

## Overview of Life skills/PSHE at SJC



### **Key Stage 3**

#### **End of Key Stage 3 Learning outcomes:**

Through the life skills programme, students should be able to:

- Have an understanding of 'British values', in terms of 'accepting', 'respecting' and 'tolerating' individuals of all faiths and beliefs.
- Help students explore and evaluate their own performance, feelings, attitudes and values: thereby fostering the development of a positive self-image amongst the students.
- Help students develop a greater sense of understanding, empathy and respect towards themselves and others.
- Provide students with strategies for improving their performance throughout all areas of the curriculum.
- Enable students to develop skills of communication, teamwork and leadership.
- Encourage students to respect and to care for their bodies by developing awareness of the importance of diet, exercise, personal hygiene and sexual health.
- Make students aware of the dangers of drug abuse, including alcohol and nicotine and to encourage students against their misuse.
- Make students aware of external threats to their well-being, including bullying, cyber bullying, e safety, safeguarding, and intimidation. And to provide strategies for minimizing these threats.
- Be able to challenge offending behaviour assertively and to take the initiative in giving and receiving support and seeking advice.
- Be aware of how others see them, to manage success and failure and learn from the experience. To be honest with themselves and others.
- Recognise and manage influences and pressures and learning strategies for coping with stress, for example during exams.
- Equip students with knowledge and understanding in preparation for life after school, careers, financial understanding and employment (Y9).

## Suggested Scheme of Work for Year 7 Life skills/PSHE

### Year 7: Overview

Year	Lesson Heading	Lesson Content	Learning outcomes
7	<b>Introduction to life skills</b>	<ul style="list-style-type: none"> <li>▪ What is PSHE</li> <li>▪ How will we work together</li> <li>▪ How is Year 7 different</li> <li>▪ What's it like at SJC</li> </ul>	<ul style="list-style-type: none"> <li>○ Understand what PSHE involves and how it is relevant to our everyday lives</li> <li>○ Understand expectations both in and out of the classroom</li> </ul>
7	<b>Community and British values</b>	<ul style="list-style-type: none"> <li>▪ Who is in our community (ies)</li> <li>▪ How do I feel about difference</li> <li>▪ How can we value/respect each other</li> <li>▪ What makes a successful community</li> </ul>	<ul style="list-style-type: none"> <li>○ To recognise the opportunity these values present</li> <li>○ To prepare students for adult life in a multicultural, multi-ethnic Britain and world.</li> <li>○ To understand tolerance and respect and their value in a culturally diverse society.</li> </ul>
7	<b>Bullying and conflict</b>	<ul style="list-style-type: none"> <li>▪ What is bullying and conflict</li> <li>▪ To identify types of bullying – cyberbullying etc.</li> <li>▪ To explore the role of victims, bullies and bystanders.</li> </ul>	<ul style="list-style-type: none"> <li>○ To define bullying and conflict and understand the difference.</li> <li>○ To develop an awareness of feelings in ourselves and others.</li> <li>○ To contribute to class and group discussions.</li> </ul>
7	<b>What Do We Know About Drugs?</b>	<ul style="list-style-type: none"> <li>▪ Where has our information about drugs come from</li> <li>▪ What is a drug</li> <li>▪ Who uses drugs and why</li> </ul>	<ul style="list-style-type: none"> <li>○ Develop awareness of sources of information on drugs, including the role of the media</li> <li>○ Can give a definition of the term 'drug'</li> <li>○ Identify a range of legal, illegal and prescribed substances</li> <li>○ Discuss different attitudes and values relating to drugs, alcohol and tobacco</li> </ul>
7	<b>The Effects of Drugs</b>	<ul style="list-style-type: none"> <li>▪ The reasons why people might chose to use or not use a drug</li> <li>▪ What the effects are on their health, appearance, work, friends and family.</li> <li>▪ Recognising and dealing with feelings</li> </ul>	<ul style="list-style-type: none"> <li>○ Can demonstrate knowledge and awareness of some drug issues</li> <li>○ Can explain why some people use drugs</li> <li>○ Can identify reasons why some people chose not to use</li> </ul>

