

## PSHE- Curriculum Strands and Progression

<u>Finance/Money</u>	<u>Mental Health</u>	<u>Relationship and Sex Education</u>	<u>Healthy Lifestyles: Drugs/Alcohol/Smoking</u>	<u>Liskeard and British Values</u>	<u>Careers</u>
<p><b><u>Y7</u></b> To understand the differences between wants and needs</p> <p><b><u>Y8</u></b></p> <ul style="list-style-type: none"> <li>• Enable students to reflect on their own attitude to money and financial habits</li> <li>• Understand that money comes in and out, and a budget can be used to manage this process,</li> <li>• Consider how advertising and branding can influence our spending habits</li> <li>• Understand that a range of different bank accounts and financial products exist</li> <li>• Explore savings in relation to everyday money management</li> </ul> <p><b><u>The Real Game</u></b></p> <p><b><u>Y9</u></b> <b><u>Bank of England Finance- Economy Lesson 1:</u></b> What influences my decisions?</p>	<p><b><u>Y7</u></b> Am I able to offer advice to students that may have worries?</p> <p>Tic Tac Session and follow up</p> <p>Do I know the difference between self-esteem and identity?</p> <p>Reflect on what it means to be brave and stand up for others offline and online.</p> <p>Learn to show empathy for those who have been cyberbullied.</p> <p><b><u>Wellbeing Workshops</u></b></p> <p><b><u>Y8</u></b> Peer Pressure- Back me up</p> <p>What does emotional health mean? How are emotional health and physical health linked?</p> <p>Ups and downs of the day</p> <p>How do we recognise emotional health in ourselves and others?</p> <p><b><u>Y9</u></b></p>	<p><b><u>Y7</u></b> Can I explore the concept of family and be creative in evaluating my own?</p> <p>To illustrate that identity is complex and individual</p> <p>What is a young carer?</p> <p>Can I explain the different types of bullying?</p> <p>Do I know how to challenge bullying?</p> <p><b><u>Y8</u></b></p> <p>Bullying- To be able understand the pressures on young people to send naked pictures</p> <p>To recognise and consider the importance of relationships</p> <p>To understand the process of conception.</p> <p>To understand and explore information about contraception.</p> <p><b><u>Y9</u></b> Gender Stereotypes</p>	<p><b><u>Y7</u></b> Do I understand the impact of Healthy Eating and can I make informed choices about food and drink?</p> <p>To show understanding of what addiction is.</p> <p>Identify drugs which are legal and illegal</p> <p>To investigate smoking and tobacco and discuss the effects of smoking</p> <p><b><u>Breathers Workshop</u></b></p> <p><b><u>Y8</u></b> Assess how much time they spend with media activities.</p> <p>Alcohol- To understand the risks of alcohol</p> <p>Alcohol- To understand how people's actions can be effected by their peers</p> <p>To understand how alcohol can affect people's health</p> <p>To differentiate between myths and common facts about alcohol</p>	<p><b><u>Y7</u></b> To be able to recognise and value the key attributes of a student at Liskeard.</p> <p>Can I explain the definition of respect and apply it to different scenarios?</p> <p>To be able to define and recognise what Courage is</p> <p>What is the UK Parliament?</p> <p>To be able to recognise what resilience is</p> <p>What is individual liberty?</p> <p>To be able to recognise the importance of good manners</p> <p>The rule of law- What is equality/inequality?</p> <p>Do I know what makes up Great Britain, British Isles and the United Kingdom?</p> <p>What is individual liberty?</p> <p>Radicalisation and the threat of terrorism: What is it?</p> <p>What is mutual respect?</p>	<p><b><u>Y7</u></b> <b>DREAM BIG</b> I have started to think about my future self and what I want to be doing.</p> <p>I can talk about my future self with confidence, including the type of career/job I might like to do.</p> <p>Am I aspirational about my future?</p> <p><b>JOBBS and MORE JOBS</b> I know about a range of jobs, what they involve, pay and the skills needed to be successful in them.</p> <p>Which career is right for me? Diagnostic questionnaire.</p> <p>I know where to find further information about potential careers.</p> <p><b><u>Y8</u></b> To understand what an apprenticeship is and how they work.</p> <p>I know the advantages and disadvantages of an apprenticeship.</p>

