

Subject: PSHE

Year 7	Autumn A	Autumn B	Spring A	Spring B	Summer term
Unit & length	'Getting to Know You' transition unit 7 lessons	Anti-Bullying 7 lessons	Careers- pathways 6 lessons	Puberty 6 lessons	Looking after Me 8 lessons
Curriculum outline	<p>Creating a class-agreed set of groundrules for PSHE lessons. Series of tasks to help students integrate into their form group, get to know each other on a deeper level and make lasting connections. Exploring how to make friends and tasks to find out what students have in common. Exploring feelings and emotions, and opening up more about themselves when they feel ready. Exploring anxiety, their worries about secondary school and looking at school rules, homework and time management. Mini-debate = 'Homework should be abolished'.</p> <p>YouMatter 1 – self esteem and friendship/respect</p>	<p>What bullying is, the four main types of bullying. Exploring the reasons why someone might bully, and how they might stop it. Exploring the role of a bystander to bullying and ways to avoid being a bystander and stop the bully. Looking at cyberbullying and social media.</p> <p>YouMatter – online vs offline life.</p>	<p>In this unit of work you will start by looking at the way in which you will navigate your way through education.</p> <p>We will look at some of the key decision points such as your options in year 9 and the different choices of college or sixth form once you take you GCSEs.</p> <p>You will investigate different ways in which you can navigate your way through education.</p> <p>Careers fair Monday 26th February</p>	<p>Looking at the internal sexual organs and body parts and sexual intercourse. Thinking about periods and wet dreams. Learning more about the physical, emotional and mental changes that occur in puberty and sexual intercourse and fertility. Looking at the importance of personal hygiene and how to deal with hormonal changes and mood swings. Thinking about the need for greater independence and negotiating rules and freedoms with parents and school.</p> <p>Brook session on puberty</p>	<p>Looking at the key topics involved in making safe choices and managing risk.</p> <ol style="list-style-type: none"> 1. Identifying risky situations and why people might choose to make risky choices. 2. The health risks of smoking and vaping 3. The health risks of drinking alcohol and recommended health limits. The benefits of abstinence for the teenage brain and health. Social norms around alcohol and the situation in Jersey 4. Staying safe online <p>Office of the Information Commissioner on data protection Jersey Consumer Council on consumer rights and responsibilities.</p> <p>Youmatter session on sending nude selfies</p>
Assessment/s	<p>Baseline self-assessment that asks students to assess their own strengths, weaknesses and confidence levels.</p> <p>End of unit self-assessment that looks at their confidence levels at school after half a term</p>	<p>Baseline self-assessment that looks at what the definition of bullying is, students' awareness of the different types of bullying, its effects and what to do about it.</p> <p>End of unit assessment: poster about the risks of social media sties and how to block/stop bullying online.</p>	<p>End of unit assessment: Writing a CV personal statement about yourself.</p>	<p>Baseline self-assessment on the changes that happen to the male/female body and mind during puberty</p> <p>End of unit assessment quiz: completing a knowledge/attitudes quiz based on the topics covered in this unit to gauge confidence and whether the students know who to turn to for support.</p>	<p>Baseline assessment: self assessment on how they identify, assess and manage risk.</p> <p>End of unit assessment: To create a leaflet for the new Year 7s on a topic of their choice from this term. Research, write and illustrate it.</p>

