

Pudsey Grangefield PSHEE Curriculum Map

Form time & PSHEE days

| Year Group | Form Time Content | PSHEE Day Content |
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| Year 7 | <p>Students will cover the topics below in form time over two sessions a week.</p> <p>The form time topics cover Citizenship, Careers, Financial awareness, Emotional wellbeing, The Wider world, Democracy, Personal wellbeing, Diversity.</p> <p>Students are required to answer 'Big questions' this assesses the depth of their learning and knowledge around the different topics.</p> <ul style="list-style-type: none"> • Vision and School Values • British Values Democracy • British Values Rule of law • British values Individual Liberty/mutual Respect • The importance of charity • Conflict Resolution/Preventing Radicalisation • Holocaust Memorial week • Bullying Awareness | <p>Students will have two whole school PSHEE days to focus on the topics below</p> <p>The PSHEE Day topics cover</p> <ol style="list-style-type: none"> 1. Health and Wellbeing 2. Relationships 3. Living in the wilder World (Economic wellbeing) <p>Students will also have the opportunity to listen to guest speakers which are arranged for both these PSHEE days during the year.</p> <p><u>Health</u></p> <ul style="list-style-type: none"> • Students are informed about making 'healthy choices' in their lives, including emotional/physical/mental wellbeing <p><u>Basic First Aid</u></p> <ul style="list-style-type: none"> • Students become aware of why first aid is important and how it can save people's lives, this is through basic first aid techniques and role play activities |

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| | <ul style="list-style-type: none"> • LGBT Awareness • Online Safety • Gangs • Political Parties • Child exploitation/trafficking • Emotional Wellbeing Awareness • Water Safety • When children go missing • World languages awareness • Personal wellbeing (body awareness/ FGM/ Specialist speakers in) • Drugs and smoking | <p><u>Road Safety</u></p> <ul style="list-style-type: none"> • Students are informed about road safety, specifically the causes of accidents. Students are given statistics and challenged to <p><u>Health and wellbeing Questionnaire</u></p> <ul style="list-style-type: none"> • Students complete the questionnaire that focuses on their own health and wellbeing and their opinions on different topics. <p><u>Healthy Active Lifestyles</u></p> <ul style="list-style-type: none"> • Students will understand the Physical/Mental/Social benefits of exercise, how this can help to reduce the risk of both physical and mental health problems <p><u>Relationships</u></p> <p>Students focus on different types of relationships, specifically looking at the following:</p> <ul style="list-style-type: none"> • Identifying healthy /types of relationships • Recognising inappropriate relationships. • Developing interpersonal skills |
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| | | <p><u>The changing body around puberty</u></p> <p>Students focus on how the body adapts and changes during puberty, specifically looking at the following:</p> <ul style="list-style-type: none"> • Changing body • Physical and emotional changes that occur around the time of puberty • Parenthood <p><u>Online Safety Talk</u></p> <p>(West Yorkshire Police) discussing forming relationships/being safe online/ advice given)</p> |
| <p>Year 8</p> | <ul style="list-style-type: none"> • Vision and School Values • British Values Democracy • British Values Rule of law • British values Individual Liberty/mutual Respect | <p><u>Key concepts of online safety and sexting (outside speaker)</u></p> <ul style="list-style-type: none"> • Outside speakers from BLAST Project and Basis Training will speak to Y8 forms throughout the day. |

