



PSHE

2017-2018

Purpose of PSHE education

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes students need to thrive as individuals, family members and members of society.

The PSHE education programme makes a significant contribution to students' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety, and the school's responsibility to promote students' wellbeing. In addition, the learning provided through a comprehensive PSHE education provision is an important means of safeguarding students.

PSHE education equips students with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for students to reflect on and clarify their own values and attitudes and to explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping students to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help students to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Aims

The overarching aim for PSHE education is to provide students with:

1. Accurate and relevant knowledge
2. Opportunities to turn that knowledge into personal understanding
3. Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
4. The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Attainment and reporting

Formal attainment grades are not given for PSHE education. Students are given regular opportunities to reflect on and assess their learning and progress, and to consider and feedback on its relevance to their day to day lives. Student progress in PSHE education is reported to parents through an 'Attitude to learning' grade supported, as necessary, by teacher comment.

Subject content

The three overlapping and linked 'core themes' (Health and wellbeing, Relationships, and Living in the Wider World), are expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with students' readiness, are appropriate across all key stages. It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

PSHE education respects and takes account of students' prior learning and experiences using a spiral programme, revisiting themes whilst increasing the challenge, broadening the scope, and deepening students' thinking each year.

PSHE education prepares students for their present-day lives and their futures, and they are encouraged to recognise and reflect on how learning is relevant to them and can be applied in their own lives. PSHE education has a rich body of knowledge taught through topics. Learners need to 'know about...', 'know how to...' and also 'be able to...'

Overarching concepts and transferrable skills

The topics in the PSHE programme provide a context to expand and enrich the following overarching concepts and transferable skills:

1. Personal identity (personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. Relationships (including different types and in different settings)
3. A physically, emotionally and socially healthy balanced lifestyle
4. Personal safety (including risk identification, assessment and management)
5. Diversity and equality
6. Rights and responsibilities
7. Resilience (the skills, strategies and 'inner resources') and managing change
8. Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
9. Career

The world is rapidly changing and while the content of PSHE is vitally important, resources can quickly date and it is impossible to know exactly what students will face in their future. It is, therefore, the overarching concepts and essential skills that PSHE promotes that will help students to manage the challenges, opportunities and responsibilities they face now and in their future.

Core themes

Core Theme 1: Health and Wellbeing

In order to develop the concepts and skills identified above, students are taught:

- How to manage transition
- How to maintain physical, mental and emotional health and wellbeing including sexual health*
- About parenthood and the consequences of teenage pregnancy
- How to assess and manage risks to health and to stay, and keep others, safe
- How to identify and access help, advice and support
- How to make informed choices about health and wellbeing matters including: drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
- How to respond in an emergency including administering first aid – the role and influence of the media on lifestyle.

* Sexual health is included within this core theme but is considered within the context of healthy relationships (Core Theme 2). There is similar broad overlap and flexibility between topics and areas in all three core themes.

Core Theme 2: Relationships

Students are taught:

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- How to recognise and manage emotions within a range of relationships
- How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
- About the concept of consent in a variety of contexts (including in sexual relationships)
- About managing loss including bereavement, separation and divorce
- To respect equality and be a productive member of a diverse community
- How to identify and access appropriate advice and support.

Core Theme 3: Living in the Wider World: economic wellbeing, careers and the world of work

Students are taught:

- About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- How to make informed choices and be enterprising and ambitious
- How to develop employability, team working and leadership skills and develop flexibility and resilience
- About the economic and business environment
- How personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

Key Stages 3 and 4

At Key Stage 3, students build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE education at this stage acknowledges and addresses the changes that learners are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Students are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

At Key Stage 4, students extend and rehearse the skills, further explore attitude and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE education at this stage reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. By Key Stage 4 it is likely that increasing numbers of students may have direct experience of issues taught through PSHE education. For that reason, the programme of study is regularly reviewed to reflect our students' needs and current priorities.

PSHE topic outline 2017-18

Topics	LSCH (Y7)	MSCH (Y8)	USCH (Y9)	LSEN (Y10)
Core Topic 1 Health and Wellbeing	<p>Ground rules and class ethos</p> <p><i>Life in a new school</i> Managing change Managing time</p> <p><i>Wellbeing</i> Physical, psychological and social</p> <p><i>Physical health</i> Physical activity and exercise Sleep Balanced diet Personal hygiene</p> <p><i>Personal safety</i> Recognising and reducing risks Online safety Road and cycle safety Sun safety Water safety</p> <p>Seeking help</p> <p>Drugs awareness</p> <p><i>Outside speaker:</i> Local Community Police Officer</p>	<p>Ground rules and class ethos</p> <p><i>You and your body</i> What makes a body healthy? Confidence Self-esteem Body image</p> <p><i>You and your choices</i> Smoking Tobacco and e-cigarettes</p> <p><i>You and your safety</i> Basic first aid and life savings skills. The importance of immunisation Accessing local health services</p>	<p>Ground rules and class ethos</p> <p><i>Drugs</i> Drugs and drug taking Fact and fiction The law Saying 'no'</p> <p><i>Alcohol</i> Fact and fiction Drink strengths The law Problem drinking Living with someone who drinks</p>	<p>Ground rules and class ethos</p> <p><i>Adolescence</i> Feelings, moods, anger and frustration</p> <p><i>Mental illness</i> Mental illness in the family Depression Body image Eating disorders Resources, help and support</p> <p><i>Monitoring your health</i> Testicular cancer awareness Breast cancer awareness</p> <p><i>Drugs</i> Drug taking Effects and risks The law What to do in an emergency</p>

PSHE topic outline 2017-18

Topics	LSCH (Y7)	MSCH (Y8)	USCH (Y9)	LSEN (Y10)
Core Topic 2 Relationships	<p>Revisit ground rules and class ethos</p> <p><i>Communication skills</i> Active listening Disagreement without disrespect</p> <p><i>Sexual health</i> Puberty: physical and emotional changes; human reproduction; pregnancy and child birth</p> <p><i>Bullying</i> Types of bullying Skills and strategies Peer pressure Development of resilience</p>	<p>Revisit ground rules and class ethos</p> <p><i>You and other people</i> Friends and friendships Making friends Problems with friendships</p> <p>Peer pressure</p> <p><i>You and other people</i> Cyberbullying Online etiquette Reputation Sexting</p> <p><i>You and your family</i> What causes arguments? Getting on with others Problems with parents Negotiation and compromise</p> <p><i>Sexual health</i> Revisit puberty issues Changing relationships Age of consent and other legal protections</p>	<p>Revisit ground rules and class ethos</p> <p><i>Relationships</i> Different types of relationships Positive and negative qualities Boyfriend/girlfriend relationships</p> <p><i>Sexual health and relationships</i> What is love and commitment? Limits to sexual contact: DVD: 'First Sex' Acceptable and unacceptable behaviour in a relationship Risks, consequences and the law Double standards (boy/girl; gay/straight/bi/trans; old/young, etc.) Sexually transmitted infections Contraception Access to local health and support services</p> <p><i>You and your feelings</i> Dealing with loss: divided families Bereavement and grief Coping with rejection Coping with change in relation to separation and divorce.</p>	<p>Revisit ground rules and class ethos</p> <p><i>You and your body</i> Consent Mutual respect and reputation Sex and contraception Rights and responsibilities Myths Sexually transmitted infections Protecting yourself and others</p> <p>Pregnancy, miscarriage, abortion and parenting</p> <p><i>Exploitation, bullying and harassment in relationships</i> Arranged and forced marriages</p> <p><i>FGM</i></p> <p><i>Sexting</i></p>

