

From September 2019 the Government is expecting to see a PSHE programme timetabled into each schools curriculum; this will become law from September 2020 and will form part of any external judgement of the schools performance.

### For Key Stage 3

The course has been split into three key areas;

- Health and Wellbeing (H)
- Relationships (R)
- Living in the wider world (L)

<u>Topic</u>	<u>Where covered?</u>
H1. to recognise their personal strengths and how this affects their self-confidence and self-esteem	Feedback and assessment -every half term ( French,German,Spanish ) English - some fiction texts studied PE - Aesthetic Activities (Gym/Trampolining/Dance) - Quality of performance - Peer Assessment
H2. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem	Peer marking and assessment feedback - half termly ( French,Ger,Spanish ) English - some fiction texts studied PE - Aesthetic Activities (Gym/Trampolining/Dance) - Quality of performance - Peer Assessment
H3. to accept helpful feedback or reject unhelpful criticism	French,German,Spanish- Assessment feedback - every half term English - assessment feedback/reaction tasks History - assessment feedback every term PE - Aesthetic Activities (Gym/Trampolining/Dance) - Quality of performance - Peer Assessment Tech - fortnightly review of practical lesson (food). Identifying areas of strength and development. Self reflection time given. D&T - end of project evaluations , justifying strengths and weakness and how to improve practical skilled based work.
H4. to understand that self-esteem can change with personal	French - term 1 year 7 and 8 . Personal relationships

circumstances, such as those associated with family and friendships, achievements and employment	English - some fiction texts studied
H5. the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies	RE Year 7 Term 1: How to cope with an island shipwreck! Team work etc are stressed and discussed....
H6. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it [NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the 'benefits' someone experienced from their self-harm/disordered eating, their weight change etc.) can be harmful and should always be avoided]	French Healthy lifestyle - year 8 term 1 and year 7 term3 Food - Year 7 - impact of healthy eating on mood, sleep and behaviour. Importance of breakfast Food Year 8 - Healthy lifestyle and food choice.
H7. 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)	Science - reproduction unit year 7 RE Year 7 Term 1: The birth of a baby, and how / why that may be celebrated. RE Year 7 Term 3: Coming of Age Ceremonies, and discussion of what makes someone an adult / when someone becomes an adult.
H8. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to access sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM	RE Year 8 Term 1 when we consider the role of women.
H9. the importance of and ways of taking increased responsibility for their own physical health and personal hygiene	French, German Physical fitness Year 8 terms 1 and 2 and year 7 term 2 PE - general conversations of use of deodorant/washing Food - year 7 Term 1. Personal hygiene especially hand washing when preparing food. Science experiment on growing bacteria on bread. Year 8 - Understanding different bacteria and how to prevent them. The 4 C's (Cooking, cleaning, cross contamination, chilling)

H10. the purpose and importance of immunisation and vaccination	History - Edward Jenner and Louis Pasteur covered in Year 9
H11. about the use of contraception, including the condom and pill; to negotiate condom use (see also Relationships)	History\MSS\SRE\Year 8\Relationships Lesson 1-4
H12. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs	History\MSS\SRE\Year 8\Relationships Lesson 1-4
H13. the benefits of physical activity and exercise and the importance of sleep	French. Health and Fitness - year 8 term1 German -health and fitness -yr 8 term 2 Food - Yr 8. Healthy life style, importance of sleep on concentration and general well being Food Yr 8 - link between food, physical activity and well being
H14. to recognise and manage what influences their choices about exercise	PE - General conversations throughout the year - commitment to extra-curricular activities - Yr 7 October SLD
H15. the importance of, and strategies for, maintaining a balance between work, leisure and exercise	RE Year 8 Term 2: Meditation and Mandalas
H16. what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)	French Year 8 term1 French Year 7 term3 Spanish Term 3 Y8 diet and healthy living German yr 8 term 2 Work on Ramadan - RE Year 8 term 1 Science - Year 8 digestion Maths - Year 7 smoothie making SLD Geography - Development unit in year 8. What is a balanced a diet and where is obesity and undernourishment most common in the World? PE - Fitness - Diet and Nutrition (links to the Energy Balance) Food - year 7 - term 1. Healthy eating, eatwell guide, links to over eating and under eating Food Yr 8 - Food choice -effect on the body of undernutrition and overnutrition.
H17. what might influence their decisions about eating a balanced diet	French. Healthy eating - term 1 year 8 term3 year 7

