

**Subject: PSHE**

Year 7	Autumn A	Autumn B	Spring A	Spring B	Summer term
<b>Unit &amp; length</b>	<b>'Getting to Know You' transition unit 7 lessons</b>	<b>Anti-Bullying 7 lessons</b>	<b>Growth Mindset 6 lessons</b>	<b>Puberty 6 lessons</b>	<b>Looking after Me 8 lessons</b>
<b>Curriculum outline</b>	<p>Creating a class-agreed set of groundrules for PSHE lessons. Series of tasks to help students integrate into their form group, get to know each other on a deeper level and make lasting connections. Exploring how to make friends and tasks to find out what students have in common. Exploring feelings and emotions, and opening up more about themselves when they feel ready. Exploring anxiety, their worries about secondary school and looking at school rules, homework and time management. Mini-debate = 'Homework should be abolished'. <b>Youmatter session on friendship and self-esteem</b></p>	<p>What bullying is, the four main types of bullying. Exploring the reasons why someone might bully, and how they might stop it. Exploring the role of a bystander to bullying and ways to avoid being a bystander and stop the bully. Looking at cyberbullying and social media.  <b>Youmatter session on bullying.</b></p>	<p>Exploring the difference between a fixed and growth mindset. Exploring neuroplasticity and the fact that our brains can create new neural pathways – we can become more intelligent as we learn and develop. Looking at ways of overcoming setbacks and showing resilience. Linking this work to the Careers fair held on Nov 7<sup>th</sup> 2022 – setting ambitious but achievable goals for the future. Looking at famous people who have overcome setbacks through grit and determination. Exploring the difference and correlation between talent and effort.</p>	<p>Looking at the internal sexual organs and body parts and sexual intercourse. Thinking about periods and wet dreams. Learning more about the physical, emotional and mental changes that occur in puberty and sexual intercourse and fertility. Looking at the importance of personal hygiene and how to deal with hormonal changes and mood swings. Thinking about the need for greater independence and negotiating rules and freedoms with parents and school.  <b>Brook session/Youmatter session on puberty</b></p>	<p>Looking at the key topics involved in making safe choices and managing risk.</p> <ol style="list-style-type: none"> <li>1. Identifying risky situations and why people might choose to make risky choices.</li> <li>2. The health risks of smoking and vaping</li> <li>3. The health risks of drinking alcohol and recommended health limits. The benefits of abstinence for the teenage brain and health. Social norms around alcohol and the situation in Jersey</li> <li>4. Staying safe online</li> </ol> <p><b>Office of the Information Commissioner on data protection Jersey Consumer Council on consumer rights and responsibilities.</b></p> <p><b>Youmatter session on sending nude selfies</b></p>
<b>Assessment/s</b>	<p>Baseline self-assessment that asks students to assess their own strengths, weaknesses and confidence levels.</p> <p>End of unit self-assessment that looks at their confidence levels at school after half a term</p>	<p>Baseline self-assessment that looks at what the definition of bullying is, students' awareness of the different types of bullying, its effects and what to do about it.</p> <p>End of unit assessment: poster about the risks of social media sites and how to block/stop bullying online.</p>	<p>Baseline self-assessment on their attitudes to challenging work, failure and showing perseverance and hard work.</p> <p>End of unit assessment: repeating the initial baseline assessment to gauge their confidence and understanding. Designing a poster to show their understanding of growth mindset.</p>	<p>Baseline self-assessment on the changes that happen to the male/female body and mind during puberty</p> <p>End of unit assessment quiz: completing a knowledge/attitudes quiz based on the topics covered in this unit to gauge confidence and whether the students know who to turn to for support.</p>	<p>Baseline assessment: self assessment on how they identify, assess and manage risk.</p> <p>End of unit assessment: To create a leaflet for the new Year 7s on a topic of their choice from this term. Research, write and illustrate it.</p>

Year 8	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Unit & length	<b>Drugs and Alcohol</b> 6 lessons	<b>Mental Health and Self-esteem</b> 6 lessons	<b>World of work</b> 6 lessons	<b>Parenting</b> 6 lessons	<b>Contraception</b> 6 lessons	<b>Citizenship</b> 5 lessons