PSHE topic outline 2017-18

Topics	LSCH (Y7)	MSCH (Y8)	USCH (Y9)	LSEN (Y10)
Core Topics 3 Living in the Wider World	<p><i>You and your values</i> Right and wrong</p> <p><i>You and your money</i> Pocket money, budgeting and saving</p>	<p><i>You and the media</i> The power of advertising</p> <p><i>You and the community</i> Pollution</p> <p><i>You and global issues</i> Waste and recycling Filthy cities</p> <p><i>You and other people</i> Differences, diversity and disabilities</p> <p><i>Outside speaker</i> Living with deafness British Sign Language</p>	<p><i>You and your money</i> Gambling Consumer rights Consumer responsibilities Green shopping</p>	<p><i>You and your responsibilities</i> Racism prejudice and discrimination Decisions and consequences UK democracy: elections, governments, etc.</p> <p><i>You and your money</i> Paying tax Borrowing (creditcards, loans, mortgages)</p>

Year 7: Lower Schoolroom 2017 - 18

Autumn Term

	Ground rules and introduction to PSHE; Managing transition (settling in to new school, etc.)
	Health and happiness: physical, psychological and social health
	Healthy bodies: healthy eating and exercise
	Healthy bodies: immunisation
	Bullying
	Bullying

Spring Term

	Keeping safe: online safety.
	Keeping safe: physical safety
	Drugs awareness
	Smoking
	Puberty: introduction
	Puberty: physical changes

Summer Term

	Puberty: reproduction
	Puberty: children's rights
	Sun and water safety
	Living in the Wider World: beliefs and values
	Living in the wider world: economic wellbeing saving and spending
	Evaluation and feedback

Year8: Middle Schoolroom 2017 - 18

Autumn Term

	Ground rules and introduction to PSHE
	Body image: media influences
	Body image: self-confidence and self esteem
	Body image: peer pressure and peer support
	Body image: gender (and other) stereotypes
	Cyberbullying

Spring Term

	Disabilities and discrimination: stereotypes
	Disabilities and discrimination: disability
	Disabilities and discrimination: Living with deafness, BSL
	Health and wellbeing: smoking
	Living in the wider world: Health in developing countries
	Living in the wider world: Health in developing countries

SummerTerm

	Living in the wider world: Health in developing countries
	First Aid
	Relationships: influences on behaviour and friendships
	Relationships: qualities of a friend
	Living in the wider world: resources, waste and recycling
	Evaluation and feedback

Year 9: Upper Schoolroom 2017 - 18

Autumn Term

	Ground rules and introduction to PSHE; Relationships and change
	Relationships: boyfriends and girlfriends
	Sexual health: responsibilities and rights
	Sexual health: STIs
	Sexual health: contraception
	Drugs awareness

Spring Term

	Alcohol awareness
	Alcohol awareness
	Ground rules and introduction to PSHE; Relationships and change
	Relationships: boyfriends and girlfriends
	Sexual health: responsibilities and rights
	Sexual health: STIs

Summer Term

	Sexual health: contraception
	Drugs awareness
	Preparing for exams
	Alcohol awareness
	Alcohol awareness
	Evaluation and feedback

Year 10: Lower Senior 2017 - 18

Autumn Term

	Careers

Spring Term

	Careers
	Careers
	Ground rules and introduction to PSHE; Sexual relationships
	Sexual health: A-Z of love and sex
	Consent
	Consent

Summer Term

	Health and wellbeing: A-Z of drugs
	Health and wellbeing: A-Z of drugs
	Mental health:
	Breast and testicular cancer awareness
	Economic wellbeing: the cost of borrowing
	Evaluation and feedback

PSHE scheme of work

Lower Schoolroom 2017 - 18

Topic 1: Health and Happiness

Resources

Foster, John and Simon, *Your life: the whole-school solution for PSHE and citizenship*, Student Book 1. (YL1)

Foster, John, *Your life, the whole-school solution for PSHE and citizenship*, KS3 co-ordinator's file. (YL KS3)

Gurney, Mary, *Personal and Social Education, an integrated programme*, Book 1. (PSE1)

Health Education Authority, *Health and self: health education in the secondary school*, Book 1. (HEA1)

www.bbclearningzone

Session 1

Ice breaker

What is health education?

Explanation of aims and subject covered.

Ground rules, values, group relationships and ethos.

How are they coping within their new school environment?

Answer questions relating to problems they may encounter when starting a new school.

BBC learning zone: transitions

www.bbclearningzone/clips/transitions-a-new-school-audio/11682-html

Answer individually, questions on 'Are you feeling happy', Unit 4, Worksheet 4, HEA1, p 75

How good are you at managing your time? You and your time, YL1, Unit 4, pp 18-19. Copymaster 4, YL KS3, Unit 4, p 25.

Listening skills game. Pupil material 3.1, Listening Exercises, PSE1, p 63.

Session 2

Recap last session.

Complete unfinished work.

How do students define health?

Explain how health and happiness is connected.

Identify three components within the general concept of defining health. Physical, psychological and social.

These interrelate and are required to be at equilibrium for optimum health.

Working in small groups, discuss and identify contributory factors to social, physical and psychological health.

List factors in appropriate columns marked out on worksheet; Social, physical and psychological Health.

If any time, write story/essay, 'How I have settled in my new school'

Topic 2: Healthy bodies

Resources

Hill, Jackie and Cathy Rushforth, *Personal Social Education, Year 8*. (PSE Y8)

www.change4life.co.uk

<https://www.youtube.com/watch?v=Syz0RWe-x20>

<https://www.youtube.com/watch?v=LlyvrCHnriE>

<https://www.youtube.com/watch?v=jJwGNPRmyTI>

Session 1

We Are What We Eat

Importance of a healthy diet.

www.change4life.co.uk

Talk and discussion of nutritional information.

Relationship between diet, physical exercise, fitness and health.

Relaxation and fitness. Measuring pulse and breathing. Relaxation techniques.

Read, 'Healthy eating facts', YL1. You and your body – eating and exercise, Unit 18, p 82.

Discuss and evaluate.

Read, 'Why is it a good idea to exercise?' YL1. You and your body – eating and exercise, Unit 18, p 85.

Discuss various ways exercise helps to maintain a healthy body.

Comprehension, food labels worksheet. 'Forever Fit', Module 7, Unit 5, p 118. PSE Year 8/S1

www.change4life.co.uk Eat well, 'Tips for healthy kids and families'.

Decoding picture message relating to healthy life style. 'Forever Fit', Module 7, Unit 8, p.121.

Relationship between diet, physical exercise, fitness and health.

Relaxation and fitness. Measuring pulse and breathing. Relaxation techniques.

Session 2

Immunisations

<https://www.youtube.com/watch?v=Syz0RWe-x20>

Talk and discussion on how vaccines work and their importance

Name various types of available vaccines

<https://www.youtube.com/watch?v=LlyvrcHnriE>

Discussion regarding eradication of some diseases due to use of vaccine.

Edward Jenner and smallpox.

<https://www.youtube.com/watch?v=jJwGNPRmyTI>

Topic 3: Friendship & Bullying

Resources

Foster, John and Simon, *Your life: the whole-school solution for PSHE and citizenship*, Student Book 1. (YL1)

Foster, John, *Your life, the whole-school solution for PSHE and citizenship*, KS3 co-ordinator's file. (YL KS3)

Hill, Jackie and Cathy Rushforth, *Personal Social Education, Year 7*. (PSE Y7)

www.childline.org

www.kidscape.org.uk

Sessions 1 and 2

Discuss and evaluate concept of bullying.