	<p>Work on Ramadan - RE Year 8 term 1</p> <p>PE - General conversations - linked to the importance of eating Breakfast</p> <p>Food - Yr 7 -Healthy eating, cost of food, considerations of food provenance</p> <p>Yr 8 - Food choice, link between religion, morals, belief, socioeconomic, personal choice etc etc</p>
H18. how the media portrays young people; to recognise its possible impact on body image and health issues	PE - Photoshopped images of celebrities
H19. that identity is affected by a range of factors, including the media and a positive sense of self	<p>French Media / technology - year 8 term 2</p> <p>RE Year 8 Term 2: role models in Islam and media presentations of Islamic women / Islam and war.</p> <p>Year 8 D&amp;T Fashion design for celebrities for Textiles Project</p>
H20. ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations	<p>RE Year 8 Term 2: lessons on terrorism</p> <p>PE - importance of a warm up prior to exercise; importance of checking equipment/facilities prior to use ie gymnastics/trampolining</p> <p>Food &amp; DT - Yr 7 Work shop safety, fire safety in the kitchen, identifying risks and hazards. Training on safe use of equipment</p>
H21. to understand how the inappropriate use of mobile phones can contribute to accidents	D&T Year 8 Mobile Phone Holder project (not delivering but may deliver for SOW next year)?
H22. to perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR)	Mrs Leeke CPR training
H23. to understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety (through the Bikeability programme)	Sandy Reed Norfolk Police Grim Reaper programme
H24. the positive (for example the treatment or eradication of disease) and negative (for example dependency) roles played by drugs in society	<p>Year 7: legal and illegal drups.ppt</p> <p>History\MSS\SRE\Year 8\Drugs</p>

(including alcohol)	
H25. factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis	RE Year 8 Term 2: Buddhism the 5 Precepts (Abstain from intoxicants that cloud the mind). We could develop this into a second lesson if necessary. Food - year 8. Religious implications and links to alcohol. Discussions around why certain religious groups do not drink
H26. the law relating to the supply, use and misuse of legal and illegal substances	Year 7 : legal and illegal drups.ppt History\MSS\SRE\Year 8\Drugs
H27. to recognise and strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs)	Year 7: stimulants, alcohol and Leah Betts video ppt. History\MSS\SRE\Year 8\Managing emotions and behaviour
H28. the personal and social risks and consequences of substance use and misuse, 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	RE Year 7 Term Two: Islam and not drinking alcohol, Year 7 Term Three: Taking Amrit in Sikhism and not drinking alcohol / smoking, Year 8 Term One Islam: how 'Muslim' terrorists making use of drink / drugs as in recent European attacks are not acting for Islam
H29. the safe use of prescribed and over the counter medicines	History\MSS\SRE\Year 8\Drugs
H30. the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'	History\MSS\SRE\Year 8\Drugs
H31. how to access local health services and other sources of support such as smoking cessation services or if concerned about own or others' alcohol or substance use	Posters around the school and in Year Offices.
H32. about cancer and cancer prevention, including healthy lifestyles and (in upper key stage 3) testicular self-examination, acknowledging that childhood and adolescent cancers are rarely caused by lifestyle choices.	Food Yr 8 - red meat/processed meat and link with Cancer - extended reading opportunity.

R1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)	French Term 1 - years 7 and 8 Friends and family Year 7 RE: The Island community, many lessons that involve paired and group work. PE- teamwork - through getting out equipment to working as a team to win a game.
R2. to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise	French - assessment feedback - every half term Year 7 RE: The Island community, many lessons involve working with a partner / in a group. PE - Year 9 Leadership - planning activities, leading and organising activities Food & DT - Yr 7 & 8. Importance of working together as a collective to get the classroom tidy at the end of a practical lesson
R3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness	MFL throughout KS3 course - peer marking / assessments English - speaking and listening/debate Year 7 RE: The Island community, many lessons involving discussion and some where the class are asked to work in a group. Maths - feedback on homework, classwork and assessments PE - feedback on Performances in Aesthetic activities, team tactics/strategies Food & DT Yr 7&8. Active listening skills via demonstrations, peer assessments of design process. Building confidence and skill sets in both subjects
R4. to explore the range of positive qualities people bring to relationships	French - adjectives on family relationships. KS3 term1 Year 8 RE: <i>The Theory of Everything</i> , <i>The Truman Show</i> Year 8 RE: Term 1 Marriage and Islam
R5. that relationships can cause strong feelings and emotions (including sexual attraction)	Year 8 RE: Term 3 Inspirational People and <i>The Theory of Everything</i> , Term 2 Buddhism <i>The Truman Show</i> Year 8 Term 1 RE Marriage and Islam