Curriculum outline	<p>Examine the different types, class and addictiveness of drugs. Look at why people choose to take both legal and illegal drugs. Learn about the physical, emotional and mental effects of drugs on a person, both short and long-term. Look in more detail at alcohol, why people choose to drink it, the effect on the body and the risk levels associated with binge drinking. Look closely at the cases for and against the legalisation of cannabis. The effect that CBD/THC levels can have on the brain and the risks involved with the drug.</p> <p><b>Silkworth session on drugs and alcohol.</b> <b>PMNW session on the legal implications of drug and alcohol abuse.</b></p>	<p>Examining their own emotional and mental health through drawing and reflection. Watch the start of 'Inside Out' and look at the scientific facts behind the film involving the teenage emotional brain. Looking at social media and appearance ideals for boys and girls in our society. Looking at the role of body image in our mental health, through filters and comparisons.</p> <p><b>Youmatter sessions on self-esteem and body image</b></p>	<p>Looking at what is important when planning for the future. Looking at our personal beliefs, motivations and values and students take the buzz test and evaluate the finding. Exploring the future of work, different employment sectors and growth areas, and completing their 'family tree' of jobs. Taking the Holland test and reflecting on the findings. After Lloyds have visited, using the information from their tests and the workshops, using the national careers database to find more information about their chosen career, its requirements and features.</p> <p><b>Lloyds bank workshop on careers and employability</b></p>	<p>Looking at the pros and cons of becoming a parent at different ages. Exploring the cost of bringing up a child from 0-18. What are the qualities, skills and support a good parent needs? Looking at blended, nuclear and single-parent families. Looking at the decisions a parent needs to take and the right age to let children do different things.</p> <p><b>New parent visit with their child.</b></p>	<p>Looking at the different close relationships we have in life, the qualities we look for in a friend and the different types of romantic or sexual relationships a person might have. Breaking down prejudices and taboos. Thinking about the reasons why someone might want an intimate relationship. Thinking about why someone might want an intimate relationship and learning about fertilisation. Learning about condoms and demonstration of how to put one on. Researching a different type of contraception and completing a factfile.</p> <p><b>Brook Jersey – Introduction to contraception and Brook services.</b></p>	<p>Thinking about what citizenship studies might entail and what the concept of social change actually means. Assessing our knowledge about the UK and Jersey, and learning more about the history of the Jersey political system and immigration, linking these to 'British values.' Looking at the concept of Active Citizenship and 'angelic troublemakers' in our society. Looking at the role and need for rules and laws, and debating whether laws should be abolished. Creating a set of rules for survival on a desert island. Exploring what makes a democratic society and a fair society, and the difference between a democracy and an autocracy and the importance of voting. Thinking about how to make their desert island more democratic.</p>
Assessment/s	<p>Baseline assessment: self-assessment quiz assessing understanding and knowledge of drugs and alcohol.</p> <p>End of unit assessment: a quiz testing knowledge and understanding of the topics raised in this unit. Repeat the self-assessment quiz from the start of the unit to assess learning.</p>	<p>Baseline assessment: self-assessment quiz assessing understanding and knowledge of their own mental health and who to talk to.</p> <p>End of unit assessment: choice of final written tasks like a leaflet about how to handle the pressures of social media.</p>	<p>End of unit assessment: To write a job advertisement for their chosen job, and compose a short application form, which outlines why they would be good for the role, the qualification route they have taken and their ambitions for the future.</p>	<p>Baseline confidence checker on the experience and skills needed to be a good parent</p> <p>End of unit assessment: Repeat the confidence checker and see what has been learnt and understood. To create a one minute presentation to the rest of the group on their learning.</p>	<p>End of unit assessment: Completing an end of unit quiz.</p>	<p>End of unit assessment: End if unit survey (student voice) on what they learnt and how we can improve the unit.</p>

Year 9	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Unit &amp; length</b>	<b>'When I'm 25' and financial literacy</b> <b>7 lessons</b>	<b>First Aid</b> <b>6 lessons</b>	<b>Relationships</b> <b>6 lessons</b>	<b>Exploitation and grooming</b> <b>7 lessons</b>	<b>Drugs Awareness</b> <b>6 lessons</b>	<b>Environmental Awareness and activism</b> <b>6 lessons</b>