Explain school policy.

Handout, 'Are you a bully?'

What is a bully?

Generate discussion, inviting students to brainstorm various types of bullying.

What types of behaviour do students consider to be classified as bullying?

What could be the possible consequences of their actions, for both victim and perpetrator?

What does it feel like to be bullied?

Think about behaviour in a range of situations.

Consider ways of dealing with bullying.

Read eight situations described, 'What should you do if you're bullied?' YL1. You and other people – bullying, Unit 9 p 43.

Discuss and decide, in groups, the best way to respond in each situation.

Feedback/class discussion on the consequences of each type of action described; what would help to defuse the situation? What would cause escalation of the situation? What would cause the bully to continue?

Discuss coping strategies.

Read, 'How to beat the bullies,' YL1. You and other people – bullying, Unit 9 p 44, identifying and focusing on importance of speaking out.

Talking to someone you trust, for example a teacher or adult. Peer mediation. Childline.

Read, 'Dealing with bullying – two poems'. PSE Y7, p 35.

Assessment on bullying.

Write a poem/art work/role play.

Session 3

Art work, 'How it feels to be bullied'

'Tips for standing up for yourself'

'How to get help'

Write an article on bullying for a teenage magazine, YL KS3, Unit 9 p 44

Role play.

Topic 4: Keeping safe

Resources

DVD, 'Watch over me', Milly Dowler Fund.

Community Police Officer.

Session 1

Encourage pupils to think about their safety and potentially dangerous situations.

Do we take chances with our personal safety?

Discuss and evaluate dangers at home and traveling, the presence of CCTV, how self-esteem and body image may affect personal safety.

DVD, 'Watch over me.' Evaluation and discussion.

- Internet, keeping safe online.
- Safety in school, including bringing in valuables, where to go if you felt unsafe.
- Mobile phones, advantages and disadvantages.

- Safety traveling home, travelling at night, shortcuts, dealing with large and intimidating gangs, getting into cars.
- Bullying, being different from the crowd.

Session 2

DVD, 'Watch over me.' Evaluation and discussion.

- Carrying a weapon, the dangers and legalities.
- Does carrying a weapon create a false sense of security?
- Getting involved, alternative actions.
- Let someone know if you feel unsafe.
- Domestic violence can be emotionally abusive, as well as physical and argumentative.
- Personal safety can be threatened by people we know.

DVD, 'Watch Over Me.' Evaluation and discussion.

- Spreading rumours.
- Crime and punishment, is it right to punish?
- Safety in school, rules and boundaries.
- Personal choice, building bridges, accepting apologies, taking responsibility.
- Moving on.

Tutor time

Visitor. Community Police Officer.

Talk and presentation regarding safety, especially online safety.

Topic 5: Drugs awareness

Resources

Foster, John and Simon, *Your life: the whole-school solution for PSHE and citizenship*, Student Book 1. (YL1)

Foster, John, *Your life, the whole-school solution for PSHE and citizenship*, KS3 co-ordinator's file. (YL KS3)

Gurney, Mary, *Personal and Social Education, an integrated programme*, Book 1. (PSE1)

Hill, Jackie and Cathy Rushforth, *Personal Social Education, Year 8*. (PSE Y8)

Video, 'Good Health' Channel 4 for Schools.

Session 1

Drug policy

Generate class discussion, naming drugs they are already familiar with, identifying the differences between social drugs, legal (medicinal) and illegal drugs.

Read and discuss, 'What do we mean by 'drugs'?'

Video, 'The Good Health Guide to Drugs' Class discussion and evaluation.

Why do people start taking drugs? YL1. You and your body – drugs and drug taking, Unit 14, 66.

Individually complete worksheet, 'Why do people take drugs?' PSE Y8, Drug awareness, p 101.

Divide class into groups of 3/4. Ask groups to draft their definition of drug abuse.

Allocate to each group, individual drug fact cards, together with, 'Drugs - the facts' worksheet. PSE, Drug awareness, pp 89 -93, 100.

Research and complete worksheets, design poster, time allowing, to assist a presentation.

Group presentations to class.

Session 2

Complete presentations.

Smoking. Using prop, generate class discussion regarding why people smoke.

Discuss possible risks and effects of smoking, long and short term, including passive smoking.

PSE1, pupil material 19.2, 'Some information on Cigarette Smoking', p 114.

Function and importance of lungs.

Individually complete worksheet, 'The Effects of Smoking', PSE1, pupil material 19.4 p 116

PSE1, pupil material 19.3, 'Smoking and the Lungs', p 115.

Role play if time, demonstrating refusal of a cigarette offered by a friend.

Topic 6: Physical, emotional and social changes at puberty

Resources

Foster, John and Simon, *Your life: the whole-school solution for PSHE and citizenship*, Student Book 1. (YL1)

Foster, John, *Your life, the whole-school solution for PSHE and citizenship*, KS3 co-ordinator's file. (YL KS3)

Health Education Authority, *Health and self: health education in the secondary school*, Book 1. (HEA1)

Channel 4, Learning DVD. All About Us. Living and Growing. Units 2 & 3

About you: puberty and stuff. Education Programme, Always/Tampax

Conception and Pregnancy, Headon Productions 2000.

<http://www.nhs.uk/Livewell/Sexandyoungpeople/Pages/Girlspuberty.aspx#settle>

Session 1

Ground rules.

What is puberty and what causes these changes? Explain that increasing hormonal levels are responsible, not only for physical changes, but also feelings and emotion.

Discuss at what age it is normal for puberty begin.

Discuss issues of embarrassment some experience due to bodily changes, and/or anxiety others experience due to their bodies changing earlier/later than other people their own age.

Emphasis puberty happens to everyone and it's perfectly normal for it to happen to people at different ages.

Focus on change from being dependent to becoming independent.

Changes with family and friends; Different types of relationships, trust, emotional issues, maturity and taking responsibility.

Group work. Discuss and list words relating to physical, emotional and social changes that occur during puberty.

Read, 'Getting in touch with your feelings' YL1. You and your body – growing and changing, Unit 2, p 12 - 13.

Discuss and evaluate.

Class discussion about feelings, using statements quoted in YL1. You and your body – growing and changing, Unit 2, p 13.

Give reasons why they either agree, or disagree, with each statement.

Session 2

Generate class discussion on how the release of hormones changes a person's body during puberty, listing various physical changes.

Read article, 'Becoming a woman' followed by, 'Becoming a man', YL1. You and your body – growing and changing, Unit 2, p 10 – 11.

Watch DVD, 'Living and Growing' Unit 3, Girl talk, Boy talk.

Discussion and evaluation, including periods and wet dreams.

Label diagram, female and male, 'What happens at puberty'. Health & Self Book 1, Unit 2/worksheet 3b, p 33 -34.

Class discussion, evaluation and answering questions.

Session 3

Complete. 'Puberty Booklet'

Female and male biology, label diagrams.

Food, health and exercise.

Skin, hair and personal hygiene.

The menstrual cycle.

Match and pair questions, meaning and descriptions.

On a separate occasion, 10-15 minute break time, girls to discuss further menstruation and protection with female staff member. Hand out female hygiene packs and information.

Session 4

Complete unfinished work from previous weeks.

Discuss and evaluate.

Conception.

DVD, All About Us. Living and Growing. Unit 2, 'How Babies Are Made'

Discuss and evaluate.

Talk on contraception. Basic understanding.

Understand concept that an intimate act is part of a deep emotional commitment.