Year 8	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Unit & length	Drugs and Alcohol 6 lessons	Citizenship 5 lessons	Careers- soft skills 6 lessons	Parenting 6 lessons	Contraception 6 lessons	Mental Health and Self-esteem 6 lessons
Curriculum outline	Examine the different types, class and addictiveness of drugs. Look at why people choose to take both legal and illegal drugs. Learn about the physical, emotional and mental effects of drugs on a person, both short and long-term. Look in more detail at alcohol, why people choose to drink it, the effect on the body and the risk levels associated with binge drinking. Look closely at the cases for and against the legalisation of cannabis. The effect that CBD/THC levels can have on the brain and the risks involved with the drug.	Thinking about what citizenship studies might entail and what the concept of social change actually means. Assessing our knowledge about the UK and Jersey, and learning more about the history of the Jersey political system and immigration, linking these to 'British values.' Looking at the concept of Active Citizenship and 'angelic troublemakers' in our society. Looking at the role and need for rules and laws, and debating whether laws should be abolished. Creating a set of rules for survival on a desert island. Exploring what makes a democratic society and a fair society, and the difference between a democracy and an autocracy and the importance of voting. Thinking about how to make their desert island more democratic.	This section of PSHE looks at the soft skills that employers will also look for along with qualifications. Soft skills are things like being able to motivate others or manage your own time effectively Careers fair – Monday 26th February	Looking at the pros and cons of becoming a parent at different ages. Exploring the cost of bringing up a child from 0-18. What are the qualities, skills and support a good parent needs? Looking at blended, nuclear and single-parent families. Looking at the decisions a parent needs to take and the right age to let children do different things. New parent visit with their child.	Looking at the different close relationships we have in life, the qualities we look for in a friend and the different types of romantic or sexual relationships a person might have. Breaking down prejudices and taboos. Thinking about the reasons why someone might want an intimate relationship. Thinking about why someone might want an intimate relationship and learning about fertilisation. Learning about condoms and demonstration of how to put one on. Researching a different type of contraception and completing a factfile. Brook Jersey – Introduction to contraception and Brook services.	Examining their own emotional and mental health through drawing and reflection. Watch the start of 'Inside Out' and look at the scientific facts behind the film involving the teenage emotional brain. Looking at social media and appearance ideals for boys and girls in our society. Looking at the role of body image in our mental health, through filters and comparisons. Youmatter session on making positive choices/ Youmatter wellbeing session (To be updated to include some Deciders skills for summer 2024)
Assessment/s	Baseline assessment: self-assessment quiz assessing understanding and knowledge of drugs and alcohol. End of unit assessment: a quiz testing knowledge and understanding of the topics raised in this unit. Repeat the self-assessment quiz from the start of the unit to assess learning.	Baseline assessment: self-assessment quiz assessing understanding and knowledge of their own mental health and who to talk to. End of unit assessment: choice of final written tasks like a leaflet about how to handle the pressures of social media.	End of unit assessment: To write a job advertisement for their chosen job, and compose a short application form, which outlines why they would be good for the role, the qualification route they have taken and their ambitions for the future.	Baseline confidence checker on the experience and skills needed to be a good parent End of unit assessment: Repeat the confidence checker and see what has been learnt and understood. To create a one minute presentation to the rest of the group on their learning.	End of unit assessment: Completing an end of unit quiz.	End of unit assessment: End of unit survey (student voice) on what they learnt and how we can improve the unit.

Year 9	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Unit & length	Careers 6 lessons	First Aid 6 lessons	Relationships 6 lessons	Exploitation and grooming 7 lessons	Drugs Awareness 6 lessons	Environmental Awareness and activism 6 lessons
Curriculum outline	<p>The difference between a job and a career. Looking at the job sector in Jersey and opportunities available. Looking at education pathways, and the differences between university and apprenticeships. Revisiting hard/soft skills and looking at the jobs of the future with Jersey as a focus. Learning about debt, what it means and how to manage it.</p> <p>Careers fair – Monday 26th February</p>	<p>A walking debate about why it is important to learn basic First Aid. Learning the Primary Survey and how to put someone in the recovery position. Learning about CPR and when to perform it. How to use an AED. Learning about how to identify a severe allergic reaction and how to deal with this, and with an asthma attack. Dealing with Bleeding and Shock</p>	<p>Exploring different relationships and the best ways to tackle prejudice. Looking at what makes a relationship successful and then in groups giving advice about how to deal with the various stages of a relationship, from the best way to ask someone out, to breaking up. Looking at the different types of contraception and how they are used. Looking at whose responsibility it is to use contraception and why. How to put on a condom and dispose of it correctly.</p> <p>YouMatter sessions – Ready for sex? and positive relationships</p> <p>Brook sessions on contraception and STIs</p>	<p>Using the CEOP ‘Exploited’ film to think about who has power and control over whom and the role that age and money can play in this scenario. Comparing this to the healthy relationship shown in the film. Using the film to explore how to say no and take control when someone feels they are being disrespected or controlled. Using the positive ending of the film to show the support that is available and the long-term effects of an exploitative relationship. Comparing this to a healthy relationship. Looking at ‘grooming’ using the film as an example, signposting support, exploring Barnardo’s Wheel of Power and Control. Looking at consent. Looking at the law and dangers of sending nudes.</p> <p>JYS session - exploitation</p>	<p>Looking at the reasons people give for and against using drugs. Learning about the effects of different drugs. Looking at the law around possession, intent to supply and supply of different drugs. What are the legal, physical, social and personal outcomes of being convicted? Looking at the myths and the reality around the use of alcohol and cannabis, particularly the risks associated with its use e.g. abuse when intoxicated. Exploring how to recognise and manage influences to use drugs using scenarios.</p>	<p>Look at the 2020 WWF Living Planet report and explore the threats to our planet. Watch episode 5 of David Attenborough’s ‘A Perfect Planet’ and use this as the basis for discussion and exploration of the threat posed by human activity on our planet. Look at eco-activism with particular reference to Greta Thunberg. Choose three threats to Jersey to focus on in more detail and then focus on solutions in groups. Look at WWF Visions of the Future which poses some challenges and solutions and a possible vision of how mankind can improve its stewardship of our planet.</p>
Assessment/s	<p>Assessment: Discussion about the learning linking to career planning and setting personal career and exam goals.</p>	<p>Baseline assessment – Completing an activity to identify the location and function of the main organs</p> <p>End of Unit assessment: Choosing one of the First Aid emergencies in this unit and creating a care poster for display.</p>	<p>Baseline assessment – Starter self-assessment quiz on sex, relationships, contraception and STIs</p> <p>End of Unit assessment: repeat the above quiz for an ipsative judgment of progress.</p>	<p>Baseline assessment – Self-assessment quiz on exploitation and relationships</p> <p>End of Unit assessment: repeat the above quiz for an ipsative judgment of progress.</p>	<p>Baseline assessment – Completing a mind map to assess their understanding about different drugs and alcohol</p> <p>End of unit assessment: Adding what they now know and understand to the mind map above in a different colour.</p>	<p>Baseline assessment – Mind map all the threats to our planet</p> <p>End of unit assessment: A research project in pairs on a topic of their choice, and SV on the effect of this unit on their own behaviour.</p>

