

Beths Personal, Social, Health, Citizenship and Economics Education Syllabus



*Nurturing the individual and teaching the art of
successful living*

Aims:

- To provide formal guidance on personal, social and moral issues, including statutory sex and relationships education [A1]
- To educate about important social values including those termed British values [A2]
- To provide health education including and mental health [A3]
- To develop our students' concept of active citizenship both on a local, national and international level [A4]
- To provide excellent careers guidance, enterprise education and financial literacy [A5]
- To learn how to protect against dangers in life which can cause harm, including extremism [A6]
- To teach basic economic literacy and develop enterprise [A7]
- To develop excellent communication skills, both oral and written [A8]
- To empower every Beths student in being confident, happy and successful [A9]
- To develop a deep understanding of the religious and cultural beliefs of others [A10]

This syllabus has been put together over 12 months of work by a team of dedicated pastoral leaders in the school, experienced teachers, the religious studies department, the school counsellor and two designated safeguarding leads (level 3 trained). It should also be understood in relation to the following policies:

- Sex and Relationships Education
- Safeguarding and child protection
- Prevent
- Online Safety
- Equalities
- Emotional Wellbeing and Mental Health

It is also written in compliance with the Department for Education's guidance *Personal, social, health and economic (PSHE) education September 2021*

All parents were consulted about content during the initial stages of the development of this syllabus which has been written precisely for the students of Beths Grammar School and their child developmental needs.

Beths PSHCE Education in Year 7

Nurturing the individual and teaching the art of successful living

Year	Autumn 1	Autumn 2	Easter 1	Easter 2	Summer April - June	Summer July	Additional Events and links with whole school campaigns
	Personal Development	Values and Citizenship	Relationships and Emotional Literacy	Health and Wellbeing	Economics and Living in the Wider World	Planning for the future	
7	Transition <ul style="list-style-type: none"> • Knowing the School • Learning the school values • Study skills • Organisation • Making new friends • Good impressions • Being part of a team • My house • Building on previous successes • E-safety Dreams and Ambition Planning for Success Achieving Goals Skills for the Future Road safety	Revision of core values of the school To understand own core values and how values influence choices Human rights Conflict between human rights, British rights and cultural and religious expectations and practices Making ethical decision and exploring moral and dilemmas about the use of money Prevent – British values	Different types of relationships Creating and maintaining friendships Managing emotions Influences and peer pressure Diversity, prejudice and bullying Cyber bullying Challenging Stereo-types	Healthy diets Benefits of physical exercise and the importance of sleep Mental and emotional health and strategies to manage it The cause and effect of unhealthy coping strategies Revision and study skills	Cultural Awareness Environment Active Citizenship Enterprise skills and introduction to careers STEM Careers Skills and attitudes required for employment Different types of work and employment Challenging career stereo-types and raising aspirations	Reflections on the year: Academic Relationships Personal Setting targets for success The Super Curriculum	

Autumn 1 – Personal Development – *Starting my secondary journey*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic/s	Transition to Secondary Part 1	Transition to Secondary Part 2	Dreams and ambition	Planning for success and achieving goals	Road Safety	Skills for the future
Learning Objectives	To learn about the school values To reflect on the challenges associated with moving to secondary school To understand the school support structures and where to get help	To understand the house system To reflect on how to be a great Beths learner To learn how to give to best community every day	To develop long term dreams and ambition To learn about the best universities	To understand the main ingredients for success at Beths	I understand the risk to young people on roads I understand the Beths specific risks I have good strategies and habits to stay safe	To understand skills required for secondary school and beyond. To understand how different subjects help us use different skills. To reflect on my own use of these skills and how I can create more opportunities to use them.
Key words	Transition Support Excellence Respect Community Nurture	Abbey Brampton Cray Eardley Hurst Wickham	Ambition United Nations Apartheid Buddhists Philanthropist Russel Group	Literacy Organisation Motivation Ambition Empathy	Stop, look, listen, think	Opportunities
Key questions for reflection	How can I get help?	How can I get involved with the Beths community?	What do I want to become?	How can I be successful in life?	What habits can I develop for road safety? Why as a year 7 am I most at risk?	What will jobs look like in the future? What skills will I need?
	https://www.annafreud.org/movingup/					

Autumn 2 – Values and Citizenship – *Understanding our values*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Topic/s	Beths' values, personal values and choices	Human Rights	Rights and Responsibilities	British Values	Values and my culture	Making ethical decisions	Ethical decisions with money
Learning Objectives	To learn the school values and why they are important To reflect on my own personal values	To learn what human Rights are To learn about the UN Declaration of Human Rights	To understand the link between right and responsibilities	To learn four British values		To learn what ethics are To consider an ethical dilemma	To consider what moral factors should be considered when buying things To understand when we can make positive changes
Key words	Values	UN Human rights Bill of rights Act of Parliament	Rights Responsibilities	Democracy Liberty Mutual Tolerance		Ethics Morals Morality Dilemma	Ethical Consumer Environment
Key questions for reflection	What are my values? Why do the school values matter	Why do we need right to protect us?	Why must all rights have corresponding responsibilities?	Why do these values matter?		How should I make moral decisions?	How can I make a difference by my spending decisions?
Resources	www.mindtools.com			https://www.youngcitizens.org/			