Having children is both a responsibility and full time commitment.

Using visual teaching aid, 'Conception and Pregnancy', Headon Productions 2000, broadly outline foetal development together with signs and symptoms of pregnancy.

Explain and clarify; Conception, Contraception, Pregnancy and Labour.

Gestation period. Help and care during pregnancy.

Broadly explain onset of labour.

DVD, All About Us. Living and Growing. 'How Babies Are Born'

Plan agenda and questions for visiting mother and baby.

Session 5

Discuss and evaluate complete topic, answering questions and clarifying any issues.

Personal rights and protection.

Read 'The rights of the child', YL1, You and the law – children's rights, Unit 12, p 58.

Class discussion. Are some children's rights more important than others?

Group work. Ask groups to discuss and draw up a list of other rights children should have. Give evidence to support.

Group feedback to class for evaluation and discussion.

Discuss the right to be protected from cruelty and abuse.

Discussion on inappropriate touch.

Read poem, 'My body's nobody's body but mine'

Write poem.

Topic 7: Sun safety and water safety

Resources

DVD: Wake up to sunshine! Health Authority Education

<http://www.nhs.uk/Livewell/travelhealth/Pages/SunsafetyQA.aspx>

<http://sunsmart.org.uk/UV-the-sun-and-skin-cancer/how-does-UV-cause-skin-cancer/>

DVD Still waters and their dangers for children. British Waterways.

<http://www.rospace.com/leisuresafety/adviceandinformation/watersafety/watersafety-children-young-people.aspx>

Session 1

Raise awareness of U.V. factors.

Encourage to think about keeping safe in the sun and looking after the environment.

DVD Wake up to sunshine. Health Authority Education.

Main ways of preventing sun damage.

Class discussion regarding water safety, encouraging students to think about the dangers of playing near water and what to do should a problem arise.

DVD Still waters and their dangers for children. British Waterways.

Topic 8: Living in the wider world

Resources

Foster, John and Simon, *Your life: the whole-school solution for PSHE and citizenship*, Student Book 1. (YL1)

Foster, John, *Your life, the whole-school solution for PSHE and Citizenship*, KS3 co-ordinator's file. (YL KS3)

Session 1

Behaving responsibly.

Making choices based on beliefs regarding what is right and wrong.

Discussion on how we all have a responsibility to behave appropriately and to take responsibility for our actions.

Group work activity, discuss and draw spider diagram on basic rules they feel everyone should live by.

Read, 'My ten rules for today'. You and your values, right and wrong. YL1, Unit 5, pp 22 -25. YL KS3, Unit 5, pp 27–30.

Session 2

Economic wellbeing.

Class discussion, 'Are you a spender or a saver?'

Individually complete quiz on how well money is managed. YL1, Unit 11, pp 50-51.

Discussion and evaluation on money management skills and how best they may be improved.

Group work. Draw spider diagram of their suggestions on how pocket money should be spent.

Discussion and evaluation.

Discuss, in groups, 'What do you do with your pocket money?' YL1, Unit 11, p 53.

Feed-back and discussion.

Explain the concept of budgeting money.

Read, 'Planning a budget', YL1, Unit 11, p 53.

In pairs, devise a budget plan/poster for someone who has £15 to spend over four weeks

Presentation and discussion.

PSHE scheme of work

Middle Schoolroom 2017 - 18

Topic 1: Body image

Resources

Body Talk, Building Body Confidence + DVD. BEAT (Beating eating disorders) with key input from The Dove Self-Esteem Fund.

Personal Social Education Year 8/S1. Jackie Hill, Jill Tordoff & Cathy Rushforth. (PSE Year 8/S1)

Personal and Social Education An Integrated Programme Book 2, Mary Gurney (P&SE Book 2)

Your Life. The whole-school solution for PSHE and Citizenship. Student Book 2. John Foster and Simon Foster. (YL student book 2)

Your Life. The whole-school solution for PSHE and Citizenship. KS3 Co-ordinators File. John Foster. (YL KS3 co-ordinator's book)

www.nhschoices

Session 1

Introduction.

Ground rules, values, group relationships and ethos.

Individual work. Pupils to draw a matchstick body, bullet pointing what contributes to a healthy individual.

Discuss and evaluate as a class

Group work. Draw spider diagram, listing issues relating to body image.

Evaluate and discuss spider diagrams.

Open discussion on the perception of body image and how this may be influenced.

Draw into discussion, dress code, hair, behaviour, gyms, make up, diet industry, plastic surgery, tattoos and body piercings.

Do tattoos and piercings carry health issues? Discuss.

Are tattoos body art, or a form of self-harm?

Session 2

The powerful influence of media and celebrities.

Discuss celebrity tattoos, in particular David Beckham and Cheryl Cole.

Hand out media images.

Class discussion – How truthful and balanced are they? Digital imagery and air brushing. How do they make us feel?

Watch and discuss DVD, Fabricating Beauty BEAT.

Who says who is beautiful? Activity sheet 2.3: BEAT.

Class discussion.

Playing with beauty. Have childhood toys, such as Ken and Barbie, influenced or inspired body image?

Class discussion

Draw around a male and female volunteer.

Session 3

Detail and discuss what a young healthy adult would need to change in order to match similar portions to Barbie and Ken.

Initiate discussion about, 'The Power of Words', and how this can affect us.

Class discussion on responses, coping mechanisms and strategies.

Why is confidence and self-esteem important?

Self-Esteem building. Explain differences between self-esteem, self-confidence and self-possession (positive qualities) and self-centredness, self-consciousness and self-importance (negative qualities)

Read 'Self-esteem', YL student book 2, unit 1 page 6. You and your feelings

Complete Activity Sheet 1.1, Self – Esteem Supports. BEAT. Identifying personal strong points.

Read 'Feeling confident' YL student book 2, unit 1 page 6, and Erica Stewart's self-esteem advice, YL student book 2. You and your feelings, unit 1 page 7. YL KS3 co-ordinator's file, unit 1 page 101.

Class discussion and evaluation.

Working in pairs, complete activity, Personal Qualities, p.22 PSE Yr8/S1.

Session 4

Class discussion, The influences of our groups. P&SE Book 2, pupil material 23.2, page 120 -121.

Create poster, 'Wanted a Good Friend', using friendship to boost self-esteem.

Poster to demonstrate qualities that are most important, for example character and personality.

Evaluation and discussion.

Session 5

The power of advertising and how this can influence choice, especially when targeted at children.

Discuss how men and women are portrayed in advertisements.

Do advertisements promote stereotyped views on male and female gender?

Examine how both radio and television advertisements are made, discussing also sponsorships and celebrity endorsements.

Read and work through articles on the power of advertising. YL student book 2. You and the media, unit 11 pages 50-53. YL KS3 co-ordinator's book, unit 11 pages 134-137.

In groups or individually, complete a word puzzle crossword. Understanding advertising, YL KS3 co-ordinator's file, unit 11A page 137.

Topic 2: Cyberbullying

Resources

DVD, 'Incoming Message', Orange

DVD, 'Safety On Line', Orange

Personal and Social Education An Integrated Programme Book 2, Mary Gurney (P&SE Book 2)

Your Life. The whole-school solution for PSHE and Citizenship. Student Book 1. John Foster and Simon Foster. (YL student book 1)

Your Life. The whole-school solution for PSHE and Citizenship. KS3 Co-ordinators File. John Foster. (YL KS3 co-ordinator's book)

Session 1

Introduction and recapping on topic of bullying.

School bullying policy

Use of mobile phones and familiarity with new technology.

