

PSHEE AT BELLERIVE FCJ CATHOLIC COLLEGE

Teachers and parents of students at Bellerive FCJ are all involved in educating the young people to develop their potential as whole persons. This includes promoting the spiritual, moral, cultural, mental and physical development of the students and of society. We aim to prepare the students at the school for the opportunities, responsibilities and experiences of later life.

What we teach and how we teach in PSHEE is underpinned by the school Mission Statement as lived through the FCJ values. By focusing our attention on the quality of the relationships which exist in our school, we are broadening and deepening the scope of the education which we offer.

In school we are doing this through academic subjects, but some issues do not always fit neatly into the curriculum, and sometimes a different emphasis and delivery are needed. These issues are included in the curriculum within PSHEE. The PSHEE programme will help to raise students' confidence and help them to develop interpersonal skills, social skills and communication skills, all of which are vital in preparing students for adult life. The programme should be relevant to students' needs and take account of the society in which they live. It should underpin our pastoral system and support our school aims. A spiral programme ensures learning is revisited, reinforced and extended in age- and stage-appropriate contexts.

Young people need the self-awareness, positive self-esteem and confidence to:

- Stay as healthy as possible
- Keep themselves and others safe
- Have worthwhile and fulfilling relationships
- Respect the differences between people
- Develop independence and responsibility
- Play an active role as members of a democratic society
- Make the most of their own and others' abilities.

Within the PSHEE programme, there are issues that need to be handled with sensitivity and in a professional manner. Some topics require specialist knowledge and experience. To help in the delivery of such topics/modules we hope to use different agencies and relevant expertise.

The PSHEE programme is based on three 'core themes' within which there is some overlap and flexibility:

- 1. Health and Wellbeing**
- 2. Relationships**
- 3. Living in the Wider World**

CORE THEME 1 – HEALTH AND WELL BEING

This includes:

- how to manage transition
- how to maintain physical, mental and emotional health and wellbeing including sexual health*
- about parenthood and the consequences of teenage pregnancy
- how to assess and manage risks to health and to stay, and keep others, safe
- how to identify and access help, advice and support
- how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health
- how to respond in an emergency including administering first aid

- the role and influence of the media on lifestyle.

** Sexual health is included within this core theme however it is important that it is also considered within the context of healthy relationships*

CORE THEME 2 – RELATIONSHIPS

This includes:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- how to recognise and manage emotions within a range of relationships how to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters
- about the concept of consent in a variety of contexts (including in sexual relationships)
- about managing loss, including bereavement, separation and divorce
- to respect equality and be a productive member of a diverse community
- how to identify and access appropriate advice and support.

CORE THEME 3 – LIVING IN THE WIDER WORLD

This includes:

- about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- how to make informed choices and be enterprising and ambitious
- how to develop employability, team working and leadership skills and develop flexibility and resilience
- about the economic and business environment
- how personal financial choices can affect oneself and others and about rights and responsibilities as consumers

YEAR 7 PSHE LESSON OUTLINES

LESSON	CONTENT	CORE THEME
1	Anti-bullying – to recognise bullying and abuse in all its forms – prejudice-based bullying both in person and online/via text	2
2	Anti-bullying – looking at skills and strategies to manage bullying when being targeted or witnessing others being targeted. Recognising peer pressure.	2
3	Anti-bullying – support services available to tackle bullying.	2
4	Study skills – expectations/resilience	3
5	Study skills - setting realistic and challenging goals	3
6	Personal Hygiene – the importance of and ways of taking increased responsibility for their own hygiene.	1
7	British Values – The Law – Does the punishment fit the crime? Looking at punishments and sanctions and the concept of justice.	3
8	British Values - Tolerance, Dignity and Respect – Identifying their place in school and in the wider community. Understanding Human Rights’ Laws and how they affect our everyday lives.	3
9	British Values – Culture and Diversity – What is Culture and what are the key elements of a person’s culture? Knowledge of different groups within my own culture.	3
10	British Values – Governance – To practice speaking about rights and responsibilities. What	3