Year	Lesson Heading	Lesson Content	Learning outcomes
7	<b>Relationships &amp; sex education - facts</b>	<ul style="list-style-type: none"> <li>▪ What happens at puberty</li> <li>▪ What is contraception</li> <li>▪ What are HIV and AIDS</li> <li>▪ What are STI's</li> </ul>	<ul style="list-style-type: none"> <li>○ To gain an understanding of why and how our bodies change</li> <li>○ To understand sexual health and the risk factors</li> </ul>
7	<b>Relationships &amp; sex education - feelings</b>	<ul style="list-style-type: none"> <li>▪ Boys and girls – is there a difference</li> <li>▪ Why are friends important</li> <li>▪ What are the different types of relationships</li> <li>▪ What do we see about sex in the media</li> </ul>	<ul style="list-style-type: none"> <li>○ To understand how we form friendship groups</li> <li>○ To understand how the media and other external influences effect our life choices</li> </ul>

## Suggested Scheme of Work for Year 8 Life skills/PSHE

### Year 8: Overview

Year	Lesson Heading	Lesson Content	Learning outcomes
8	<b>Emotional wellbeing</b>	<ul style="list-style-type: none"> <li>▪ What am I good at</li> <li>▪ What does assertiveness mean</li> <li>▪ What does resilience mean</li> <li>▪ Is anybody perfect</li> <li>▪ How do I manage my feelings</li> <li>▪ What happens when relationships break down</li> </ul>	<ul style="list-style-type: none"> <li>○ To understand how our emotive state can have an effect on our day to day decisions</li> <li>○ To recognise that how we express ourselves has an impact on others and how we are perceived</li> </ul>
8	<b>Healthy lifestyle</b>	<ul style="list-style-type: none"> <li>▪ What do we need to keep healthy</li> <li>▪ What is my personal health profile</li> <li>▪ How do I keep healthy</li> <li>▪ Who can I talk to about my health</li> </ul>	<ul style="list-style-type: none"> <li>○ To understand the importance and benefits of maintaining a healthy body</li> <li>○ To understand the key food groups and how to achieve a balanced diet</li> <li>○ To recognise the benefits of keeping physically fit</li> </ul>
8	<b>Risk &amp; safety</b>	<ul style="list-style-type: none"> <li>▪ What do we mean by 'risk'</li> <li>▪ How do we manage risky situations</li> <li>▪ How do I practise refusal skills</li> <li>▪ How can we tackle bullying</li> <li>▪ Can gambling be good</li> <li>▪ Who can help me keep safe</li> <li>▪ E-safety</li> </ul>	<ul style="list-style-type: none"> <li>○ To understand how to manage various forms of risk</li> <li>○ To recognise the alternative strategies that can be used to de-escalate difficult situations</li> <li>○ To understand how to stay safe online</li> </ul>
8	<b>Rules And laws about legal and illegal substances</b>	<ul style="list-style-type: none"> <li>▪ How rules and laws are used to reduce harm</li> <li>▪ Age restricted products and drug classification system</li> <li>▪ Procedures and the management of drug related incidents</li> </ul>	<ul style="list-style-type: none"> <li>○ Will have knowledge of some of the laws related to drugs and drugs use</li> <li>○ Understand that the laws relating to drugs can change, and give an example</li> </ul>

Year	Lesson Heading	Lesson Content	Learning outcomes
8	<b>Community and British values</b>	<ul style="list-style-type: none"> <li>▪ What can cause problems in communities</li> <li>▪ How can I contribute to my community</li> <li>▪ What do voluntary agencies do</li> <li>▪ How can we challenge prejudice and discrimination?</li> </ul>	<ul style="list-style-type: none"> <li>○ To recognise that behaviour has an effect on their own rights and those of others.</li> <li>○ To understand that members of the school and wider community must treat each other with respect.</li> <li>○ To understand their place in a culturally diverse society.</li> <li>○ Students will explore traditions, beliefs and values of society with regards to marriage, relationships, religion and stereotypes.</li> </ul>
8	<b>Attitudes To Drug Use</b>	<ul style="list-style-type: none"> <li>▪ How many young people use drugs</li> <li>▪ Attitudes to drug use in society</li> <li>▪ Choices around legal and illegal substance use</li> <li>▪ Having respect for difference and recognising the consequences of our choices</li> </ul>	<ul style="list-style-type: none"> <li>○ Understand that their perceptions about how many young people take drugs may be different from the reality</li> <li>○ Understand the relationships between age and drug use</li> <li>○ Can reflect on and describe a variety of attitudes to drug-related issues</li> <li>○ Can demonstrate good negotiation and debating skills</li> </ul>
8	<b>Making Choices</b>	<ul style="list-style-type: none"> <li>▪ Consequential thinking skills</li> <li>▪ Recognising the effects of peer pressure</li> <li>▪ Assessing risk</li> </ul>	<ul style="list-style-type: none"> <li>○ Are able to use the Four Cs model in making decisions</li> <li>○ Are aware of what influences their decisions</li> <li>○ Can describe how they could use their understanding of risk to inform their decision-making</li> </ul>