Discussion and evaluation on the different forms of cyber bullying. YL student book 1. You and other people, unit 9 page 41. YL KS3 co-ordinator's book, unit 9 page 42.

DVD – 'Incoming message'

Generate class discussion, debate and reflection.

Facebook

How does a 'cyber bullying' victim feel?

What action can be taken to stop cyber bullying? YL Student book 1. You and other people, unit 9 page 41.

View five short fictional films, based on true stories. DVD, 'Safety On Line,' Orange Phone Company.

Class discussion highlighting issues and awareness around social networking, sharing personal information on the internet.

Group and individual work.

Word search. Activity 5, p16 Orange phone company.

Activity 6, p 17, Orange Phone Company, statements for discussion.

Activity 7, p 21, Orange Phone Company, frequently Asked Questions.

Session 2

Recap cyberbullying.

Activity 6, p 17, Orange Phone Company, statements for discussion.

Activity 7, p 21, Orange Phone Company, frequently Asked Questions.

Option 1. Group work role play. Prepare and perform one of the following;

1. A cyber bully defending their actions to an adult
2. A friend tries to comfort and give advice to someone who is being bullied.

Option 2. Art work. Create a poster titled, 'A Public Information Advert'

Option 3. Essay on Cyber Bullying. Include computer safety issues, what to do if bullying on line occurs and where to go for help

Presentation and discussion regarding, Snapchat and Instagram.

Topic 3: Disabilities and discrimination

Resources

Channel 4 DVDs. Being Different. That's My Life & Express.

Personal and Social Education An Integrated Programme Book4, Mary Gurney (P&SE Book 4)

Power PSHE for Key Stage 3. Citizen Card, CRL Education.

Your Life. The whole-school solution for PSHE and Citizenship. Student Book 1. John Foster and Simon Foster. (YL student book 1)

Your Life. The whole-school solution for PSHE and Citizenship. KS3 Co-ordinator's File. John Foster. (YL KS3 co-ordinator's book)

Outside visitor.

Session 1

Introduction.

Generate class discussion on Stereotyping and Prejudice. Reference P&SE Book 4, p 96 and 99, pupil material 16.1 and 17.2

Worksheet activity, Feelings about People, P&SE Book 4, p98, pupil material 17.1 Individual work.

Class discussion and evaluation.

Team quiz, male versus female. 'It's not fair!' PSHE for Key Stage 3 Power.

Channel 4 DVD; Being Different.

Class discussion and evaluation.

Sessions 2 and 3

Class discussion on 'What is understood by the term, disability?'

Prejudice and stereotypes; Equal Rights, Equal Respect.

Does society demonstrate an attitude towards the disabled, limiting opportunities for them?

Should those with a disability be recognised as individuals, rather than stereotyped as someone with an impairment?

The Apprentice: Equality and Human Rights Commission.

Class discussion.

Activities demonstrating disabilities, in particular blindness and cerebral palsy.

Session 4 and 5

DVD My Sister's Keeper, Jodi Picoult.

Class discussion.

Session 6

Deaf culture

The importance of the human ear.

Channel 4 DVD, Express.

Reflection of DVD. Class discussion and evaluation of deaf culture.

How can deafness be overcome?

Methods of communication. Including use of hearing dogs.

Learn British Sign Language, Finger Spelling Alphabet.

Some people are born deaf. How else can we develop deafness?

Class discussion on noise pollution.

Individual worksheet activity, P&SE Book 2, pupil material 16.1, p 108.

Class discussion.

Session 7

Outside visitor. Living in the world of deafness.

British sign language workshop.

Topic 4: Smoking

Resources

Your Life. The whole-school solution for PSHE and Citizenship. Student Book 1. John Foster and Simon Foster. (YL student book 1)

Your Life. The whole-school solution for PSHE and Citizenship. KS3 Co-ordinators File. John Foster. (YL KS3 co-ordinator's book)

<http://www.bbc.co.uk/learningzone/clips/teenage-pressures-smoking/5531.html>

<http://www.bbc.co.uk/learningzone/clips/the-effect-of-smoking-on-the-lungs/2266.html>

<http://www.youtube.com/watch?v=EAruOKOhe9k>

<http://www.bbc.co.uk/learningzone/clips/cigarettes-and-the-economy/12005.html>

Session 1

School smoking policy.

Discussion on attitudes to smoking and pressures on teenagers. What are the main reasons for smoking? Consider also reasons given for not smoking.

Watch video clip; <http://www.bbc.co.uk/learningzone/clips/teenage-pressures-smoking/5531.html>

Discussion and evaluation.

How does smoking affect health and what are the risks involved, including passive smoking and electronic cigarettes?

Watch video clip; <http://www.bbc.co.uk/learningzone/clips/the-effect-of-smoking-on-the-lungs/2266.html>

Discussion and evaluation.

Read Smoking – the facts. YL student book 1. You and your body, smoking, unit 7, page 32.

Watch video clip on how smoking affects appearance;
<http://www.youtube.com/watch?v=EAruOKOhe9k>

Discussion and evaluation on, 'The high costs of smoking.' YL student book 1. You and your body, smoking, unit 7 page 33.

Watch video clip; <http://www.bbc.co.uk/learningzone/clips/cigarettes-and-the-economy/12005.html>

Discussion and evaluation.

Test knowledge and understanding of smoking. Complete crossword. Copymaster YL KS3 co-ordinator's file, You and your body, smoking, unit 7 page 37.

Topic 5: Health in developing countries

Resources

Personal and Social Education, An Integrated Programme, Book 1, Mary Gurney (P&SE Book 1)

Personal and Social Education, An Integrated Programme, Book 2, Mary Gurney (P&SE Book2)

Personal and Social Education, An Integrated Programme, Book 3, Mary Gurney (P&SE Book3)

Your Life. The whole-school solution for PSHE and Citizenship. Student Book 1. John Foster and Simon Foster. (YL student book 1)

Your Life. The whole-school solution for PSHE and Citizenship. KS3 Co-ordinators File. John Foster. (YL KS3 co-ordinator's book)

B.B.C. Learning Website; Horrible Histories.

DVD. Filthy cities. Dan Snow.

Session 1

Initiate discussion on the main diseases of our time, causes, prevention and lessening risks. Recognising that certain diseases are linked to lifestyles.

Card sort activity, 'Matching Health Trios, P&SE Book 2, pupil material 12.1,p. 91

Acknowledging the differences in health between rich developed and poor developing countries.

Develop awareness of the link between poverty and poor health, explaining what is meant by malnutrition.

Working individually complete pupil material 11.1, Enquiries about Health, p.78. P&SE Book 3

Evaluate and discuss.

Pupils to read information on Malnutrition. Pupil material 13.1, p.87, P&SE Book 3.

Class evaluation and discussion.

Invite students to share views as to why some people go hungry and what the long term affects are.

Explain what famine is.

Class discussion and evaluation on, 'Why do famines happen?' YL student book 2, You and global issues, unit 22 page 104

Water – a vital resource.

Discuss the many uses of water in our daily lives and how living standards would be different if we didn't have homes connected to water.

Complete quiz, 'How much do you know about water?' YL student book 2, You and global issues, unit 22 page 106.

Sessions 2 and 3

Discuss and evaluate ways in which infectious diseases can spread and how they may be treated.

Immunisation and vaccine. BBC Vaccinations Youtube

<https://www.youtube.com/watch?v=SyzORWe-x20>

Individual work, followed by class discussion and evaluation. P&SE Book 1, pupil material 17.2, page110.

Flu vaccine https://www.youtube.com/watch?v=rFtn_5icKdo

Historic public health.