Easter 1 – Relationships and Emotional Literacy – *What makes successful relationships?*

	Week 1	Week 2	Week 3	Week 4	Week 5
Topic/s	Different types of relationships	Creating and maintaining friendships Managing emotions	Influences and peer pressure	Diversity, prejudice and bullying including Cyber bullying	Challenging Stereotypes
Learning Objectives	To reflect on the diversity of relationships we have To start thinking about what makes great relationships	To think about how we can make friends. To reflect on how relationships may have moments of conflict or difficulty. To think about strategies to deal with conflict and difficulties in relationships.	To understand the different ways we can experience peer pressure. To reflect on how peer pressure can be damaging. To learn about strategies to deal with peer pressure.	To understand what prejudice looks like To learn about bullying and what to do if you witness it	To understand how and why stereotypes are used To challenge your own use of stereotypes
Key words	Clod Promontory Validation	Communication Empathy Boundaries	Pressure zone Conformity Social influence	Prejudice Protected characteristic Sexism Transphobia	Stereotypes
Key questions for reflection	Why are relationships so important?	How do we respond to conflict in relationships?	How do we deal with peer pressure?	Why are people prejudiced?	Why do people use stereotypes?
Resources			https://www.youtube.com/watch?v=okBV9d2bsmA	https://www.equalitynow.org/ www.childline.org	

Easter 2 – Physical and Mental Health – *Making Healthy choices*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic/s	Achieving good mental and physical health 1	Achieving good mental and physical health 2	Healthy diets	The benefits of physical exercise and sleep	Mental Health – Coping Strategies	Mental Health – signs we might need extra support and how to access it
Learning Objectives	To understand what good mental and physical health looks and feels like	To know how to achieve good mental and physical health	To describe a balanced meal To understand healthy choices	To understand how physical exercise benefits general wellbeing To understand the importance of good sleep	To understand negative, less healthy coping strategies To understand positive, healthy coping strategies	To understand what signs we need to look out for in both ourselves and others that might mean extra support is needed To know how to access that extra support
Key words	Emotions Wellbeing Fluctuate	Healthy diet	Balanced meal Choices Nutrition Carbohydrates Proteins	Stress Anxiety Benefits Recreation	Coping Endorphins	Symptoms Wellbeing champions
Key questions for reflection	Why is it important to look after the mind?	How can I look after my mental health?	What is a balanced diet?	Why does sleep matter?	Why might I need help coping?	How can you get support?
Resources	youngminds.org.uk	youngminds.org.uk	What is a healthy diet? - BBC Bitesize	Physical activity guidelines for children and young people - NHS (www.nhs.uk)	verywellfamily.com	Student wellbeing page on Beths website

Summer 1 – Economics and Living in the Wider World – *Understanding the world*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Topic/s	Cultural Awareness	A sustainable environment	Active Citizenship	Enterprise skills and introduction to careers	STEM Careers	Skills and attitudes required for employment	Different types of work and employment	Exploring careers further
Learning Objectives	To understand other cultures better To understand the values in understanding other cultures	To learn about the climate emergency	To understand what active citizenship is	To learn about careers	To learn what STEM means To understand the range of STEM careers	To understand what employers look for	To learn how to research careers	To explore careers using BBC Bitesize
Key words	Multiculturalism Ethnicity Stereotypes Racial harmony	Climate Sustainability Global warming Deforestation Fossil fuels	Citizen Compassionate Role model Democracy Well-informed	Job category	STEM	Confidence Pressure Perseverance Motivation Negotiation	Search	Job Occupation
Key questions for reflection	What are the benefits of a multicultural society?	How can we solve the climate emergency?	How can I be a good citizen?	What careers are there?	How can I learn about STEM careers	What will make me successful in the workplace?	What career would I enjoy?	What careers relate to my favourite subject?
Resources		https://www.un.org/en/climate-change/	https://www.wikihow.life/Be-a-Good-Citizen	https://nationalcareers.service.gov.uk/explore-careers	https://www.stem.org.uk/stem-careers		https://nationalcareers.service.gov.uk/explore-careers	https://www.bbc.co.uk/bitesize/

Summer 2 – Planning for the future – *My Future*

	Week 1	Week 2	Week 3	Week 4	
Topic/s	Academic reflections	Personal reflections	The Super Curriculum	Setting targets for next year	
Learning Objectives	To evaluate academic success so far this year To start planning for year 8	To reflect on how you have grown and developed as a person To plan a highly successful year 8	To learn about the Super curriculum and how it can help	To consider what makes a good target To set targets for next year	
Key words	Knowledge Being critical	Introspection	Scholarship Ambition Independence Motivation Determination	SMART targets	
Key questions for reflection	What have I learned this year?	How have I changed as a person?	Which subjects do I enjoy the most?	What I can do to improve and be more successful in year 8	
Resources			https://www.beths.bexley.sch.uk/page/?title=Super+Curriculum&pid=199		

