from culture to culture.
- e) describe how the perception of beauty has changed through history.
- f) describe influences on own body image.

Eating Disorders (1 credit)

Students need to:

- a) describe different eating disorders.
- b) describe the signs and symptoms of different eating disorders.
- c) describe the possible short-term and long-term effects of health of each eating disorder.
- d) describe the connections between food and feelings.
- e) explain why abnormal eating habits may develop.
- f) assess information and support available relating to eating disorders.

Year 10

Sex and Relationships (2 credits)

Students need to:

- a) define what is meant by 'sexuality' and 'sexual orientation'.
- b) outline different sexual relationships.
- c) describe what is meant by a consensual sexual relationship.
- d) describe the risks associated with a sexual relationship.
- e) describe potentially high risk situations.
- f) describe how risk can be minimised or avoided.
- g) describe legal issues in relation to age of consent, marriage, cohabitation and abuse.
- h) describe changes in the male and female body during sexual activity.
- i) compare methods of contraception.
- j) describe the causes and effects of STIs including HIV and AIDS.
- k) describe how to maintain good sexual health.
- l) describe sources of further information and support, such as Unity Sexual Health Services.

Understanding Stress (1 credit)

Students need to:

- a) define what is meant by 'stress'.
- b) describe the biological function of stress.
- c) give positive and negative examples of stress.
- d) describe a range of possible causes of stress.
- e) describe how people feel in a stressful situation.
- f) describe the effects of stress on behaviours.
- g) make suggestions about how to reduce stress.
- h) know where to get support for people experiencing stress.

Equality and Diversity (2 credits)

Students need to:

- a) define the term 'equality'.
- b) describe key legislation in relation to equality.
- c) describe the cases of inequality in a range of situations.
- d) describe organisational bodies who work on equality issues, such as Trade Unions.
- e) define the term 'diversity'.
- f) describe key legislation in relation to diversity.
- g) describe cases of positive and negative stereotyping.
- h) explain how diversity can benefit society.
- i) explain the difference between discrimination and prejudice.
- j) state the areas of discrimination covered by legislation.
- k) explain the difference between direct and indirect discrimination.
- l) give examples of direct and indirect discrimination.

Beliefs and Values (1 credit)

Students need to:

- a) describe what is meant by 'beliefs'.
- b) describe, with examples, what is meant by a 'system of belief'.
- c) compare own beliefs with those of another person or group.
- d) define what is meant by 'values'.
- e) describe commonly held values, such as 'British values'.
- f) compare own values with those of another person or group.
- g) assess how their own values and beliefs may influence their own attitudes, opinions and behaviour.
- h) assess how values and beliefs may influence the attitudes, opinions and behaviour of others: a) interpersonally b) globally.

Year 11

Students will continue with the Personal Wellbeing qualification for 1 term.

Understanding Risk (1 credit)

Students need to:

- a) describe situations that pose a risk to themselves and others.
- b) describe situations involving risk where pressure could be used to influence others.
- c) describe the positive and negative aspects of risk (eg with relation to personal finance and credit online gambling etc).
- d) identify factors to consider when taking a risk.
- e) describe the importance of assessing and managing risk.
- f) assess risk in a given situation (eg in the workplace).
- g) compare possible strategies to manage a risk.
- h) describe reasons for own risk-taking.
- i) describe feelings that risk-taking can give.

Self Esteem and Identity (1 credit)

Students need to:

- a) describe what is meant by 'personal identity'.
- b) explain the factors that contribute to a positive sense of self.
- c) explain what is meant by self-esteem and self-concept.
- d) explain what is meant by 'confidence'.
- e) describe the links between personal identity and self-esteem.
- f) explain how positive self-identity can contribute to wellbeing.
- g) explain how a positive personal identity can help an individual contribute to society.

For the remaining terms of year 11 PSHEE lessons will focus on preparing students for the world of work. We will look at where jobs are advertised and how to apply for them. Students will produce a CV and learn how to structure a letter of application. Students will learn about and assess their own concrete and transferable skills and learn how to make a good first impression in a job interview.