Year 10	Autumn - Spring Rota			Spring B	Summer Term
Unit & length	Tackling Extremist Viewpoints	Sex and Relationships education	Drugs and alcohol	Trident preparation lessons 3 lessons	Sessions include: Beginning your CV AI – the future? Mental health and wellbeing Jersey and politics- why vote?
Curriculum outline	<p>Looking at who we trust for information. and news. What is a free press and why does the UK only get a rating of 'satisfactory' for press freedom? How to spot fake news – disinformation, misinformation and malinformation. Looking at extremism and radicalisation and the role of the internet and social media. Looking at the case of Shamima Begum and the role of a right-wing press in upholding stereotypical prejudice. What to do and signposting support if you see explicit or harmful content online. Exploring British values – democracy, fairness and tolerance.</p>	<p>Looking at the definition of consent – legal and practical. Exploring the effects of sexual activity without consent and the legal definition of rape. Looking at sexualisation in the media and the impact of programmes like Love Island on our attitudes towards sex and women. Thinking about the impact of pornography and its availability on attitudes towards sex, relationships and women. Looking at the differences between 'porn sex' and 'real sex.' Using scenarios to explore the difference between a respectful relationship and peer on peer abuse.</p> <p>Youmatter sessions on pornography/ relationships, consent and love languages</p> <p>Brook session on mythbusting (STIs)</p>	<p>Looking at the effects and the risks of using different drugs and alcohol. Using scenarios to explore the risks that people can take if they are using alcohol or drugs. How to stay safe, including first aid in the case of alcohol or drug poisoning.</p>	<p>Focusing on making contact with the employer by phone and arranging their initial interview. Exploring the 'do's' and 'don't's' of a successful first impression and interview. Practising interview questions. Looking at Health and Safety at work and 'risk and control' measures. Focusing on what they are most looking forward to and what they want to get from their work experience.</p>	<p>Starting the process of writing a CV after Trident.</p> <p>Series of sessions on the challenges and opportunities afforded by AI- what is it? What can it be harnessed for? What are the possible risks?</p> <p>Looking at strategies for safeguarding mental health, and dealing with stress and anxiety.</p> <p>Overview of the political system in Jersey, and debates on key local issues. Discussion of the importance of using your vote.</p>
Assessment/s	<p>Baseline assessment: Self-assessment quiz on the concepts of a free press, bias, extremism and British values.</p> <p>End of unit assessment: Repeat the quiz to assess learning and SV</p>	<p>Baseline assessment: Self assessment questionnaire on attitudes towards sex, relationships, consent.</p> <p>End of unit assessment: Repeat the questionnaire above and SV</p>	<p>Baseline assessment: Self-assessment questionnaire on attitudes towards drugs and alcohol</p> <p>End of unit assessment: Repeat questionnaire and SV</p>	<p>SV only</p>	<p>Baseline assessment: Ipsative questionnaire on each topic</p> <p>End of unit assessment: Repeat questionnaire and SV</p>

Year 11	Autumn - Applications for further education and employment	Spring term	Summer A	Summer B
Unit & length	10-12 sessions on applications for further education and employment and careers choices.	6 sessions on: Atomic habits Sleep Drugs and alcohol Mental health and exam stress Nudes	Revision time WTM for differing subjects	N/A
Curriculum outline		<ol style="list-style-type: none"> 1. Looking at the small changes that can make you more successful in all areas of life. Creating positive habits and breaking less positive ones. Habit-stacking. 2. Looking at the importance of sleep, good sleep hygiene and strategies for dealing with insomnia. 3. Using scenarios to look at internal and external pressures to take drugs and alcohol, and the short/long term consequences. Examining laws about drugs around the world. 4. Learning about the potential effects of exam stress on our physical and emotional wellbeing, and ways to manage it. 5. Looking at the social attitudes towards the production and sharing of nudes, the social and moral implications of sharing a nude without consent, strategies to manage pressure to create/share nudes or dealing with unwanted images <p> JOIC workshop on data protection Brook session on consent Healthy eating session Brook session on pregnancy choices </p>	Students want to use this time for revision for exams and assessments.	
Assessment/s	SV only	Baseline assessment: Ipsative questionnaire on each topic at the start of the unit. End of unit assessment: Repeat questionnaire and SV	None	