BBC Bitesize. Historic Public Health

http://www.bbc.co.uk/bitesize/standard/history/1830_1930/public_health/revision/3/

Class discussion and evaluation

BBC Bitesize video clips on Government and public Health between 1866-1875 and 1875-1906.

http://www.bbc.co.uk/bitesize/standard/history/1830_1930/public_health/revision/3/

Comprehension. P&SE Book 2, pupil material 12.2, p.92-94

Class discussion and evaluation.

B.B.C. Learning Website. Horrible Histories;

Edward Jenner & Medieval Public Health.

Play DVD Filthy cities. Dan Snow.

Class evaluation and discussion.

Topic 6: First Aid

Resources

Your Life. The whole-school solution for PSHE and Citizenship. Student Book 1. John Foster and Simon Foster. (YL student book 1)

Your Life. The whole-school solution for PSHE and Citizenship. KS3 Co-ordinators File. John Foster. (YL KS3 co-ordinator's book)

St John's Ambulance online resource <https://www.teachthedifference.org.uk/TTD/default.aspx?>

Session 1

Class discussion on the importance of first aid.

Read & study 'Safety at Home' YL student book 1 , Your and your safety, unit 7 pages 30 -31

Practical sessions on a variety of emergencies including; CPR, recovery position, shock, fractures, burns using St John's Ambulance resources;

<https://www.teachthedifference.org.uk/TTD/default.aspx?>

Test students understanding of some first aid procedures. Quiz.

Topic 7: Influences on behaviour and friendships

Resources

Personal and Social Education: An Integrated Programme Book 2, Mary Gurney (P&SE Book 2)

Your Life. The whole-school solution for PSHE and Citizenship. Student Book 1. John Foster and Simon Foster. (YL student book 1)

Your Life. The whole-school solution for PSHE and Citizenship. KS3 Co-ordinators File. John Foster. (YL KS3 co-ordinator's book)

Session 1

Class discussion. Identify influences on behaviour and relationships, e.g. family, friends, media etc.

What are the main causes of arguments between; young adults and their parents; between siblings?

Read, 'What causes arguments?' YL student book 1. You and your family, getting on with others, unit 6 pages 29.

Class discussion and evaluation.

Some arguments/conflict between parents and young people may stem from behavioural attitude within the home.

Read and discuss, 'Doing your share of the chores.' You and your family, getting on with others, unit 6 pages 29.

Discuss various strategies and coping mechanisms that could be used for dealing with difficult situations.

In groups read, 'Top ten tips on how to get on better with parents' YL student book 1. You and your family, getting on with others, unit 6 pages 30.

Class discussion.

Role play about arguments between brothers and/or sisters, demonstrating various methods of reacting to the situation.

Session 2

Class discussion on, 'What qualities do you value in a friend?'

Read, 'The secret of making friends', YL student book 2. You and other people, unit 10 page 46.

Discussion and evaluation on how one should behave in order to keep friends.

Read 'The rules of friendship', YL student book 2. You and other people, unit 10 page 46. Do students agree with these rules?

Do students agree with these rules? Discuss and evaluate.

'What is a friend?' Read each of the ten rules, YL student book 2. You and other people, unit 10 page 47. Do students agree or disagree with these, giving reason or evidence to back answers?

How much are we influenced by friends?

Individually complete quiz, YL student book 2. You and other people, unit 10 page 48.

Class discussion and evaluation

Problems with friendships.

Read and study article, 'Growing apart'. YL student book 2. You and other people, unit 10 page 47.

Class discussion on advice given in article. Do students feel they could offer alternative advice to someone who feels they are drifting from their friends?

Generate discussion about gangs. Why do people hang around in gangs and behave in a certain manner?

Create a poster, 'Rules of Friendship' or role play, demonstrating someone allowing a friend to pressurise them into doing something they later regret.

Topic 8: Global issues – resources, waste and recycling

Resources

Your Life. The whole-school solution for PSHE and Citizenship. Student Book 1. John Foster and Simon Foster. (YL student book 1)

Your Life. The whole-school solution for PSHE and Citizenship. KS3 Co-ordinators File. John Foster. (YL KS3 co-ordinator's book)

Session 1

Introduction, explaining that the aim of these sessions is to understand why reducing waste is a global issue and that recycling is beneficial.

Generate class discussion on our present 'throwaway society', where households, annually throw away tonnes of rubbish.

What happens to our rubbish?

What is recycling and what does it mainly consist of?

What can be done in our homes to a) reduce waste b) increase the amount of waste we recycle?

Individually complete, 'Are you a waste watcher?' YL KS3 co-ordinator's file, unit 23 page 96.

Discuss and evaluate what we need to do in order to become more of a waste watcher.

Assessment to understand recycling.

Individually or in pairs, complete word puzzle, 'Understanding recycling', YL KS3 co-ordinator's file, unit 23 page 97.

Discuss and evaluate.

Design poster encouraging youngsters to get involved in recycling or write a short newspaper article, explaining, 'Why I am concerned about waste'.

PSHE scheme of work

Upper Schoolroom 2017 - 18

Resources

Foster, John and Simon, Your life: the whole-school solution for PSHE and citizenship, Student Books 2 and 3. (YL2, YL3)

Foster, John, Your life, the whole-school solution for PSHE and citizenship, KS3co-ordinator's file. (YL KS3)

Gurney, Mary, Personal and Social Education, an integrated programme, Books 3 and 4. (PSE3, PSE4) Hill, Jackie and Cathy Rushforth, Personal Social Education, Year 9. (PSE Y9) Flux, Angela, Make love last. Teacher's Pack with student worksheets.

Osborne, Eileen, Pelicanfiles. (Personal wellbeing, Sex and Relationship Education, Sexual activity, Love and relationships STIs, HIV/AIDS)

BBC Turning Points, Secondary Video Tapes. Sex Education Age: 11-14.

BBC Learning Zone. <http://www.bbc.co.uk/learningzone/clips/teenagers-and-sex-pt-1-4/3692.html>

<http://www.bbc.co.uk/learningzone/clips/turning-points-stis-safe-sex-pt-1-4/3688.html>

<http://www.bbc.co.uk/learningzone/clips/the-effect-of-smoking-on-the-lungs/2266.html>

<http://www.bbc.co.uk/programmes/b01qnr62>

<http://www.bbc.co.uk/education/clips/zyjgkqt>

A loaded Gun, Re-solve. Video and teachers' guidance materials on solvent abuse and volatile substance abuse in secondary schools.

<https://www.youtube.com/watch?v=3D2mu4BDWqI> NHS choices.

<https://www.youtube.com/watch?v=EAruOKOhe9k>

<http://www.bbc.co.uk/learningzone/clips/cigarettes-and-the-economy/12005.html>

http://www.nhs.uk/Video/Pages/LiverGoodLifeanimation.aspx?searchtype=Tag&searchterm=Teens__Alcohol&www.smartersex.org

www.talktofrank.com

Topic 1: Relationships

Session 1

Explanation of course content aims and objectives.

Ground rules.

Group work activity. Discuss, and write down, anything that may be regarded as a relationship. Examples include; friendships, family, separations, work, school, pets. Class discussion and evaluation of various relationships listed

Coping with changes such as parental separation, one parent/step families, bereavement, moving schools, less money.

Read, 'Coping with change', YL2, You and your family: divided families, Unit 6 pp 28-29.

Read, 'Coping with grief', YL3, You and your feelings: dealing with loss, Unit 7, p 78.