	makes a good citizen? The concept of Citizenship.	
11	Drugs Education – the positive and negative roles played by drugs in society	1
12	Drugs Education - Factual information about legal and illegal substances	1
13	Drugs Education – the personal and social risks and consequences of substance use and misuse	1
14	Importance of a balanced diet/healthy eating - what constitutes a balanced diet and its benefits and what might influence decisions about eating a balanced diet	1
15	Exercise – the benefits of physical activity and exercise	1
16	Sleep – the benefits of sleep	1
17	Financial Education – Me and my Money – Wants and Needs	3
18	Financial Education – Me and my Money – A fair days pay	3
19	Financial Education – Me and my Money – Pocket Money	3
20	Financial Education – Me and my Money – Giving to Charity	3
21	Personal Safety and First Aid – to perform basic first aid and life-saving skills	1
22	Road Safety – to understand how the inappropriate use of mobile phones can contribute to accidents. To understand and manage risk within the context of personal safety, especially accident prevention and road cycle safety.	1
23	E-Safety – the safe and responsible use of ICT	2
24	RSE – Relationships - the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.), the roles and responsibilities of parents, carers and children in families	
25	RSE – Relationships - to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise, to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness	2
26	RSE – Relationships - to explore the range of positive qualities people bring to relationships and that relationships can cause strong feelings and emotions (including sexual attraction)	2
27	RSE – Puberty - 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)	1/2
28	Careers Education – About different work roles and career pathways, including clarifying their own early aspirations.	3
29	Careers Education - 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.	3
30	Careers Education - the benefits of being ambitious and enterprising in all aspects of life.	3

YEAR 8 PSHE LESSON OUTLINES

LESSON	CONTENT	CORE THEME
1	Health and Well-Being - to recognise their personal strengths and how this affects their self-confidence and self-esteem and to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem	1
2	Health and Well-Being - to accept helpful feedback or reject unhelpful criticism	1
3	Health and Well-Being - to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment	1
4	Peer Pressure - 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	2

	of the group) and to develop strategies for managing it	
5	Peer Pressure - 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	2
6	British Values – The Law – Exploring crime and how it affects young people. Youth crime and factors that lead people to commit crime. Understanding that offending can be age-related and the consequences of crime.	3
7	British Values - Tolerance, Dignity and Respect – Understanding the term tolerance and International Day for Tolerance. Exploring why Tolerance is needed in today’s society.	3
8	British Values – Culture and Diversity – Understanding that our country has a diverse population, understanding where diversity comes from, appreciating the benefits of diversity and celebrating difference.	3
9	British Values – Governance – Developing the language of politics.	3
10	Drugs Education – the law relating to the supply, use and misuse of legal and illegal substances	1
11	Drugs Education - 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)	1
12	Drugs Education – the safe use of prescribed and over the counter medicines	1
13	Drugs Education - the purpose and importance of immunisation and vaccination	1
14	Anti-bullying - to develop a sense of team ethos, develop team working skills. To reflect on bullying knowledge and understanding and to reflect on ways to deal with bullies.	2
15	Anti-bullying - To develop empathy with the victims of bullying. It enables self-reflection of the person they want to be, understanding that productive members of the community have a responsibility to ensure they do everything they can to be positive role models.	2
16	Anti-bullying – to learn about the responsibilities they have for one another. Pupils will consider their own actions both present and in the past and evaluate if they really have/did make the right decision.	2
17	Exercise - to recognise and manage what influences their choices about exercise and the importance of, and strategies for, maintaining a balance between work, leisure and exercise	1
18	Financial Education – Value for Money - Branding	3
19	Financial Education – Value for Money – Fair Trade	3
20	Financial Education – Value for money – to assess and manage risk in relation to financial decisions that young people might make	3
21	Financial Education – Value for Money – 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).	3
22	Personal Safety - ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations	1
23	E-Safety - 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	3
24	RSE - how the media portrays young people; to recognise its possible impact on body image and health issues, that identity is affected by a range of factors, including the media and a positive sense of self	1/2
25	RSE – that the media portrayal of relationships may not reflect real life and the possible impact of this on people’s expectations of relationships	2
26	RSE – 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)	2
27	RSE – the features of positive and stable relationships (including trust, mutual respect,	2

	honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)	
28	Careers Education - 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	3
29	Careers Education - 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	3
30	Careers Education - the benefits of being ambitious and enterprising in all aspects of life.	3

YEAR 9 PSHE LESSON OUTLINES

LESSON	CONTENT	CORE THEME
1	Relationships – Responsibility – qualities needed to be a responsible person, areas of responsibility.	2
2	Relationships – Difficulties that can arise between teenagers and adults, resolving conflict, negotiation and compromise.	2
3	Health and Well-Being - the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies	1
4	Health and Well-Being - 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- lesson 1.	1
5	Health and Well-Being - 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 – lesson 2.	1
6	Knife Crime - 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	2
7	Gang Culture - 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	2
8	British Values – The Law – The processes involved when arrested. The British Criminal Justice System and developing an empathy and understanding of the experience of being dealt with by the British Criminal Justice System.	3
9	British Values - Tolerance, Dignity and Respect – Looking at examples of human dignity and the rights of children.	3
10	British Values – Culture and Diversity – What does it mean to Be British? Understanding Multicultural Britain.	3
11	British Values – Governance - To develop knowledge and correctly identify political vocabulary and to correctly explain the process of a general election in the UK.	3
12	Drugs Education – the law relating to the supply, use and misuse of legal and illegal substances	1
13	Drugs Education - the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'	1
14	Drugs Education – 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	1
15	Drugs Education - 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	1
16	Leisure Activities – Consider how they spend their leisure time - school work/life balance	1

