

Newbridge PoS for KS3 PSHE based on 2014 PSHE association guidance

Pupils should be taught:		Outcomes (Pupils will know and understand)	Delivery
<p>PSHE theme</p> <p>Health and well-being</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • to recognise their personal strengths and how this affects their self-confidence and self-esteem • to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem • to be able to accept helpful feedback or reject unhelpful criticism • to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment • the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence) • the importance of taking increased responsibility for their own personal hygiene • the purpose and importance of immunisation and vaccination • that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs • about contraception, including the condom and pill (see also <i>Relationships</i>) • the benefits of physical activity and exercise and the importance of sleep • to recognise and manage what influences their choices about exercise • the importance of balance between work, leisure and exercise • what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting) • what might influence their decisions about eating a balanced diet • how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self • about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it • ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations • a knowledge of basic first aid and life-saving skills • to understand risk within the context of personal safety, especially accident prevention and road safety • the positive and negative roles played by drugs in society (including alcohol) 	<p>Progress File All years whole school</p> <p>Student support and target setting</p> <p>Reports analysis All years</p> <p>Progress File Skills sessions “New year thinking” and “Spring thinking” all years</p> <p>End of year Reviews Year 7/8 and Personal statements Year 9</p> <p>World of work day (all years)</p> <p>Careers “Interviews unit”, “Research unit” and “ILPs” Year 9</p> <p>AfL in all subject areas</p> <p>Celebration assemblies</p> <p>Book of Excellence.</p> <p>Citizenship award</p> <p>Assertive discipline Whole school</p> <p>Tutor and PM support All years</p> <p>Pastoral interventions All years</p> <p>“Hobbies talks” Year 7</p> <p>PE/sport/Sports day All years</p> <p>Extra – curricular activities, trips and opportunities to participate</p> <p>Activities week</p> <p>Feedback and reports</p> <p>“Relationships units” all years</p> <p>“Influence of the media” year 8</p> <p>TEACA all years</p>

		<ul style="list-style-type: none"> • factual information about legal and illegal substances, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse • to recognise and manage different influences on their decisions about the use of substances, (including clarifying and challenging their own perceptions values and beliefs) including managing peer influence • the personal and social risks and consequences for themselves and others of making different decisions regarding substances, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke • the safe use of prescribed and over the counter medicines • the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction' • about how to access local health services 	<p>Anti-bullying all years in PSHE tutor time, Anti-bullying week and CoCo day</p> <p>"Safety units" all years</p> <p>Food technology all years</p> <p>Health Ed "Mental health, SRE and Substances units" Year 7</p> <p>Cit Ed "Drugs and SRE units" Year 8</p> <p>Careers "Development and Personal safety units Yr 9.</p> <p>"Influence of the media" Year 8</p> <p>Food groups/viruses/human body Science All years</p>
<p>PSHE theme</p> <p>Relationships</p>	<ul style="list-style-type: none"> • 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 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. 	<ul style="list-style-type: none"> • the skills and knowledge required to manage the transition to, and the expectations of, secondary education • to recognise, clarify and if necessary challenge their own core values and how their values influence their choices • the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) • to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, • managing setback and compromise • to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness • to explore the range of positive qualities people bring to relationships • that relationships can cause strong feelings and emotions (including sexual attraction) • the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships • that the media portrayal of relationships may not reflect real life • different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests) • the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children • the roles and responsibilities of parents, carers and children in families • how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement • to understand the importance of friendship and to begin to consider love and sexual relationships in this context • to consider different levels of intimacy and their consequences • to acknowledge the right not to have intimate relationships until ready 	<p>Processes, opportunities to visit, Welcome to Newbridge student DVD, multiple visits from new year Head and SENCo, visits from former pupils to their primary school, multiple visits for parents, Open evening, induction days, New to Newbridge booklet and New parents' evening for year 6.</p> <p>Open evening, induction days, Art of Brilliance conference, extra visits at the upper school.</p> <p>Relationships unit All years</p> <p>Cit Ed and Careers Drugs, Personal safety and SRE units in year 8/9</p> <p>"The Influence of the Media" in year 8</p> <p>"Safety units" in all years</p> <p>Assertive discipline and whole school ethos.</p> <p>Assemblies</p> <p>Every day tutoring and mentoring</p> <p>AfL in subject areas using PLTs to assess the way students work as they learn.</p> <p>Health Ed "Healthy Mind", "Substances" and "SRE" Year 7</p>