<p>Explore a variety of factors that influence decisions, including the economy</p> <p>Finance- Economy Lesson 2: How can I make informed decisions? Explore the process of decision making including the sourcing and analysing of reliable information.</p> <p>Finance Economy Lesson 3: Why do my decisions matter? Consider the consequences of any your students might make - for themselves, others and the economy.</p> <p><b><u>Y10</u></b></p> <p>We are learning about the risks associated with acting as a 'money mule'</p> <p>Resilience to Gambling</p> <p>We are learning about the risks of identity fraud</p> <p>We are learning how to recognise and challenge social engineering</p> <p><b><u>Y11</u></b></p> <p>To look at various ways there are to borrow money.</p>	<p>To be able to have an awareness of Mental Illness and Stigma</p> <p>To dispel some of the myths around mental health problems</p> <p>To learn more around mental health problems</p> <p>To understand more about their own mental health, and how to enhance wellbeing</p> <p>To understand that we all have 'ups and downs' in our mental health as a normal part of life</p> <p><b><u>Y10</u></b></p> <p>How do we build Positive Relationships?</p> <p>To encourage students to talk about body confidence and media</p> <p>To seek professional advice confidently</p> <p>Identify cultural and societal reasons why people can feel under pressure to look a certain way and develop tools for dealing with this pressure</p> <p><b><u>Y11</u></b></p>	<p><b><u>Peer on Peer workshops</u></b></p> <p><b><u>Hate Crime Workshops: LGBTQ+ (2019)</u></b></p> <p><b><u>Y9</u></b></p> <p>Bullying- Cyberbullying</p> <p>To recognise and manage risk and make safer choices about healthy lifestyles</p> <p>To consider some contraceptive options and whether they protect against STIs.</p> <p>To consider how condoms, protect against STIs</p> <p>Pregnancy and some STIs.</p> <p>#Knife free learning the potential consequences of carrying a knife</p> <p>Gang Culture to learn about the qualities of healthy and unhealthy social groups</p> <p>To learn about the factors which contribute to a young person deciding to join or not join a gang</p> <p>Risk in belonging to a gang, the social and legal consequences of gang behaviours</p>	<p>To explore different situations involving legal and illegal drugs</p> <p>To consider the physical, emotional and social effects of using drugs</p> <p>To be aware of the risks involved in drug use and how to get help, advice and support in drug related situations</p> <p>To consider the physical, social and financial effects of smoking and using tobacco</p> <p><b><u>Addaction Assembly</u></b></p> <p><b><u>Y9</u></b></p> <p>To explore different attitudes to drugs, their risks and effects</p> <p>To understand the law in relation to drug use and consider the consequences of break</p> <p>To understand the risks associated with binge drinking</p> <p><b><u>Y10</u></b></p> <p>To be able to understand how we are influenced by Alcohol</p>	<p>Why people might leave their own countries?</p> <p><b><u>Y8</u></b></p> <p>Democracy- Democracy, voting and elections. How does the system work?</p> <p>Extremism and Radicalisation: Where do I get support?</p> <p>To explain the importance of mutual respect in society</p> <p>Why do we need laws on race equality?</p> <p>Discuss issues of fairness and equality.</p> <p><b><u>Y9</u></b></p> <p>To be able to recognise the need for rights and responsibilities</p> <p>Democracy- To consider the issues that are important to me</p> <p>To be able to recognize different types of government</p> <p>How Laws are made in the UK</p> <p>What is discrimination?</p> <p>Does the law change people?</p> <p>Why has the equalities law changed over time?