Encourage and generate discussion including; the mixture of feelings experienced by young adults; the importance of recognizing feelings and not bottling them up; finding someone they can trust and talk to openly; emphasising that children are not to blame if parents separate.

Session 2

What do I look for in a boy/girlfriend relationship?

Individually complete activities 1, 2, 6, 7, 8, 9, 10, Pelican Files, pp 1-2 Discuss and evaluate.

What is love and commitment?

Individually complete activities 1, 2, 3, 5, PelicanFiles, pp 3-4

Talk and discussion regarding personal rights and responsibilities within any relationship including; the individual right to say 'no' to sex, doing only the things you want to do and refusing what you don't want to do; respecting the rights of others; not to pressurize or force someone to do things they don't want to do.

Read, 'Sexual rights and responsibilities', YL2, You and your body, safe sex, Unit 17, p 78. Encourage and generate discussion.

What do we mean when referring to the age of consent and why there is a legal age of consent?

Include into discussion; aims to protect vulnerable young people; running risks of catching STI's with addition of pregnancy for girls; prosecution and sexual offenders register, particularly males who have sex with an under-age female.

Talk and discussion regarding the ending of a close relationship, exploring avenues of coping.

Read, 'Coping with rejection', YL3, You and your feelings, dealing with loss, Unit 7, p 78. In groups discuss advice, listing dos and don'ts on how to deal with rejection. Class feedback and discussion.

Topic 2: Sexual health and relationships

Session 3

Video: Turning points First sex.

<http://www.bbc.co.uk/learningzone/clips/teenagers-and-sex-pt-1-4/3692.html>

Discuss and evaluate, raising issues such as; waiting until you are ready before embarking on a sexual relationship; thinking about contraception, risk of pregnancy and STI's; double standards between male and female; personal responsibility, respect and reputation; possible mental health issues.

Limits to sexual contact.

Group work. 'Limits to Sexual Contact' cards Sheet 9, Lesson 4 'What are Love and Commitment?', p 21, Make Love Last. With particular relevance to this cohort, each group are to discuss various types of behaviour printed on cards. Place each card under one of the following columns, appropriate behaviour, inappropriate behaviour or unsure.

Group discussion, sharing thoughts and ideas, with particular reference to acceptable behaviour for this age group, plus the risk and consequences of participating in underage sexual activity.

Read, 'What is acceptable in a sexual relationship?' YL2, Unit 17, p 79.

Group discussion, sharing thoughts and ideas.

Read and discuss, 'Your sexual responsibilities' and 'your sexual rights', YL2, You and your body, safe sex, Unit 17, p 78. Followed by, 'Sex myths', YL2, You and your body, safe sex Unit 17, p 79.

The law and why such legislation is in place.

Generate thoughts and discussion on the various names given to males and females who sleep around and double standards. Why does society view them so differently?

Tuesday Tutor time

Visitor. Community Police Officer.

Presentation and discussion regarding, Exploitation on Line.

Session 4

Worksheet. Parts of the male/female body. Matching explanation to a labelled part. PS Year 9, pp 67-68
Worksheet. Test Your Knowledge. PSE Year 9, pp 71- 72.

Class discussion and evaluation.

Name as many STI's as possible.

STI quiz. True or false. www.smartersex.org Evaluate and discuss.

Group work. Match black and white pictures of STI's to their appropriate name

Group discussion. Decide whether the infections named are bacterial, fungal, viral or parasite. What are the signs and symptoms? Are they treatable and/or curable? Could there be any long term medical issues? How are STI's transmitted and how could they be prevented?

Video. Turning points STI'S

<http://www.bbc.co.uk/learningzone/clips/turning-points-stis-safe-sex-pt-1-4/3688.html>

Answer questions, discuss issues raised

Session 5

Group work. Complete activity 1, Lesson1 Contraceptive matters. 'The Pelican Files', p 1 Class discussion and evaluation.

Importance of condoms in preventing STI's.

Discuss correct use of condoms.

Applying condoms; demonstration.

Contraception. Discuss all devices. Teaching aid, Contraception Kit.

In groups, discuss thoughts, views and arguments for and against:

- The age of consent should remain unchanged at 16.
- The age of consent should be raised to 18.
- The age of consent should be lowered to 14.

Class discussion and evaluation.

Read statements, 'Sex facts and fiction', YL KS3, Unit 17, copy master 17, p 158, generating class discussion, testing students' knowledge and understanding.

Pregnancy.

Emergency contraception.

Topic 3: Drugs and alcohol awareness

Session 6

School drug policy.

Drugs and the law.

Read four statements from. 'Drugs facts and fictions', YL2, You and your body, drugs and drug taking, Unit 2, p 10.

The Matrix. Exploring pupils' views, opinions and perception regarding the misuse of legal and illegal substances. A Loaded Gun, p 9.

Video. A Loaded Gun;. Solvent abuse. Re-solve. Available also onNHS Choices, YouTube channel.

In pairs/groups, complete 'How much do you know about ecstasy?', Copymaster 2, YL KS3, Unit 2, p 105. Class discussion and evaluation, using the aid of, 'Ecstasyfactfile', YL2, You and your body, drugs and drug taking Unit 2, p 11.

Read, 'Is cannabis safe?' YL2, You and your body, drugs and drugtaking Unit 2, p 10.

Class discussion, focusing particularly on the effects that heavy use of cannabis can have. Tobacco and smoking Video clips.

What happens to teen smokers?

<http://www.bbc.co.uk/learningzone/clips/the-effect-of-smoking-on-the-lungs/2266.html>

Session 7

Generate class discussion on the topic of alcohol, including the power of alcohol and its effects; reckless behaviour and reasons for not misusing alcohol, addiction and illness; the law and the importance of sensible drinking.

Read, 'Alcohol the facts.What's all the fuss about?' and 'Drink strengths', YL2, You and your body, drinking and alcohol, Unit 14, p 62.

NHS Choices How much are you drinking?

Discussion and evaluation.

Group work. Discuss statements by Kirstie (15) and Shareen (16), YL2, You and your body, drinking and alcohol, Unit 14, p 62.

Group feedback, giving views on why they agree or disagree with the statements.

Read, 'Alcohol and young people the law', YL2, You and your body, drinking and alcohol, Unit 14, p 63. In groups, discuss thoughts, views and arguments for and against the following Should the legal age of drinking be raised, lowered or remain as it is?

Group work quiz. 'How much do you know about alcohol?', YL KS3, Unit 14, copymaster 14, p145.

How effective are shock tactics in binge drinking advertisements?

Class discussion and evaluation. <http://www.bbc.co.uk/learningzone/clips/teenage-pressures-alcohol/5525.html> Evaluation and discussion.

Session 8

Video BBC Learning Zone: Dead Drunk.

Discuss and evaluate.

Review of drug knowledge and opinions. P&SE 4, pupil material 30.4, p 139.

Games, whilst wearing 'Drunk Buster' goggles.

Drugs party. Starch and iodine game.

Discuss and evaluate.

PSHE scheme of work

Lower Senior - 2017-18

Resources

Family Planning Association, 4boys/4girls/ Talking with young people about sex and relationships. (FPA)

Foster, John and Simon, Your life: the whole-school solution for PSHE and citizenship, Student books 2 and 3. (YL2, YL3)

Foster, John, Your life, the whole-school solution for PSHE and citizenship, KS3 co-ordinator's file. (YL KS3)NHS Choices

<http://www.nhs.uk/conditions/contraception-guide/pages/partner-wont-use-condoms.aspx>

DVD: Channel 4, The A-Z of love and sex.