R6. the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)	Year 8 RE: <i>The Theory of Everything</i> , <i>The Truman Show</i> , 1 Corinthians 13 and Paul's teaching on love, Islam and marriage / role of women
R7. that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships	RE Term 2 Buddhism <i>The Truman Show</i>
R8. 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)	English - most fiction texts studied
R9. the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children	French. Family - term 1 KS3 RE Year 8 term 1 Marriage in Islam
R10. that marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable	RE Year 8 term 1 Arranged / Forced Marriages
R11. the roles and responsibilities of parents, carers and children in families	RE Year 7 <i>The Island</i> - various sections of the story reference this for
R12. how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement	RE Year 8 Term 3 <i>The Theory of Everything</i>
R13. to understand the importance of friendship and to begin to consider love and sexual relationships in this context	English - some fiction texts studied RE Year 8 Term 3 1 Corinthians 13 and <i>The Theory of Everything</i>
R14. to understand what expectations might be of having a girl/boyfriend	RE Year 8 Term 1 Marriage in Islam
R15. to consider different levels of intimacy and their consequences	RE Year 8 Term 1 Marriage in Islam

R16. to acknowledge and respect the right not to have intimate relationships until ready	RE Year 8 Term 1 Marriage in Islam
R17. about readiness for sex and the benefits of delaying sexual activity	RE Year 8 Term 1 Marriage in Islam
R18. 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 consent is not given or is withdrawn, that decision should always be respected	History\MSS\SRE\Year 8\Relationships
R19. 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)	History\MSS\SRE\Year 8\Relationships
R20. how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent	\History\MSS\SRE\Year 8\Relationships
R21. about contraception, including the condom and pill (see also 'Health') and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships	History\MSS\SRE\Year 8\Relationships
R22. about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances	RE Year 7 Term 1: The Birth of Ashlei History\MSS\SRE\Year 8\Relationships
R23. 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, the unrealistic portrayal of relationships and sex in pornography)	RE - Year 8 Islam course on marriage and the role of women. History\MSS\SRE\Year 8\2 Online Safety
R24. about the difference between assigned/biological sex, gender	Biology



identity and sexual orientation	History\MSS\SRE\Year 8\Relationships
R25. to recognise that there is diversity in sexual attraction and developing sexuality	History\MSS\SRE\Year 8\Relationships
R26. the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology	History\MSS\SRE\Year 8\Relationships
R27. about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so	RE: Year 7 Human Rights, Refugees - challenging sexist and racist language eg Nicholas Winton and the Kindertransport, looking at positive role models for disability in Year 8 eg Stephen Hawkins, Martine Wright
R28. to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted	French KS 3 - year 7 term 1 ( school) and term 3 year 8 English - some fiction texts studied
R29. the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them	DSL plus last slide of every ppt used in tutor-time on relationships identifies who students can approach. Posters of outside organisations around school and in Year Offices.
R30. to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it	History\MSS\SRE\Year 8\Peer Pressure
R31. to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours	History\MSS\SRE\Year 8 folders for alcohol and cigarettes
R32. to understand the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts (including substance use and information	History\MSS\SRE\Year 8\Drugs

technology) and where and how to access support if they have concerns	
R33. laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon	RE Year 8 Term 1 Terrorism and violence
R34. about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support	RE Year 8 Term 8 <i>The Cross and the Switchblade</i> , we could develop this into a follow on lesson on gangs if necessary.
R35. the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)	French - technology - term 2 year 8
R36. to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy	History\MSS\SRE\Year 8\Bullying and cyberbullying
R37. how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns	History\MSS\SRE\Year 8\Bullying and cyberbullying
R38. when the sharing of explicit images may constitute a serious criminal offence	History\MSS\SRE\Year 7\Online safety History\MSS\SRE\Year 8\Online Safety
L1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices	RE: This is a constant expectation.
L2. the knowledge and skills needed for setting realistic and challenging	MFL - peer marking /assessments every half term. English - target setting