		<ul style="list-style-type: none"> • to understand what expectations might be of having a girl/boyfriend • about the difference between sex, gender identity and sexual orientation • to recognise that there is diversity in sexual attraction and developing sexuality • the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology. • That consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'; that the seeker of consent is responsible for ensuring that consent has been given and if not given or withdrawn, that decision should always be respected. • To learn about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given. • about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable) • about contraception, including the condom and pill (see also 'Health') and the importance of communication and negotiation in condom use • about the emotional aspects of relationships • about the choices and risks related to unprotected sex, which could include exploring the options available in the event of unintended pregnancy and sources of accurate, impartial advice • to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people) • about the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so • the safe and responsible use of information communication technology (including safe management of own and others' personal data including images) • to understand the feelings and pressure that the need for peer approval, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours, can generate • to recognise peer pressure and have strategies to manage both • to understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns • laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences) • about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities) • to recognise bullying and abuse in all its forms (including prejudice-based bullying both in school and online, exploitation, trafficking, female genital mutilation and forced marriage) and to have the skills and strategies to manage being targeted or witnessing others being targeted • the support services available should they feel or believe others feel they are being abused and how to access them. 	<p>All Citizenship Units especially "Rights and responsibilities" and "Parenting" Year 8</p> <p>Special events e.g. theatre performance for year 9 on CoCo day re: Exploitation/racist language and attitudes.</p> <p>"Influence of the media". Year 8</p> <p>CEOP and Being strong assemblies</p> <p>Anti-bullying and safe on line lessons in PSHE and ADT anti-bullying week, CoCo day and "Rights and responsibilities unit in Citizenship.</p> <p>Signposting displays and assemblies and help lines in the Planner and on the website.</p> <p>Signposting shelf in the Pastoral office.</p> <p>Visit from the Armed response team</p> <p>Drugs Ed units in year 8 Citizenship and Year 9 Careers.</p>
PSHE	<i>Students should focus on 'economic wellbeing, careers</i>	<ul style="list-style-type: none"> • the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3) 	Progress File and Student support and target setting (copied into the planner for parents) + analysis of

<p>theme</p> <p>Living in the wider world</p> <p><i>The statutory responsibility to secure external careers guidance from year 8 is taken into account when delivering the core theme of Living in the Wider World. This theme also has strong links with citizenship.</i></p>	<p>and the world of work' and be taught:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities • about discrimination, how to respond when being discriminated against • to recognise that they have the same rights to opportunities in learning and work as other people and to recognize and challenge stereotypes • about their own identity as a learner, preferred style of learning and to develop study, research and personal presentation and organisation skills • to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability • different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work • about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks • about different work roles and career pathways, including clarifying their own early aspirations • about the labour market (including the diversity of local and national employment opportunities), about learning options, skills, occupations and progression routes and about self-employment • about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process • the benefits of being ambitious and enterprising in all aspects of life • about the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit • about different types of business, how they are organized and financed • to assess and manage risk in relation to financial decisions that young people might make • about gambling and its consequences (including on-line gambling), why people might choose to gamble, how the gambling industry encourages gambling • to explore social and moral dilemmas about the use of money, (including how the choices pupils make as consumers affect other people's economies and environments). 	<p>reports</p> <p>"New year thinking" and "Spring thinking" and of year reviews year 7/8</p> <p>Personal statements year 9</p> <p>Careers Ed "Interviews", "Research" and ILP units" including Trios.</p> <p>World of work day/CoCo day and Number & letter day all years</p> <p>Careers Ed "Working for yourself", "Crime" and "Employment law" units year 9</p> <p>"Enterprise" Year 8</p> <p>"Rights and responsibilities" Unit year 8</p> <p>Digital literacy units</p> <p>References and learning set in real world contexts in all subject area</p> <p>"Parliament and the law" Year 8 Citizenship</p> <p>"Qualifications and route-ways section of the "Research Unit" Year 9</p> <p>The Options season Year 9 (Assemblies, visits, lessons, 1:1 guidance etc).</p> <p>The Money unit in Citizenship</p> <p>1:1 interviews with a Prospects personal advisor</p> <p>Visitors in assemblies and lessons</p> <p>Cit Ed "Money" unit year 8</p>
--	---	--	---

Assessment

All Citizenship Units = Citizenship strands in year 8 supported by relevant year 8 PSHE units such as "Influence of the media", "Enterprise", Thinking of others on CoCo day and "Current affairs" Hobby talks in year 7, Relationships units all years and Thinking of others in year 9 assessed for PLTs development using stated criteria.

GCSE Citizenship course assessed through exam conditions old GCSE paper (one question only)

SRE and Drugs Ed in year 7/8 and learning in all Careers lessons including SRE etc. formally tested in end of course test.

Careers development assessed through the CDU unit award (ex-WRAP)

MyDocsLapPSHE