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| | <ul style="list-style-type: none"> • The importance of charity • Conflict Resolution/Preventing Radicalisation • Holocaust Memorial week • Bullying Awareness • LGBT Awareness • Online Safety • Gangs • Political Parties • Child exploitation/trafficking • Emotional Wellbeing Awareness • Water Safety • When children go missing • World languages awareness • Personal wellbeing (body awareness/ FGM/ Specialist speakers in) • Drugs and smoking | <ul style="list-style-type: none"> • Each company speak to single sex classes (2 forms at a time) in separate class rooms and online safety and grooming of young people. <p><u>Emotional wellbeing</u></p> <ul style="list-style-type: none"> • Students consider what makes us feel happy/good and how it is linked to self Esteem/confidence • Students decided upon external factors or how we feel inside that determines most people’s level of happiness • Students explore how identity is affected by a range of factors including a positive sense of self image. <p><u>Life planning</u></p> <ul style="list-style-type: none"> • Students discuss and focus on a range of topics around life planning and the future. (teenage pregnancy/ risks to health) |
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| | | <p><u>The LAW and guidance on sex and relationships:</u></p> <ul style="list-style-type: none">• Students discuss and develop their knowledge of the law around sexual relationships and ways to access help about this, focusing on accessing help from external services, the law in regards to sex and seeking medical advice. <p><u>Online Safety Talk</u></p> <ul style="list-style-type: none">• (West Yorkshire Police) discussing forming relationships/being safe online/ advice given) <p><u>Leadership</u></p> <ul style="list-style-type: none">• Students will be able to participate in physical activity and understand the role in which leadership is important and its link to physical activity. Students develop leadership, communication/organisational skills. |
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| | | <p><u>Discrimination</u></p> <ul style="list-style-type: none"> • Students understand what is meant by stereotyping, prejudice and discrimination and are able to expand and give clear examples of each. <p><u>Emotional wellbeing</u></p> <ul style="list-style-type: none"> • Students recap and discuss some of the causes and symptoms of mental and emotional ill health, and identify strategies for recognising, preventing and addressing these. <p><u>Diversity</u></p> <ul style="list-style-type: none"> • Students examine the diverse culture of the United Kingdom and how the world is changing around them |
| <p>Year 9</p> | <ul style="list-style-type: none"> • Vision and School Values • British Values Democracy • British Values Rule of law • British values Individual Liberty/mutual | <p><u>Lesson Drug awareness (including smoking and alcohol)</u></p> <ul style="list-style-type: none"> • Students consider the implications of drugs on a young person' life, this is both physical and physiological effects on that |

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| | <p>Respect</p> <ul style="list-style-type: none"> • The importance of charity • Conflict Resolution/Preventing Radicalisation • Holocaust Memorial week • Bullying Awareness • LGBT Awareness • Online Safety • Gangs • Political Parties • Child exploitation/trafficking • Emotional Wellbeing Awareness • Water Safety • When children go missing • World languages awareness • Personal wellbeing (body awareness/ FGM/ Specialist speakers in) • Drugs and smoking | <p>person.</p> <ul style="list-style-type: none"> • Students also consider how the media influences choices towards attitudes towards alcohol and smoking <p><u>Understanding the importance of managing personal finance (budget game)</u></p> <ul style="list-style-type: none"> • Students focus on income/expenditure and costs of living in a calendar month. Students will start to understand that budgeting becomes important as they get older. <p><u>Understanding of contraception and RISKS Sexual transmitted diseases:</u></p> <ul style="list-style-type: none"> • Students discuss issues surrounding this sexual health area, specifically focused on: Types of contraception (including emergency contraception), Sexually transmitted diseases and health concerns • Understanding the issues of diseases and ways to stop the spread. |
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| | | <p><u>Starting A Sexual Relationship:</u></p> <ul style="list-style-type: none">• Students consider reasons and consequences of starting a sexual relationship while exploring their own attitudes and values. <p><u>Relationships:</u></p> <ul style="list-style-type: none">• Students focus on relationships and what can happen within those relationships that look at the following: What makes a relationship consensual, forced marriage, unhealthy relationships and abusive relationships (types of abuse) <p><u>Health and wellbeing Questionnaire</u></p> <ul style="list-style-type: none">• Students complete the questionnaire that focuses on their own health and wellbeing and their opinions on different topics. <p><u>(Emotional wellbeing)</u></p> |
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| | | <ul style="list-style-type: none"> • Students become more aware and develop further their understanding of mental health conditions that effect teenager specifically. • How to cope when things go wrong (self harm/ eating disorders) <p><u>First aid training</u></p> <ul style="list-style-type: none"> • All of the year group will receive basic first aid training as part of the session, this will over different scenarios that may happen in day to day life that require basic first aid (Cuts/bruises/swelling/burns/sprains) |
| <p>Year 10</p> | <ul style="list-style-type: none"> • Vision and School Values • British Values Democracy • British Values Rule of law • British values Individual Liberty/mutual Respect • The importance of charity • Conflict Resolution/Preventing Radicalisation • Holocaust Memorial week • Bullying Awareness | <p><u>Job skills and Qualities</u></p> <ul style="list-style-type: none"> • Students identify their personal skills and qualities and examine how they relate to the qualities needed to find employment. • Students also consider skills and qualities needed for a specific job area <p><u>Understanding the importance of managing personal finance</u></p> |