17	Leisure Activities – Consider the benefits and problems of their leisure activities for themselves and others.	1
18	Financial Education – The role of banks /saving	3
19	Financial Education – 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	3
20	Financial Education – Budgeting	3
21	Financial Education – 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	3
22	Study Skills - about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills	3
23	Study Skills - 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	3
24	RSE – The importance of marriage - the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children, 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	2
25	RSE –Sex and Social media, the law, consent, behaviour and consequences, support services	2
26	RSE – about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so 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	2
27	RSE – 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	1/2
28	Careers Education - 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	3
29	Careers Education - 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	3
30	Careers Education - the benefits of being ambitious and enterprising in all aspects of life.	3

YEAR 10 PSHE LESSON OUTLINES

LESSON	CONTENT	CORE THEME
1	Health and Well-Being - Self-esteem - to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this. To make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism	1
2	Health and Well-Being – Managing Mental Health - strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing.	1/2
3	Health and Well-Being – Managing Mental Health - The characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression).	1
4	Health and Well-Being – Managing Mental Health - To recognise and manage the triggers (for	1

	themselves or their friends) 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.	
5	British Values – The Law – To consider how living under the rule of law protects and promotes the well-being and safety of citizens. Understanding the links between rights and responsibilities, exploring how human rights protect individuals, promote standards in living and equality in groups.	3
6	British Values - Tolerance, Dignity and Respect – Understanding that people have negative attitudes and what is meant by prejudice and stereotypes. Recognising my own and others stereotypical and prejudiced attitudes. An awareness of the negative consequences of prejudice and stereotypes.	3
7	British Values – Culture and Diversity – Understanding that our country has a diverse population. Knowing where diversity comes from. Appreciating the benefits of diversity and celebrating difference.	3
8	British Values – Governance – Exploring different types of government, political ideologies and voting systems. Understanding how citizens can influence decision making through the democratic process.	3
9	Drugs Education – the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke	1
10	Drugs Education - understand the terms ‘habit’, ‘dependence’ and ‘addiction’ in relation to substance use and where and how to access support if they have concerns	1
11	Drugs Education - the wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle	1
12	E-Safety - how social media can offer opportunities to engage with a wide variety of views on different issues, to recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views	3
13	E-Safety - the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks	3
14	Safety - To assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning salons.	1
15	Safety - how to find sources of emergency help and how to perform emergency first aid, including cardio-pulmonary resuscitation (CPR)	1
16	Personal Safety - about personal safety and protection, how to reduce risk and minimise harm in different settings (including social settings, the workplace, the street, on roads and during travel)	1
17	Financial Education – to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms); to access appropriate support for financial decision-making and for concerns over money, gambling etc.	3
18	Financial Education – understand what debt is and how it can be a problem, know what credit is and identify different types of credit, know who to approach for help with debt problems	3
19	Financial Education – their consumer rights and how to seek redress	3
20	Financial Education - to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices	3
21	Study Skills - to evaluate their own personal strengths and areas for development and to use this to inform goal setting	3
22	Study Skills - how their strengths, interests, skills and qualities are changing and how these relate to future employability	3
23	RSE – Body Image - to recognize and manage feelings about, and influences on, their body image including the media’s portrayal of idealised and artificial body shapes	1

24	RSE – Age of consent / pressures to conform	1/2
25	RSE – STI's - about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk	1/2
26	RSE – to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse and violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk. To develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support	2
27	Careers Education - To research, secure and take full advantage of any opportunities for work experience that are available, About rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)	3
28	Careers Education - About harassment and how to manage this (including in the workplace); the legal consequences of harassment	3
29	Careers Education - How their strengths, interests, skills and qualities are changing and how these relate to future employability	3
30	Careers Education - About confidentiality in the workplace, when it should be kept and when it might need to be broken	3