<b>Curriculum outline</b>	<p>Look at wages for various jobs and think about how fair they are for the work that is completed. How do we value different jobs? Based on their future job choice, work out the tax, social security and LTC contributions and learn why these are essential and how that money is used to pay for essential services and pension contributions. To look at what constitutes an essential expenditure and what is a luxury when budgeting and using their salary example to work out what kind of accommodation, travel and luxury items they could afford. Learning different financial terms and ways to pay.</p> <p><b>Lloyds Bank financial literacy sessions.</b></p>	<p>A walking debate about why it is important to learn basic First Aid.</p> <p>Learning the Primary Survey and how to put someone in the recovery position</p> <p>Learning about CPR and when to perform it. How to use an AED.</p> <p>Learning about how to identify a severe allergic reaction and how to deal with this, and with an asthma attack</p> <p>Dealing with Bleeding and Shock</p>	<p>Exploring different relationships and the best ways to tackle prejudice.</p> <p>Looking at what makes a relationship successful and then in groups giving advice about how to deal with the various stages of a relationship, from the best way to ask someone out, to breaking up.</p> <p>Looking at the different types of contraception and how they are used.</p> <p>Looking at whose responsibility it is to use contraception and why. How to put on a condom and dispose of it correctly.</p> <p><b>YouMatter sessions – Ready for sex? and Love Languages</b></p> <p><b>Brook session on contraception and clinic visit.</b></p> <p><b>Bitesize Brook – dropdown day.</b></p>	<p>Using the CEOP 'Exploited' film to think about who has power and control over whom and the role that age and money can play in this scenario. Comparing this to the healthy relationship shown in the film.</p> <p>Using the film to explore how to say no and take control when someone feels they are being disrespected or controlled.</p> <p>Using the positive ending of the film to show the support that is available and the long-term effects of an exploitative relationship. Comparing this to a healthy relationship.</p> <p>Looking at 'grooming' using the film as an example, signposting support, exploring Barnardo's Wheel of Power and Control.</p> <p>Looking at consent</p> <p>Looking at the law and dangers of sending nudes.</p> <p><b>Youmatter session on consent</b></p>	<p>Looking at the reasons people give for and against using drugs. Learning about the effects of different drugs.</p> <p>Looking at the law around possession, intent to supply and supply of different drugs. What are the legal, physical, social and personal outcomes of being convicted?</p> <p>Looking at the myths and the reality around the use of alcohol and cannabis, particularly the risks associated with its use e.g. abuse when intoxicated.</p> <p>Exploring how to recognise and manage influences to use drugs using scenarios.</p> <p><b>Silkworth session on drugs, focusing on the use of cannabis and illicit drugs.</b></p> <p><b>Youmatter session on 'Making Positive Choices'</b></p>	<p>Look at the 2020 WWF Living Planet report and explore the threats to our planet.</p> <p>Watch episode 5 of David Attenborough's 'A Perfect Planet' and use this as the basis for discussion and exploration of the threat posed by human activity on our planet.</p> <p>Look at eco-activism with particular reference to Greta Thunberg</p> <p>Choose three threats to Jersey to focus on in more detail and then focus on solutions in groups.</p> <p>Look at WWF Visions of the Future which poses some challenges and solutions and a possible vision of how mankind can improve its stewardship of our planet.</p>
<b>Assessment/s</b>	<p>Baseline assessment: Complete a worksheet detailing what kind of job, house, lifestyle and relationship they will have when they are 25.</p> <p>End of Unit assessment: Discussion and SV about the learning linking to career planning and setting personal career and exam goals.</p>	<p>Baseline assessment – Completing an activity to identify the location and function of the main organs</p> <p>End of Unit assessment: Choosing one of the First Aid emergencies in this unit and creating a care poster for display.</p>	<p>Baseline assessment – Starter self-assessment quiz on sex, relationships, contraception and STIs</p> <p>End of Unit assessment: repeat the above quiz for an ipsative judgment of progress.</p>	<p>Baseline assessment – Self-assessment quiz on exploitation and relationships</p> <p>End of Unit assessment: repeat the above quiz for an ipsative judgment of progress.</p>	<p>Baseline assessment – Completing a mind map to assess their understanding about different drugs and alcohol</p> <p>End of unit assessment: Adding what they now know and understand to the mind map above in a different colour.</p>	<p>Baseline assessment – Mind map all the threats to our planet</p> <p>End of unit assessment: A research project in pairs on a topic of their choice, and SV on the effect of this unit on their own behaviour.</p>

Year 10	Autumn - Spring Rota 6 lessons each unit			Spring B	Summer A	Summer B
Unit & length	<b>Tackling Extremist Viewpoints</b>	<b>Sex and Relationships education</b>	<b>Mental Health</b>	<b>Trident preparation lessons 3 lessons</b>	<b>Drugs and alcohol Online safety and peer on peer abuse. 4 lessons</b>	<b>Revision strategies 4 lessons</b>