Beths PSHCE Education in Year 8

Nurturing the individual and teaching the art of successful living

Year	Autumn 1	Autumn 2	Easter 1	Easter 2	Summer April - June	Summer July	Additional Events and links with whole school campaigns
	Personal Development	Values and Citizenship	Relationships and Emotional Literacy	Health and Wellbeing	Economics and Living in the Wider World	Planning for the future	
8	Becoming a great learner Controlling behaviour <ul style="list-style-type: none"> • GROWTH mindset • Resilience • Self-discipline Creative thinking Cultural Identity E-safety	British values and governance Democracy Global citizenship Prevent Tacking racism and religious discrimination Gangs and the law Active Citizenship Resolving conflict	Healthy Relationships Dealing with conflict and restoring relationships Social media and online responsibility	Adolescence Drugs and alcohol Personal Hygiene Healthy eating First Aid Mental health and emotional wellbeing	Enterprise Developing Leadership My voice Rights and responsibilities Tacking discrimination	Careers STEM careers The Super Curriculum	

Autumn 1 – Personal Development – *Becoming a sophisticated learner*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic/s	Great learning strategies	Controlling behaviour - Growth Mindset	Controlling behaviour – resilience, self-discipline and motivation	Creative thinking	Cultural respect and learning	Using the internet for learning and E safety
Learning Objectives	To reflect on myself as a learner To reflect on successes from year 7 To learn ingredients for being a great learner To understanding what outstanding attitude to learning looks like	To learn what a growth mindset is To understand how it can impact my behaviour and ability to learn	To understand the importance of resilience and ‘grit’ To develop strategies for increasing personal motivation	To explore the importance of creative thinking To develop my creative thinking skills	To understand the wide range of cultures at Beths and in the wider London Community To learn how respecting cultures can enhance your life	To learn online strategies for great learning To revise key E-safety precautions
Key words	Motivation Self-discipline Organisation Meta cognition	Mindset Psychology	Gumption Resilience Integrity Tenacity Determination Long-term goals	Analytical Open-Minded Innovation	Multiculturalism Community Diversity	E-Safety Machine learning Learning platforms Grooming Extremism Pornography
Key questions for reflection	Am I a great learner?	Do I believe my intelligence is set in stone?	How much GRIT do I have?	Is creative thinking just putting old ideas together in new ways?	What is culture? Why is respecting other cultures important?	How can I learn about online dangers? How can I get help to stay safe?

Autumn 2 – Values and Citizenship – *Me as a citizen*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Topic/s	British values and governance	Democracy	Global citizenship	Keeping safe from extremism	Tacking racism and religious discrimination	Gangs and the law	Active Citizenship
Learning Objectives	To understand British values	To learn what is democracy	To consider some global challenges To consider how I can help	To understand what extremism is To understand how to keep safe	To understand racism To understand religious intolerance To consider how to tackle prejudice in all its forms	To learn about the dangers of gangs To know what to do if someone is being groomed	To learn what is active citizenship To plan a citizenship project
Key words	Democracy Tolerance Mutual respect	Athens Roman senate Magna Carta Suffragettes	United Nations World Bank WHO NATO G7 NGOs	Extremism Far right al Qaeda-inspired	Ant- Semitism Segregation	Gangs Grooming Fraud Crime	Active citizenship Responsibility Considerate
Key questions for reflection	Are British values human values?	What is democracy?	What are the global challenges we need to solve	What allows people to groomed by extremists?	How can we all challenge racism and other forms of prejudice?	What allows people to groomed by gangs?	How can you improve the school through student action?
Resources	https://www.totalpeople.co.uk	https://en.wikipedia.org/wiki/History_of_democracy	https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship/	https://www.itai.info/what-is-prevent/	https://www.bbc.co.uk/newsround/52965984 https://www.interfaith.org.uk/	https://www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/gangs/	

Week 4 – Year 8 forms have a speaker from the Police coming into them. The topics which will be covered

Easter 1 – Relationships and Emotional Literacy Education - *Making relationships work*

	Week 1	Week 2	Week 3	Week 4	Week 5
Topic/s	Commitment	Healthy Relationships	Marriage and other relationships	Marriage and forced marriage	Social media, online friendships and online dangers
Learning Objectives	To learn about commitment: its meanings, features and benefits, and how it relates to personal values.	To understand the essential ingredients of successful relationships	To learn about the legal status of different types of relationships, including marriage and civil partnerships, and why people choose to form such a commitment	To learn about different types of relationships, including legal marriage and forced marriage	To reflect on healthy use of social media to support friendships To understand online dangers
Key words	Commitment	Characteristics Trust Altruism Honesty	Marriage Civil partnership	Forced marriage Arranged marriage Stable relationships Long term commitment	Social media Followers Grooming Abuse Trolling
Key questions for reflection	Why is commitment important?	What makes great relationships?	What are the benefits of marriage?	What should you look for in a good marriage?	How can you ensure you have a healthy online presence?
Resources	www.relate.org.uk/relationship-help/help-children-and-young-people www.brook.org/topics/relationships	https://www.relate.org.uk/	www.childline.org.uk	fmufco.gov.uk	https://www.saferinternet.org.uk/ https://www.thinkuknow.co.uk/