personal targets and goals (including the transition to Key Stage 3)	Maths - assessment feedback form PE - peer and self assessments - aesthetic activities Food & Dt - peer and self assessment - practical and design activities
L3. 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, bigotry, bullying, and discrimination on individuals and communities	English - some fiction texts studied RE: This is covered on many occasions eg Year 8 Term 1 Islam contrasts with their lifestyle / that of a Muslim. Prejudice and discrimination are covered in Year 7 work on Human Rights (Kristallnacht + the Holocaust are referenced) and later on with the Voyage of the St Louis and the Kindertransport. History: Holocaust taught in Year 8
L4. strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives	English - some fiction texts studied
L5. about the potential tensions between human rights, British law and cultural and religious expectations and practices	French - pays francophone - terms 1 and 3 RE Year 7 term 1: Rights and Responsibilities - a lesson on the Universal Declaration of Human Rights
L6. about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored	RE Year 7 term 1: Rights and Responsibilities - a lesson on the Universal Declaration of Human Rights
L7. to recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations	English - some fiction texts studied RE Year 7 Term 1: Children's Rights and Responsibilities RE Year 8 Term 1: Islam and the role of women
L8. about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills	MFL - throughout KS3 - different activity / learning styles English - research skills Food & DT - Year 7 & 8. Preparation of ingredients, presentation skills of dishes, recipe research. DT - researching different design movements, other people's work for inspiration for all D&T projects.

<p>L9. to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them</p>	<p>MFL year 8 term 3 ( future )</p>
<p>L10. different types of work, including employment, self-employment and voluntary work; that everyone has a ‘career’ which is their pathway through life, education and work</p>	<p>French year 8 term 3 9 work /futures )  Science -STEMM careers unit year 8  RE Year 8 Term 2: Lifestyle of a Buddhist monk / nun and the idea of vocation  Geography - Year 9 (but could also be taught in year 10). Changes in the UK economy. This includes the classification of different types of work and how certain types of jobs have declined (heavy industry) while others have increased (retail, banking) and the need for the population to reskill.</p>
<p>L11. 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</p>	<p>RE Year 7 Term 1: A lesson on Children’s Rights and Responsibilities</p>
<p>L12. about different work roles and career pathways, including clarifying their own early aspirations</p>	<p>Year 8 Look at creative careers (Art/Pho)  P16 Outside speakers (NUA Visiting professionals)(Art/Pho)  P16 Creative Futures Careers fair (Art/Pho)  French term3 year 8  Science - STEMM careers unit year 8</p>
<p>L13. about the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes</p>	<p>P16 Outside speakers (NUA Visiting professionals)(Art/Pho)  P16 Creative Futures Careers fair (Art/Pho)</p>
<p>L14. 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</p>	<p>Option process – Mr Thompson  Unifrog and Year 8 Tutor Activities.</p>
<p>L15. the benefits of being ambitious and enterprising in all aspects of</p>	<p>Option process – Mr Thompson</p>

life	Unifrog and Year 8 Tutor Activities.
L16. 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	History\MSS\SRE\Year 8\Finance
L17. the importance of protecting their own and others' reputations; protecting their 'online presence': the concept of having a personal 'brand' that can be enhanced or damaged	
L18. to assess and manage risk in relation to financial decisions that young people might make	History\MSS\SRE\Year 8\Finance
L19. about gambling (including online) and its consequences, why people might choose to gamble, and the gambling industry influences their choices and tries to engage them in gambling; how to manage pressure or influence to gamble and access support if worried about themselves or others	RE Year 8 Term 2 Buddhism: Work on the 5 Precepts <i>Abstain from taking what is not freely given</i> , this could be developed into a second lesson if necessary.
L20. to explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environments)	Year 11 construct an independent research project based on subcultures. (Art/Pho) RE Year 8 Islam: Work on Zakah