</p> <p>To discuss what being British is</p>	<p>I have compared university and apprenticeships as potential routes to my future career.</p> <p>Introduction to the eight employability skills.</p> <p>Completion of a self-audit to in relation to the employability skills.</p> <p>To develop my skill of answering interview style questions.</p> <p>Real Game (10 lessons)</p> <p>Dreams - importance of aspirations</p> <p>Job Research</p> <p>Money, Spending &amp; Personal Belonging</p> <p>Jobs &amp; Our Communication</p> <p>Transferable Skills</p> <p>Stereotyping</p> <p>Job Loss &amp; CVs</p> <p>Local Government Citizenship</p> <p><b><u>Y9</u></b></p> <p>Making an application - students apply for leadership roles in school using their employability skills.</p> <p><b><u>Take your child to work day</u></b></p> <p>Options and careers - what are my options now and how will they affect my future choices.</p>
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<p>To investigate how repayments and interest work (inc mortgages)</p>	<p>To understand how positive and negative thinking affects me and my actions</p> <p>Online stress and FOMO</p> <p>Exam Stress techniques</p>	<p>Exit strategies to enable someone to leave a gang safely</p> <p>How to seek help if worried about gang activity?</p> <p>What is your pronoun? <b><u>Y9 Brook Workshops- Questioning</u></b></p> <p><b><u>Y10</u></b></p> <p>Bullying: To learn about the meaning and impact of bullying and cyberbullying, as well as exploring appropriate ways of responding to discriminating, hurtful or intimidating behaviour</p> <p>How do we build Positive Relationships?</p> <p>To understanding what we mean by stereotyping sexuality</p> <p>To consider the effect body image has on relationships</p> <p>To develop skills of communicating positively and effectively</p> <p>To understand the implications of sharing sexual images</p> <p>To seek professional advice confidently</p>	<p>To be able to recognise how much and how often young people drink in the UK</p> <p>To consider the consequences of using legal and illegal drugs</p> <p>To assess the risks of drugs and alcohol and develop strategies for responsible behaviour.</p> <p>To understand how the use of drugs and alcohol can affect sexual health</p> <p><b><u>Addaction Assembly</u></b></p>	<p>Extremism/Radicalisation: To discuss causes of discrimination and explain historical reactions</p> <p><b><u>Parliamentary Assembly</u></b></p> <p><b><u>Y10</u></b></p> <p>Is my language respectful?</p> <p>The ripple effect- Respect Identity and Values</p> <p>To be able to communicate ideas sensibly.</p> <p>Laws: What are protected characteristics and why do we need them?</p> <p>Understand the term 'protected characteristics' and the rights available to everyone (LGBTQ+)</p> <p>Gain a greater understanding of legislation that has impacted LGBTQ+ people, including the significance and impact of the 1967 Sexual Offences Act.</p> <p>Develop knowledge and understanding of the factors that lead to extremism</p> <p><b><u>Y11</u></b></p> <p>To what extent have changes in the law to promote equality been successful?</p>	<p><b><u>Y10</u></b></p> <p><b><u>10 Opportunities in Cornwall Day</u></b></p> <p>Post 16 - what is right for me?</p> <p>Completion of Startprofile.com to identify which pathway would suit personal interests and skills.</p> <p>Work experience preparation - Health and Safety in the workplace.</p> <p>How to cope in arrange of work place situations.</p> <p>Safeguarding Employer expectations</p> <p><b><u>Work Experience</u></b></p> <p>Reflection on work experience and writing a letter of thanks to their employer.</p> <p><b><u>Y11</u></b></p> <p>CV preparation</p> <p>Careers Circus (4 lessons) - student's carousel around 6<sup>th</sup> Form, interview techniques with the Rotary Club, Career Pilot and National Careers Service delivered by the Careers and Work Related Learning Co-ordinator.</p>
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