Easter 2 – Physical and Mental Health – *My changing body*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
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Topic/s	Adolescence	Personal Hygiene	Drugs and alcohol	Healthy eating	Mental health and emotional wellbeing	First Aid
Learning Objectives	To gain an understanding of the physical, emotional, cognitive and social changes that take place during adolescence	To understand the importance of personal hygiene and caring for your body. To learn how to keep your body clean to protect against illness and infection and increase self-esteem	To understand the dangers and risks that drugs and alcohol can cause To understand the laws in places to protect people from drug and alcohol misuse	To understand what our bodies need from food To understand how excess food/fat and sugar lead to health risks	To understand what stressors are To learn about my stressors To understand how I already cope with my stressors To learn other useful ways of coping with my stressors	To consider the importance of first aid as a life skill To gain an understanding of some basic first aid skills: severe allergic reaction
Key words	adolescence Cognitive Puberty Hormones Estrogen Testosterone	Hygiene Acne Blackhead Halitosis	Alcoholism Addiction	Vitamins Fibres Carbohydrates Protein Sugar Lactose	Personal stressors Coping	Allergies
Key questions for reflection	Why is my body changing?	Why does personal hygiene matter?	How does addiction ruin lives?	What is a healthy diet?	What can help me cope effectively?	Could I keep a cool head in an emergency?
Resources			https://www.childline.org.uk	https://www.nhs.uk/live-well/eat-well/top-sources-of-added-sugar/	https://www.mind.org.uk/media-a/2959/stress-2017.pdf	redcross.org.uk

Summer 1 – Economics and Living in the Wider World – *Making the World A Better Place*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Topic/s	Inspirational leaders	Developing Leadership	My voice	Rights and responsibilities	Tacking racism	Tacking homophobia	Tacking sexism	Tacking age and disability discrimination
Learning Objectives	To learn about some of history's most inspirational leaders	To learn how to develop leadership skills To understand Beths leadership opportunities	To understand how to make your voice heard To understand the importance of participation in a democracy	To understand what are rights with rights come responsibility	To learn about types of racism To understand what you can do to help remove racism	To learn about LGBT people in history To understand the law To consider how to tackle homophobia	To understand that tackling sexism is everyone's issue To learn what men can do to eliminate sexism and discrimination against women	To learn what age discrimination is To learn about disability discrimination To understand how to challenge discrimination and prejudice
Key words	Civil disobedience Civil rights Baptist Consecutive Biopic Nobel Peace Prize Apartheid Civilisation Compassion	Influence Ethic Mentor Responsibility Persuasion	Democracy Participation Demographics Geopolitics Economics Civil society	Human rights Legal rights Responsibilities	Racism Ethnicity Culture Nationality	Lesbian Gay Bisexual Transgender Equality Act Pride	Sexism Misogyny	Discrimination Belittle Harassment Victimisation Prejudice
Key questions for reflection	What makes a great leader?	How can I develop my leadership potential?	How can I make a difference?	What are my rights and responsibilities?	How can I challenge racism?	What is tolerance of others?	Why are women's rights important for men?	What does all prejudice have in common?
Resources			https://www.ukyouth.org/	www.un.org/en/global-issues/human-rights		www.stonewall.org.uk/ https://metrocharity.org.uk/		https://www.equalityhumanrights.com/en

Summer 2 – Planning for the Future – *My future*

	Week 1	Week 2	Week 3	Week 4
Topic/s	Using Kudos to research careers	Using Kudos to plan	The Super Curriculum	Setting targets for success
Learning Objectives	To learn how to use Kudos to research careers	To learn how to use Kudos to plan	To understand how regular work on the super curriculum can open up opportunities in the future	To consider what makes a good target To set targets for next year
Key words			Oxbridge Russell Group	SMART target
Key questions for reflection	How can Kudos help me?	How can I prepare for my future	How can I prepare for a top university application?	How can I improve for next year?
Resources				

Nurturing the individual and teaching the art of successful living

Year	Autumn 1	Autumn 2	Easter 1	Easter 2	Summer April - June	Summer July	Additional Events and links with whole school campaigns
	Being safe and successful	Being a good citizen	Relationships and Emotional Literacy	Health and Wellbeing	Economics and Living in the Wider World	Planning for the future	
9	Cultural Identity E-safety Outstanding learning behaviours Prevent Changing through puberty Resolving conflict	Active Citizenship Gangs and the law Charities and giving to others Options	Maintaining Healthy relationships Sexual health education Pornography Relationships and love	Drugs and alcohol Healthy eating Mental Health	Environment Business and Enterprise Careers	My voice Reviewing success at KS3 Setting targets for KS4	

Autumn 1 – Personal Development – *Being safe and successful*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic/s	Staying Safe: E-safety	Staying Safe: Prevent	Changing through puberty	Outstanding learning behaviours	Resolving conflict	Cultural Identity
Learning Objectives	To understand the full range of online dangers To learn a range of ways to help stay safe online	To understand the dangers of extremist grooming To learn what to do if you suspect someone is being groomed or radicalise	To understand the importance of personal hygiene To understand how the body changes in puberty	To reflect on what makes a great learner To plan on how to improve my learning To understand what is outstanding attitude to learning	To understand how conflicts arise To learn strategies for conflict resolution or avoidance	To explore the idea of cultural identity To celebrate the cultural identity of others
Key words	Cyberbullying Phishing Fraud Scams Grooming	Extremist ideology Radicalisation Grooming Brain washing	Puberty Pubic hair Hormones Acne Wet dreams	Mindset Consistent Persistent	Compromise Prejudice Intolerance Empathy Communication	Cultural Identity Diversity Multiculturalism Tolerance
Key questions for reflection	How can you be ticked online by someone who means you harm?	How could someone try and groom you for an extremist cause?	How is my body changing or going to change?	How can I be the very best learner possible as I become an adult?	How do misunderstandings lead to unnecessary conflict? How can I understand others better?	How can we celebrate our cultural diversity? Can your culture be a mix of more than one culture?