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| | <ul style="list-style-type: none"> • LGBT Awareness • Online Safety • Gangs (weapons) • Political Parties • Child exploitation/trafficking • Emotional Wellbeing Awareness • Water Safety/health and safety • When children go missing • World languages awareness • Big Question Parenting • CV writing /Applying for a Job • Making the right impression (interview techniques) • Personal wellbeing (body awareness/ FGM/ Specialist speakers in) • Drugs and smoking | <ul style="list-style-type: none"> • Students examine what finance is and why it is important to manage your money effectively as you get older • Students discuss the importance of having starting to think about opening a bank account and the concepts of managing money when they get their first job. • The importance of cash flow/ profit/marketing/ and productivity. <p><u>Characteristics of Emotional wellbeing</u></p> <ul style="list-style-type: none"> • Students will recognize some symptoms of negative emotional feelings such as anxiety and depression and discuss the challenge of the stigma these feelings. • Students also discuss practical ways to cope with emotional problems such as stress before exams. <p><u>Social media and relationships:</u></p> <ul style="list-style-type: none"> • Students focus on how the media effects |
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| | | <p>decisions about people's views on relationships.</p> <ul style="list-style-type: none">• Body Image <p><u>Long term effects on sexual health:</u></p> <ul style="list-style-type: none">• Students examine how issues such as HIV/aids, Pregnancy and how this can effect outcomes of a young person's life, students will discuss teenage pregnancy, living with diseases such as HIV. <p><u>Risks or Alcohol and drug taking</u></p> <ul style="list-style-type: none">• Students focus on the consequences of alcohol and drug use in risk taking (sexual relationships), the session will specifically focus on inappropriate behaviours (through legal and illegal substances).• The Law around alcohol and drug taking. <p><u>Discrimination</u></p> <ul style="list-style-type: none">• Students further discuss and understand the difference between Discrimination, |
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stereotypes.

Healthy Active Lifestyles (Team Building/problem solving)

- Students are challenged to problem solve through team building exercises, these exercise build upon knowledge around being healthy and a link between social and mental benefits of being outside and exercising in different ways.

Diversity

- Students discuss diversity in the UK regarding faith and other key values and also the importance of togetherness as a society as a whole.

Relationships (abuse)

- Students look at ‘ Danielle Lloyd’ who suffered from an abusive relationship, how she dealt with it and how other people can deal with the same situation

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| <p>Year 11</p> | <ul style="list-style-type: none"> • Vision and School Values • British Values Democracy • British Values Rule of law • British values Individual Liberty/mutual Respect • The importance of charity • Conflict Resolution/Preventing Radicalisation • Holocaust Memorial week • Bullying Awareness • LGBT Awareness • Online Safety • Gangs (weapons) • Political Parties • Child exploitation/trafficking • Emotional Wellbeing Awareness • World languages awareness • CV writing/ Applying for jobs • Personal wellbeing (body awareness/ FGM/ Specialist speakers in) • Drugs/ alcohol(becoming a habit) • Drugs and smoking | <p><u>Managing Stress / anxiety/improving confidence (emotional wellbeing)</u></p> <ul style="list-style-type: none"> • Students understand that much of the time we are able to control how we react challenge or stress. Students start to understand the link between thoughts, feelings and behavior. <p><u>Financial awareness:</u></p> <ul style="list-style-type: none"> • Students will exam Personal finance and examine financial products that they may use in future life. These products involve credit cards, mortgages, loans, overdrafts, long term loans, short term loans <p><u>Consent in a relationship:</u></p> <p>Students discuss and evaluate what consent means and is why it is important within a relationship.</p> <p><u>Deeper understanding of contraception and Sexual transmitted diseases:</u></p> |
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| | | <p>Students discuss previous knowledge around this sexual health area, specifically focused on: Contraception types, health concerns for unsafe sex (STI's) and accessing services/ AIDS/ HIV</p> <p>Accessing sexual health services (local community)</p> <p><u>Health and wellbeing Questionnaire</u></p> <ul style="list-style-type: none">• Students complete the questionnaire that focuses on their own health and wellbeing and their opinions on different topics. <p><u>Exploitation in young adults (teenagers)</u></p> <ul style="list-style-type: none">• Students discuss and explain content surrounding exploitation and relationships, this includes work surrounding the term 'exploitation', and how this can effect relationships with a boyfriend, girlfriend or friends <p><u>Employment</u></p> |
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| | | <ul style="list-style-type: none">• Examining and recapping different types of work/ employment/ and focusing in pathways• This session builds upon prior knowledge in Y10 with the careers focus. |
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List of outside speakers and content covered 2017/18

BLAST SPEAKERS

Child sex Exploitation Y8 BOYS

BASIS Training

Child Sex Exploitation Y8 GIRLS

JOS McLaren

Sexual Health Specialist (Y11)

David Jackson

Drugs awareness specialist (Y10/ sixth form)

West Yorkshire Police

Child Sex exploitation Y7

Teenage Cancer Trust Y9/ Sixth Form

Leeds City Council assembly

Radicalisation (far right extremism) KS4 /KS5

Smashed Project

Alcohol awareness Y7