DVD: Sorted. Leah Betts, just an ordinary kid. A Granada Television Production in association with BT.

DVD: Know your balls, check 'em out! Understanding testicular cancer, Orchid Cancer Appeal.

CEOP, www.thinkuknow.co.uk/11_16/control/sexting

CEOP, www.thinkuknow.co.uk Matt thought he knew

Topic 1: You and your body

Session 1

Ground rules

Sex: What do we mean?

Small group discussion; write on large blank sheets, using spider diagram form, different aspects of sex and sexuality, any words or meanings connected with sex. Discuss and note different messages people receive, relating to sex and sexuality, sexual behaviour on television, media and government. Do these messages give conflicting information?

Class discussion and evaluation on spider diagrams, explore risky behaviour and possible consequences.

Discuss also views on conflicting information young adults receive.

Explain what is meant by the age of consent and why there is legal age of consent.

Discuss the law and how it aims to protect young people. Include the risk of STI's, pregnancy for girls, boys running the risk of prosecution for having sex with an underage girl, mental health issues. What could be the consequences of lowering the age of consent to 14 years or higher to 18 years?

Session 2

Reminder regarding ground rules.

Group work. Hand out worksheet. '10 Questions to ask yourself before you decide to have sex' Class discussion and evaluation.

Show A- F: Thinking about Love and Sex? Channel 4 DVD. Life Stuff. The A – Z o Love and Sex Class discussion and evaluation.

Where to go for help and advice.

Show G-M: Everything you are afraid to ask. Channel 4 DVD. Life Stuff – The A- Z of love and sex.

Homophobic bullying.

Reinforce that, in any relationship you have rights and responsibilities. Also it is necessary to respect the rights of other people and their choices.

Read, 'Sexual rights and responsibilities', YL2, You and your body, safe sex, Unit 17, p 78. Encourage and generate discussion.

Class discussion and evaluation.

Session 3

Show N-Z: Mainly about respect. Channel 4 DVD. Life Stuff. The A –Z of Love and Sex.

Class discussion and evaluation.

What do they know about STI's?

Quiz 'Love STIngs'. FPA, p 80.

Exhibit colour pictures of STI's, naming each. Test knowledge regarding signs, symptoms and treatment.

Are all STI's curable? Discuss.

Talk and discussion regarding different forms of available contraception. Teaching aid. Contraception Box.

Group work. Hand out worksheets, 'Give 10 reasons people use for not using condoms' NHS Choices.
<http://www.nhs.uk/conditions/contraception-guide/pages/partner-wont-use-condoms.aspx>

Class discussion and evaluation.

Who should take the responsibility of contraception and is it responsible behaviour to carry condoms?
Discuss.

Pregnancy. FPA, pp 52 and 82.

Discuss taking responsibility, right to making decisions, parenting, miscarriage and abortion.

Sexual activity under the influence of alcohol.

Applying condom whilst wearing goggles that give the sensation of being drunk.

Session 4

Talk and discussion regarding different forms of available contraception. Teaching aid. Contraception Box.

Sexual offences. What the law says. CEOP.

Sexting and its consequences. <http://www.ceop.police.uk/>

Show CEOP film clips & DVD. Exposed. Consequences. Matt thought he knew.

<http://www.youtube.com/watch?v=hK5OeGeudBM&feature=BFa&list=PL33787679D65044E4>

http://www.youtube.com/watch?v=4ovR3FF_6us&list=PL33787679D65044E4&index=2&feature=plcp

Class discussion and evaluation.

Awareness of sexual exploitation. Identifying features of an exploitative friendship/relationship in contrast to the development of a healthy relationship Exploited, CEOP Thinkuknow programme.

Discuss, with sensitivity, situations of arranged/forced marriage, female circumcision and genital mutilation.

Topic 2: Drugs awareness

Session 5

Introduction

Classification and the law.

Group work, research and present, names of drugs, risk and effects. 'Ask Frank' Website.

Read, 'How dangerous is drug taking?' You and your body – drugs and drug taking, YL 3, Unit 8, p 38.

Generate class discussion on risks, dangers and how different factors, influence how dangerous, drug taking can be.

Read, 'Should drugs be legalised?' You and your body – drugs and drug taking, YL 3, Unit 8, p 39.

In groups discuss arguments for and against legalisation of cannabis.

Feedback, discussion and evaluation.

Start DVD: A-Z of drugs (A-E)

Session 6

DVD: A-Z of drugs

Evaluation and discussion.

Read, 'My life's a mess' You and your body – drugs and drug taking, YL 3, Unit 8, p 40.

In groups, brainstorm different types of problems experienced if they take drugs.

Group feedback, discussion and evaluation. Problems to include; physical and mental health; inability to focus at school/university, dropping out, or work, loss of job; the effect on relationships with family and friends; how drugs are obtained.

Where to go for help.

Read, 'What to do in an emergency' You and your body – drugs and drug taking, YL 3, Unit 8, p 41.

Topic 3: Mental health

Session 7

Generate discussion regarding the importance of learning to recognise feelings, what creates them and how to deal with them.

Class discussion regarding thoughts on self-esteem and body image, including pressures of the media.

Read, 'Is there too much pressure to be thin?' You and your body – eating disorders, YL 3, Unit 1, p 8. In groups discuss, giving evidence, why they either agree or disagree with views expressed. Class discussion and feedback. Remind student benefits of well-balanced diet and the detrimental effects of unnecessary dieting.

Identify triggers that put us in either a good or bad mood.

Read and discuss, 'Mood swings' and 'Coping with moods' You and your body – adolescence, YL 3, Unit 1, p 8, followed by group work discussion on list of problems. Feedback.

Generate class discussion, exploring student knowledge and thoughts on what they believe to be mental health problems.

Define differences between mental illness and mental handicap. Highlight the most common types of mental illness, Copymaster 21, YL KS3 co-ordinator's book, Unit 21, p 258.

Read, 'Mental illness' You and other people – people with mental illness, YL 3, Unit 22, pp 100 -101.

Class discussion encouraging also, factual and mythical, statements about mental illness that may be true or false.

Read, 'Mental health problems' You and other people – people with mental illness, YL 3, Unit 22, pp 100 -101.

Group discussions, followed by class feedback, on how they feel a person with mental illness may behave; how family members can help them; how young people might feel if a family member developed a mental illness; if a young person was a main carer for someone suffering with mental illness.

Attitudes towards mental ill. Why is it socially acceptable to be physically ill, but not so mentally ill? Group work discussion on attitudes towards mental illness, answering questions on page 100 You and other people – people with mental illness, YL 3, Unit 22, p 100.

Feedback and class discussion.

Class discussion regarding depression. Can it affect teenagers? What are the possible causes?

Read 'Symptoms of depression among teenagers' You and other people – people with mental illness, YL3, Unit 22, p 102.

Discuss the importance of seeking help, support and advice, and the professional bodies available; doctors, counsellors, psychotherapists, behavioural therapy session and workshops, medication, mindfulness.

Confidential help and support through Samaritans or Childline

Dealing with stress levels, especially exam stress.

Relaxation.

Topic 4: Breast and testicular cancer awareness

Session 8

Discussion in taking responsibility for monitoring our own health.

The importance of breast and testicular awareness.

Discuss signs and symptoms of breast cancer, NHS Choices, and testicular cancer, The Orchid Cancer Appeal.

Demonstrate breast and testicular examination techniques using teaching aids.

Group work. Questionnaire, 'Know your balls... check 'em out!' Orchid, Fighting Male Cancer.

DVD. Know Your Balls. Evaluate and discuss

Where to go for help.