Autumn 2 – Values and Citizenship – *Being a Good Citizen (and Options)*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Topic/s	What is Citizenship	Understanding the law	Dangers of gang grooming	Charity	My future – choosing my options	My future – choosing my options	My future – choosing my options
Learning Objectives	To consider what makes a good citizen	To learn about British law and the legal system To understand the value of the police	To recognise signs of gang grooming To understand the dangers of being lured into criminal activity	To understand the importance of charitable giving	To understand what the GCSE Options process is To start to think about your future career aspirations	To understand what the Ebacc subjects and core subjects are and why they are important To think about the balance between STEM and creative subjects	To understand how to make an informed choice To find out about where to get more information
Key words	Citizenship Civil society Civic duty	Magistrate Tribunal Crown Court High Court Common Law	Grooming Fraud	Charity Third sector Altruism	Compulsory	EBacc Prestigious STEM	Informed choice
Key questions for reflection	What are the responsibilities of citizens?	Why is law enforcement important?	How can you help someone at risk from gang grooming?	How do you benefit when you give to others?	How does the options process work?	Why is balance important?	Where can I learn more?
Resources	https://www.wikihow.life/Be-a-Good-Citizen	https://www.oldpolicecellsmuseum.org.uk	https://www.actionfraud.police.uk/ https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/	https://uk.virginmoneygiving.com/giving/fundraising/ways-to-raise-money-for-charity-at-school/	School website		UCAS University websites

Easter 1 – Relationships and Emotional Literacy – *Sex and Relationships*

	Week 1	Week 2	Week 3	Week 4	Week 5
Topic/s	Maintaining Healthy relationships	Sex: the facts	Dangers in sexual behaviour	Pornography	Love and Romance
Learning Objectives	Identify the qualities of healthy and unhealthy friendships Describe strategies for dealing with challenges in friendship Explain how friends can support each other effectively	To learn basic facts about sex	To learn about the dangers associated with sexual behaviour	To learn what pornography is To learn potential dangers	To understand how romantic relationships can support wellbeing
Key words	Friendships Peers	Sexual intercourse Penetration Consent Masturbation Foreplay Virginal/anal LGBT	Consent STIs or SYDs Abortion Sexual exploitation	Misogyny Promiscuous Exploitation Gross indecency	Romance Love Chemistry Attraction Commitment Fling
Key questions for reflection	What makes a true friend?	When is it ok to have some form of sex?	What is the safest way to avoid dangers in sexual relations?	Why should I avoid pornography until I'm older?	What makes a good relationship?
Resources	This lesson has been planned by Rise above and requires additional resources to tech properly – REQUIRES PREPARATION	https://www.healthforteens.co.uk/relationships/ https://www.youngstonewall.org.uk/	https://www.healthforteens.co.uk/relationships/	https://www.addictioncenter.com/community/signs-of-porn-addiction/	https://teenshealth.org

Easter 2 – Physical and Mental Health – *Healthy in Mind and Body*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
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Topic/s	Healthy eating	Personal hygiene	Addictive behaviours	Mental health conditions (part 1): Anxiety and Panic Attacks	Mental health conditions (part 2): Depression and Self Harm	First Aid
Learning Objectives	To understand my daily calorie requirements To learn how to make healthy food swaps To learn where to find nutritional information	To understand the importance of personal hygiene and caring for your body. To learn how to keep your body clean to protect against illness and infection and increase self-esteem	To learn about different types of addiction To understand the impact of drugs and alcohol on your mental health	To understand more about the most common mental health conditions To be able to spot the signs and symptoms of these conditions To know how to access further support	To understand more about the most common mental health conditions To be able to spot the signs and symptoms of these conditions To know how to access further support	To consider the importance of first aid as a life skill To gain an understanding of some basic first aid skills: unresponsive and breathing
Key words						
Key questions for reflection	How do I make healthy food choices?	How can I maintain high personal hygiene?	What is addiction?	How can I help someone having a panic attack?	What should I do if I'm feeling low?	What should I do to help someone in an emergency?
Resources						