## Suggested Scheme of Work for Year 9 Life skills/PSHE

### Year 9: Overview

Year	Lesson Heading	Lesson Content	Learning outcomes
9	<b>Identity</b>	<ul style="list-style-type: none"> <li>▪ Who am I</li> <li>▪ What does family mean</li> <li>▪ How can I contribute to family life</li> <li>▪ How do I respond to other people</li> <li>▪ How am I doing</li> <li>▪ What are my rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>○ Students will learn about relationships and choices - discussion of 'nuclear' family versus less conventional family set-ups.</li> <li>○ Students explore relationships and 'typical' family values in the UK.</li> </ul>
9	<b>Planning for the future</b>	<ul style="list-style-type: none"> <li>▪ How do I work best with others</li> <li>▪ How can we improve our communication skills</li> <li>▪ How do I plan for my future</li> <li>▪ What do I need to plan for</li> <li>▪ What opportunities are out there for me</li> <li>▪ How do I improve my prospects</li> </ul>	<ul style="list-style-type: none"> <li>○ To explore the various pathways that are available</li> <li>○ To think about how different roles help make a group successful</li> <li>○ To think about what careers might suit you in the future</li> <li>○ To explore the tools needed for a successful future</li> </ul>
9	<b>Money and me</b>	<ul style="list-style-type: none"> <li>▪ How do I save and how do I budget</li> <li>▪ What influences our spending</li> <li>▪ What is enterprise</li> <li>▪ How enterprising am I</li> </ul>	<ul style="list-style-type: none"> <li>○ To understand that managing your money can help you save.</li> <li>○ To understand budgets and coping with the unexpected</li> <li>○ To explore some of the reasons why we spend money</li> </ul>
9	<b>British values</b>	<ul style="list-style-type: none"> <li>▪ UK Political parties</li> <li>▪ How political power is distributed</li> <li>▪ How the UK is governed</li> <li>▪ Britain and the wider world</li> <li>▪ The UK legal System</li> </ul>	<ul style="list-style-type: none"> <li>○ To understand the importance of laws, whether they be those that govern the class, the school, or the country.</li> <li>○ To understand and exercise their rights and personal freedoms and are advised on how to exercise these safely.</li> </ul>

Year	Lesson Heading	Lesson Content	Learning outcomes
9	<b>Facts About Alcohol</b>	<ul style="list-style-type: none"> <li>▪ The effects of alcohol on the body</li> <li>▪ Sensible/safer drinking</li> </ul>	<ul style="list-style-type: none"> <li>○ Demonstrate knowledge of the affects of alcohol on the body</li> <li>○ Identify differing strengths of alcohol and unit measures</li> <li>○ Apply their knowledge of units of alcohol to assess risk</li> </ul>
9	<b>Harm Reduction With Alcohol</b>	<p>Focusing on alcohol and sexual health:</p> <ul style="list-style-type: none"> <li>▪ Recognising influences and assessing risk and consequences of situations</li> <li>▪ Emergency first aid</li> </ul>	<ul style="list-style-type: none"> <li>○ Are aware of the affects of alcohol on their ability to make decisions</li> <li>○ Demonstrate effective ways of resisting negative pressure</li> <li>○ Identify strategies for minimising risk to self and others</li> <li>○ Practice the recovery position</li> </ul>