YEAR 11 PSHE LESSON OUTLINES

LESSON	CONTENT	CORE THEME
1	Health and Well-Being - how to take increased responsibility for maintaining and monitoring their own health, To identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)	1
2	Health and Well-Being – Managing Mental Health – coping with stress	1/2
3	Health and Well-Being – Managing Mental Health – Strategies to manage strong emotions and feelings	1/2
4	Health and Well-Being – about checking themselves for cancer (including breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS	1
5	Health and Well-Being – how lifestyle choices can affect a developing foetus	1
6	British Values – The Law – What happens when someone is arrested and the processes involved.	3
7	British Values - Tolerance, Dignity and Respect – British Values in Action – Understanding what British Values are and the ability to respond to a real-life scenario using British Values to inform your actions.	3
8	British Values – Culture and Diversity – Extremism – exploring the term 'extreme' and gaining an understanding of its meaning and implications.	3
9	British Values – Governance – Civil Liberties and Personal Freedoms – to understand what our civil liberties and personal freedoms are and to evaluate what we value in terms of liberties and freedoms within our own lives.	3
10	Financial Education – Saving / Banking /Interest	3
11	Financial Education – Borrowing and Debt, Repayment, interest and APR	3
12	Financial Education -Moving on from school – the world of work	3
13	Financial Education – Security and Fraud	3
14	RSE – managing changes in personal relationships including the ending of relationships, the impact of separation, divorce and bereavement on families and the need to adapt to	2

	changing circumstances	
15	RSE – about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement, How to access such organisations and other sources of information, advice and support, Diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them	2
16	RSE – to understand the role of sex in the media and its impact on sexuality	2
17	RSE – to recognise the impact of drugs and alcohol on choices and sexual behaviour	2
18	Careers Education - To develop their career identity, including how to maximise their chances when applying for education or employment opportunities / CV and Personal Statement	3
19	Careers Education - To further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)	3
20	Careers Education - About changing patterns of employment (local, national, European and global); about different types of business, how they are organised and financed	3
21	Careers Education - Attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')	3
22	Study Skills – preparing for Exams – lesson 1 (revision techniques and strategies)	3
23	Study Skills – preparing for Exams – lesson 2 (in the examination)	3
24	E-Safety – How to protect yourself from online fraud	3
25	E-Safety - Cyberbullying	3

YEAR 12/13 PSHE LESSON OUTLINES

LESSON	CONTENT	CORE THEME
1	British Values – Democracy - Explore different types of government, political ideologies and voting systems. Understand how citizens can influence decision making through the democratic process.	3
2	British Values – Rule of Law - Consider how living under the rule of law protects and promotes the well-being a safety of citizens. Examine link between rights and responsibilities and explore how Human Rights protect individuals, promote standards in living and equality between groups.	3
3	British Values – The tripartite system of democracy - Understand that there is a separation of power between the government, parliament and the law courts.	3
4	British Values – Freedom of Faith in the UK - To examine the variety and growth of religion in the UK. To understand that the freedom to choose and hold these faiths is protected in law.	3
5	British Values – Religious Belief and Practice - To examine the values which underpin the beliefs and practices of the religious and non-religious groups represented in the UK today	3
6	Careers Education - Explain what a personal brand is. Describe the ways in which a personal brand may be developed Evaluate the ways communication and confidence can affect a personal brand.	3
7	Careers Education - To maximise your chances when applying for education or employment opportunities by knowing how to create your best CV.	3
8	Careers Education - To further develop study and employability skills (including Young Professional skills)of: <ul style="list-style-type: none"> • Self belief • Communication • Teamwork 	3

	<ul style="list-style-type: none"> • Problem solving • Self management 	
9	Careers Education - About changing patterns of employment with an emphasis on Apprenticeships and Training.	3
10	Careers Education - Attitudes and values in relation to work and enterprise with focus on the importance of brand image and customer service.	3
11	Financial Education – The cost of living independently, saving for your future, borrowing for your future	3
12	Financial Education – The cost of living independently, saving for your future, borrowing for your future	3
13	Financial Education – Becoming an employee, managing a project, self employment	3
14	Financial Education – Security and Fraud	3
15	Financial Education - Budgeting – Living within your means	3
16	Health and well-being – Eating disorders	1
17	Health and well-being – Coping with stress	1
18	Health and well-being – Strategies to manage stress	1
19	Health and well-being - To highlight what you need to do if you aren't feeling well consistently, some strategies for ensuring your physical health is at its best and overcoming worries and being a resilient adult	1
20	Health and well-being – Drugs and Alcohol	1
21	RSE - Relationships	2
22	RSE – Abusive Relationships	2
23	RSE – Keeping safe	2
24	RSE – Stalking and Harassment	2
25	RSE – Losing someone	2
26	Study Skills – Independent Study	3
27	Study Skills - Revision	3
28	Study Skills – Examination skills	3
29	Study Skills – E-Safety (cyberbullying)	3
30	Study Skills - How to protect yourself from online fraud.	3