Summer 1 – Economics and Living in the Wider World – *Your place in the world*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
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Topic/s	Environment 1	Environment 2	Personal finance 1	Personal finance 2	Personal finance 3	Understanding the economy	Careers 1	Careers 2
Learning Objectives	To understand the science behind climate change	To learn what needs to happen to fix the planet To learn how you can play a part	to learn the basics of good personal finance	To reflect on making good choices with money	To reflect on the value of money	To understand what is the economy To understand how personal decisions affect the economy	To reflect on what matters when choosing a career	How to research careers using the National Careers Service To plan for careers
Key words	Global warming Climate migrant Deforestation		Savings Loan National Insurance Minimum Wage Current account Cashback Credit Overdraft	Annual salary Gross earnings Net earnings	Need Wellbeing	Economy Interest rates Loans Financial decisions Prudence	Job satisfaction Job security	
Key questions for reflection	What is the climate emergency?	What needs to happen to avoid climate catastrophe?	How should you manage your finances?	How should I prioritise my money?	What is the value of money?	How can I be economically successful?	What factors are important for choosing a career?	What is my dream career?
Resources	www.wwf.org.uk/what-we-do/projects/	https://friendsoftheearth.uk/climate-change/	https://www.barclays.co.uk/money-management/					

Summer 2 – Planning for the Future – *My Future*

	Week 1	Week 2	Week 3	Week 4
Topic/s	My Voice	My Voice	Super Curriculum	Planning For success at KS4
Learning Objectives	To consider how to get your voice heard	To learn how to plan a change project	To reflect on how well you are learning independently	To set targets for KS4
Key words	Activism Segregation Non-profit organisation Cyberbullying Memoir Indigenous community	Change Transform Plan Authorization		Perseverance Grit Exam board Exam specification
Key questions for reflection	How can I make a difference?	How can I make it happen?	How often to I learn without being told?	How can I be successful at KS4?
Resources				

Beths PSHCE Education in Year 10

Nurturing the individual and teaching the art of successful living

Year	Autumn 1	Autumn 2	Easter 1	Easter 2	Summer April - June	Summer July	Additional Events and links with whole school campaigns
	Personal Development	Values and Citizenship	Relationships and Emotional Literacy	Health and Wellbeing	Economics and Living in the Wider World	Planning for the future	
10	Cultural Identity E-safety VESPER 1 Anti-bullying	Environment My voice Prevent Gangs and the law	Tackling sexism LGBT rights	First Aid Hygiene and health Drugs and alcohol	Financial Literacy Careers and work experience	Active Citizenship Leadership Reviewing success Reviewing targets and learning strategies	

Autumn 1 – Personal Development – *Understanding Myself Better*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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Topic/s	Vesper 1	Vesper 2	Culture and identity	Online safety	Safe Online relationships	Cyberbullying	Sexting
Learning Objectives	To understand the “VESPA” model To establish why having a vision is important for success To know what motivates you as an individual	To establish the important of passion and perseverance when taking on new challenges and opportunities in life. To understand the relationship with amount of effort invested and outcomes rewarded. To audit a typical week	To know communities form your cultural identity. To understand that everyone's cultural identity is different. To think about which influences are important to you and what your cultural identity is.	To understand the law regarding online behaviour To discuss the possible strategies to stay safe online	To establish the traits of a health versus an unhealthy online relationship	To define cyberbullying and recognise examples of it To identify which actions cross the line between ‘banter’ and cyberbullying To establish to seek help and how to prevent or stop cyberbullying	To understand the pressures on young people to send naked pictures (sexts) To understand the possible consequences of sending a sext, including the legal consequences
Key words		Perseverance	Culture Diversity Tolerance		Online grooming Cat fishing		Sexting
Key questions for reflection	Where do I want to get to?	What is ‘grit’?	What is my culture?	What are the danger signs to look out for?	Is this person who they say they are?	How can I report cyberbullying?	What are the risks of sexting?
Resources							

Autumn 2 – Values and Citizenship – *The values that protect us all*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Topic/s	Calling out bullying in schools	Nurture and community	Nurturing the planet	Extremist and prevent	Prevent Duty	Dangers of gang grooming	Understanding the law

Learning Objectives	To explore the meaning and impact of bullying and cyberbullying.	To understand what is meant by the term “community” To establish the important of giving back to the community The importance of community cohesion and how we play an important part in this.	To understand the meaning of climate change To establish the impact of climate change	To establish what is meant by radicalisation, extremism and intolerance To identify factors which might influence a young person in being radicalised.	To understand what the three elements of prevent duty	To realise the dangers of gang grooming	To learn some of the laws relevant to young people
Key words	Bullying Cyberbullying Truancy	Cohesion	Climate emergency	Radicalisation Extremism Intolerance	Radicalisation Extremism Social media	Grooming	
Key questions for reflection	How can I spot bullying from ‘banter’?	How can I improve my community?	Why does climate change matter?	What factors can lead to radicalisation?	How can social media radicalise me?	How can I spot if a friend is being groomed	How does the law protect us all?
Resources							

Easter 1 – Relationships and Emotional Literacy – *Understanding Others and valuing Diversity*