Curriculum outline	<p>Looking at who we trust for information. and news. What is a free press and why does the UK only get a rating of 'satisfactory' for press freedom? How to spot fake news – disinformation, misinformation and malinformation. Looking at extremism and radicalisation and the role of the internet and social media. Looking at the case of Shamima Begum and the role of a right-wing press in upholding stereotypical prejudice. What to do and signposting support if you see explicit or harmful content online. Exploring British values – democracy, fairness and tolerance.</p>	<p>Looking at the definition of consent – legal and practical. Exploring the effects of sexual activity without consent and the legal definition of rape. Looking at sexualisation in the media and the impact of programmes like Love Island on our attitudes towards sex and women. Thinking about the impact of pornography and its availability on attitudes towards sex, relationships and women. Looking at the differences between 'porn sex' and 'real sex.' Using scenarios to explore the difference between a respectful relationship and peer on peer abuse.</p> <p><b>Brook session on STIs Youmatter session on pornography.</b></p>	<p>Identifying the challenges and stresses that they might face in the next 5 years Looking at the psychological and physical reactions to stress. Fight and flight response to adrenaline. Thinking about the 'circles of control' and what we can influence and using scenarios to explore different strategies. How to reframe negative thoughts and look at the 5 areas of wellbeing. Exploring the impulses behind self harm and sources of support. Looking at mindfulness and its role in managing stress.</p> <p><b>Youmatter session – Raging reaction vs rational response</b></p>	<p>Focusing on making contact with the employer by phone and arranging their initial interview. Exploring the 'do's' and 'don't's' of a successful first impression and interview. Practising interview questions. Looking at Health and Safety at work and 'risk and control' measures. Focusing on what they are most looking forward to and what they want to get from their work experience.</p>	<p>Looking at the effects and the risks of using different drugs and alcohol. Using scenarios to explore the risks that people can take if they are using alcohol of drugs. How to stay safe, including first aid in the case of alcohol or drug poisoning.</p> <p>Attitudes towards sending nudes, in society and in school. The implications of taking or sharing a non-consensual nude, both legally and on the individual. Wider discussion of their experience of peer on peer abuse using scenarios and giving advice, signposting sources of support.</p>	<p>Using the school- produced booklet by Pete Jones to explore different methods of revision, and using the lessons to practise each method before deciding on which strategies might work best according to the student and/or subject matter.</p> <p>This will be to prepare for summer exams in core subjects and will also link to activities in form time.</p>
Assessment/s	<p>Baseline assessment: Self-assessment quiz on the concepts of a free press, bias, extremism and British values.</p> <p>End of unit assessment: Repeat the quiz to assess learning and SV</p>	<p>Baseline assessment: Self assessment questionnaire on attitudes towards sex, relationships, consent.</p> <p>End of unit assessment: Repeat the questionnaire above and SV</p>	<p>Baseline assessment: Self-assessment questionnaire on attitudes towards mental health and strategies</p> <p>End of unit assessment: Repeat questionnaire and SV</p>	SV only	<p>Baseline assessment: Self-assessment questionnaire on attitudes towards sharing and taking of nudes, and peer on peer sexual abuse.</p> <p>End of unit assessment: Repeat questionnaire and SV</p>	SV only after the exams to see how useful these lessons were found to be.

Year 11	Autumn - Applications for further education and employment	Spring A	Spring B	Summer A	Summer B
Unit & length	10-12 sessions on applications for further education and employment and careers choices.	<b>Digital safety and data protection</b> 4 lessons	Revision time WTM for differing subjects Outside agency input	Revision time WTM for differing subjects	N/A
Curriculum outline		Looking at filter bubbles and algorithms Exploring how the rise of technology impacts the law and ethics Thinking about personal data – who owns your data, how to protect it.  <b>JOIC workshop on data protection</b>  <b>Introduction to Jersey politics and the importance of using your vote.</b>	Students want to use this time for revision for exams and assessments.  <b>Brook session on pregnancy choices</b> <b>Visit to Brook clinic</b> <b>Youmatter session on Alcohol, Partying and Staying Safe</b>	Students want to use this time for revision for exams and assessments.	
Assessment/s	SV only	Baseline assessment: Self-assessment questionnaire on attitudes towards personal data security and the internet.  End of unit assessment: Repeat questionnaire and SV	SV only	None	