	Week 1	Week 2	Week 3	Week 4	Week 5
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Topic/s	Empathy for others	Sexism	Sexual harassment	LGBT rights	LGBT and religion
Learning Objectives	Discuss with the person beside you about what you think is meant by term “empathy”. What are some of the key words we associate with being “empathetic”?	Understand what is meant by sexism. To be able to identify types of sexism, examples and their impact.	Understand the law around sexual harassment in school and the workplace. Understand what constitutes sexual harassment and why this must stop.	Understand what is meant by homophobia To realise why LGBTQ+ bullying is unacceptable	To understand the challenges for LGBTQ+ religious people
Key words	Empathy	Me too movement Abuse Stalking Sexism Trolls	Harassment	Lesbian Gay Bisexual Transgendered Queer	Tolerance Love
Key questions for reflection	How can I walk in the shoes of others?	What is the impact of sexual harassment?	How can you call out sexist abuse and harassment?	Why are some people homophobic?	How can LGBTQ+ religious people be supported?
Resources					

Easter 2 – Physical and Mental Health – *Having a Healthy Mind and Body*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
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Topic/s	Planning for Work Experience	First Aid	Healthy Choices	Healthy Mind and Body	Dangers of alcohol and smoking	Dangers of drugs
Learning Objectives	To learn how the work experience process works and how to get a placement	To understand how emergencies vary Establish the key principles that apply in all Emergencies Know and understand the "4 Cs" in an emergency	To understand how your choices in youth will determine your health in old age	To understand the link between the mind and body	To realise how smoking, drinking and poor lifestyle choices harms health	TO realise the impact that illegal drugs have on individuals, society and global crime.
Key words		Check Check Check Call				
Key questions for reflection	What do I want out of work?	How would I act in an emergency?	What habits are healthy for life?	How can I maintain a healthy mind?	What is moderation?	How can I say no and still maintain social status?
Resources						

Summer 1 – Economics and Living in the Wider World – *Making the World Work for me*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
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Topic/s	Financial Management	Credit and Debt	My payslip	Loans and the danger of debt	The employment market	Jobs and careers for me 1	Jobs and careers for me 2	Preparing for Work Experience
Learning Objectives	To discuss financial terminology Understand the reasons why it is important to budget money	Understand the meaning of credit and debt Understand the difference between planned and unplanned borrowing Understand the important role budgeting plays in managing money well	To understand income tax, tax allowance, National insurance and other contributions	To understand the dangers of debt	To learn about skills shortages in the UK	To research careers which I have an interest	To plan how I can gain access to a top career	To consolidate plans for work experience in year 11.
Key words	Mortgage Debt Overdraft VAT Investment Budget	Credit Debt	Tax NI	Interest rate APR Bankruptcy	Sectors Skills shortage			
Key questions for reflection	How can I manage my money?	How do loans and credit work? What is a personal credit score?	How can I check my payslip?	What is a spiral of debt?	What is supply and demand of labour?	Which careers might I enjoy?	What do employers look for?	Am I on track for my work experience?
Resources								

Summer 2 – Planning for the Future – *Myself as a leader*

	Week 1	Week 2	Week 3	Week 4	Week 5
Topic/s	What is leadership?	Developing my leadership skills	Student Leadership project	Student Leadership project	Student Leadership project
Learning Objectives	To understand the ingredients of leaderships	To audit and understanding my own leadership skills	To develop my leadership skills	To develop my leadership skills	To develop my leadership skills
Key words	Values Influence Vision	Vision Empathy Listening Organising Managing Reflecting			
Key questions for reflection	Is there many ways to understand leadership?	How can I influence others	How can I make a difference?	How can I make a difference?	How can I make a difference?
Resources					

Beths PSHCE Education in Year 11

Nurturing the individual and teaching the art of successful living

Year	Autumn 1	Autumn 2	Easter 1	Easter 2	Summer April - June	Summer July	Additional Events and links with whole school campaigns
	Personal Development	Values and Citizenship	Relationships and Emotional Literacy	Health and Wellbeing	Economics and Living in the Wider World	Planning for the future	
7	Cultural Awareness Planning for KS5 VESPA	Political Literacy Prevent – British values University and beyond	Sex and Consent Empathy FGM	Exam Stress Mental Health Drugs and alcohol			

Autumn 1 – Personal Development – *Being an academic success*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic/s	VESPA 1	VESPA 2	VESPA 3	Planning for KS5	Planning for KS5	Celebrating Diversity
Learning Objectives	To understand the VESPA mindset	To review how I managed to apply the VESPA mindset over year 10 and lockdown	To Consider how I can develop my VESPA mindset To plan for academic success this year	To consider what factors are needed to make good A level choices To learn what subjects are on offer at Beths	To learn what A levels are available at Beths To learn what the new A levels are about	To celebrate the diversity in British public life To reflect on the value of diversity
Key words	Vision Effort Systems Practice Attitude	Independent learning Learning behaviours	MOOC Googledrive Persevere	Transition Russell Group UCAS	Psychology Philosophy Sociology Classical civilization	Public life Chancellor of the Exchequer Home Secretary Equitable

Key questions for reflection	How good is my learning mindset?	How have I coped during lockdown? How good has my learning mindset been in KS3 and year 10 more generally?	What are the strengths and weaknesses in my learning mindset?	What will the knowledge and learning be like on the A levels I might study?	What is the content of the new A levels?	Why is diversity important?
Resources						

Autumn 2 – Values and Citizenship – *My values and society*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Topic/s	School values in practice	My values	British values - Democracy	British values - Tolerance	British values – Rule of Law	Understanding Politics	Importance of voting

Learning Objectives	To reflect on what school values really mean in practice To plan how as the senior students in the main school I can promote the values throughout year 11	To reflect on what values are important to you and <u>why</u>	To reflect on what democracy is To consider what an active healthy democracy is	To explore why people are intolerant To consider the benefits of tolerance	To consider why laws are there to help us To learn what our duties are in supporting the police	To understand the basics of the British political system	To understand my duties as a citizen in a democracy
Key words	Embody	Values Ethics	Representation Civil society Civil rights Hustings	Liberalism Multi-culturalism	Citizenship Civil duty Govern by consent	Local authority Ward MP Peer	Suffrage Suffragettes
Key questions for reflection	How can I represent the very best of Beths every day	What are my values? How do they help me be successful?	Why does democracy matter? How can our democracy be stronger?	How do I benefit if I am tolerant to others?	How we can enforce laws well as a society?	How can vote for UK politicians when I'm 18?	
Resources	Beths Equality Policy (on website)	www.mindtools.com					

Easter 1 – Relationships and Emotional Literacy – *Entering Relationships*

	Week 1	Week 2	Week 3	Week 4	Week 5
Topic/s	Healthy Relationships	Managing Unwanted attention	Consent	STIs	Diversity in relationships

Learning Objectives	Assess whether relationship behaviours are healthy, less healthy, or are controlling behaviours Explain effective strategies to end coercive relationships Suggest ways to address a friend's unreasonable relationship behaviour Suggest ways to support a friend who is in an unhealthy relationship	Define the terms stalking and harassment Identify the behaviours associated with stalking Explain what to do if someone feels they or someone they know is the target or perpetrator of stalking or harassment	To develop understanding of what consent is and ways it can be given To consider what constitutes as rape To identify risky behaviour that could lead to rape/allegations of rape	To understand what STIs are To know what to do if you or someone has an STI	To understand why respect for diversity in relationships is important
Key words	Controlling behaviours Abusive Coercive	Stalking Harassment Perpetrator	Consent Rape	Chlamydia Gonorrhoea Syphilis Herpes HIV	Respect LGBT
Key questions for reflection	What counts as controlling or coercive behaviour?	What is acceptable and what is unacceptable ways of showing an interest in someone?	What should I do if I'm not sure about consent?	How can I practice safer sex?	How do I benefit from being tolerant of others?
Resources	The Alice Ruggles Trust	The Alice Ruggles Trust		https://www.nhs.uk/live-well/sexual-health/	https://www.stonewall.org.uk/

Easter 2 – Physical and Mental Health – *Health for life*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic/s	Smoking	Drugs	Alcohol	Addictive behaviours	Coping with exam stress	Revision
Learning Objectives	To understand the health benefits of never starting To understand why people might start smoking	To learn about the health dangers of drugs To learn about the social harms caused by illegal drugs	To understand the role of alcohol in our culture To learn the dangers alcohol	To understand what is addiction To reflect on types of addiction To learn strategies for beating addiction	To learn 8 strategies for coping with stress	To learn the best revision techniques
Key words	Lung cancer Other medical terminology of related diseases	Ecstasy Heroin/morphine Cocaine Methadone Cannabis	Alcoholism Addiction	Addiction Withdrawal	Perspective Wellbeing Resilience Mindfulness	Mnemonics
Key questions for reflection	Why do people start smoking?	How can drugs ruin your life?	What is the impact of alcoholism?	How can I spot addiction?	Where can I get help over the exam period?	How can I learn smart?
Resources		www.talktofrank.com	https://www.al-anonuk.org.uk/	www.healthline.com/health/addiction www.alcoholics-anonymous.org.uk/	www.childline.org.uk www.samaritans.org	

Beths PSHCE Education in Year 12

Year	Autumn 1	Autumn 2	Easter 1	Easter 2	Summer April - June	Summer July	Additional Events and links with whole school campaigns
	Relationships Diversity and inclusion	Relationships Mental health and emotional wellbeing	Relationships	Readiness for work	Planning for the future	Readiness for work Health and wellbeing	
12	Setting goals Beths and British values Sexism	Harassment	Consent Assertive communication	CV and cover letter LinkedIn	Preparing for exams Exploring future options	UCAS Travel	

	Racism Celebrating cultures Betsh scholar award LGBTQ+IA	Bystander effect Prevent Mental health Body image Body modification	Positive relationships and recognising abuse Managing dangerous situations	International women's day	Post 16 options	Work experience preparation Health and Safety First Aid Substance abuse Reflections on year 12	
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Beths PSHCE Education in Year 13

Year	Autumn 1	Autumn 2	Easter 1	Easter 2	Summer April - June	Summer July	Additional Events and links with whole school campaigns
	Mental health and emotional well-being	Financial choices	Next steps	Physical health Drugs and alcohol	Intimate relationships		
13	Depression and mood- disorders Grief Anxiety Where to seek help	Taxation Debt Borrowing and saving Financial contracts Making well-informed decisions	Application process Future opportunities and career development Maintaining a positive professional identity	Healthy lifestyle and diet Positive effects of exercise Addiction Drugs Alcohol	Fertility Sexual health Personal values Contraception Consent		