

The Hewett Academy Norwich: PSHE Plan 2018-19								
Core Theme 1: Health and wellbeing. Pupils should be taught:	Year group	When taught	Details of course content	Subject specific learning objectives	Year group	When taught	Details of course content	Subject specific learning objectives
1. How to manage transition	Year 7 & 11 via tutor time and induction sessions	Year 6, autumn term Year 7, and spring term Year 11	Transition from primary to high school (Year 7). Transition from high school to further education (Year 11). Work with Mrs Whiddett (CEIAG) and Mr Roe (HE Champion)	Looking at personal strengths and weaknesses from previous school. Set targets and goals. Assessing their best option when selecting further education. Identifying where their option could lead to.				
2. How to maintain physical, mental, and emotional health and wellbeing including sexual health*	Science curriculum Years 7-11	KS4 health matters: Year 9 end of summer term, Year 10 start of spring term. Co-ordination and control (reproduction and hormones): Year 10 summer term, Year 11 autumn term. KS3 Physical health: Year 8 start autumn term. Reproduction: Year 7 summer term	Course content covers risk factors for different types of disease; this is the same for both KS3 and KS4. Reproductive anatomy is covered in KS3 and reproductive hormones and hormone treatment are covered in KS4	KS4 Chapter 4 health matters all lessons, Chapter 5 coordination and control all lessons. KS3: Year 8 The impact of exercise, asthma and smoking on the human gas exchange system. Year 7: Problems with the skeletal system (topic 3 lesson 4), genes variation and human reproduction (topic 10)	GCSE RS	Autumn 1	Role of the family, safe and secure relationships.	Understand the importance of strong and safe relations. Explain Christian and humanist views.
3. About parenthood and the consequences of teenage pregnancy	Year 8 PSHE Day	Spring term	Role of parents and their responsibilities. Financial and social consequences of teen pregnancy	Role of parents and their responsibilities. Financial and social consequences of teen pregnancy	Year 11 sociology	Spring 1	Teenage pregnancy and responsibilities	Understand financial and social implications of teenage parents. Analysis of media stereotypes.

4. How to assess and manage risks to health and to stay, and keep others, safe	Year 7 PSHE Day	Spring term	Risk management; role of the emergency services, how to stay safe when away from home	Risk management; role of the emergency services, how to stay safe when away from home	All science	All	Any practical lesson	
5. How to identify and access help, advice, and support	All year groups	September	Signposting assembly led by house team	Help pupils understand range of support available and how to access it	GCSE RS, Year 8 RS	Autumn 1 (Year 10), spring 2 (Year 8)	The role of the Church and organisations such as the Samaritans in supporting the local community. Year 8 link to bullying.	
6. 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	Year 8 RS	Spring - religion and lifestyle	Religious and social attitudes to alcohol	Make an informed choice about alcohol	Science curriculum Years 7-11	KS4 health matters: Year 9 end of summer term, Year 10 start of spring term. Co-ordination and control (reproduction and hormones): Year 10 summer term, Year 11 autumn term. KS3 Physical health: Year 8 start autumn term. Reproduction: Year 7 summer term	Course content covers risk factors for different types of disease; this is the same for both KS3 and KS4. KS4 Chapter 4 health matters all lessons, Chapter 5 coordination and control all lessons. KS3: Year 8 The impact of exercise, asthma and smoking on the human gas exchange system. Year 7: Problems with the skeletal system (topic 3 lesson 4)	
7. How to respond in an emergency including administering first aid			St John's Ambulance First Aid Qualification	Five-hour emergencies qualification				

8. The role and influence of the media on lifestyle	Year 9 RS	Autumn	Consider how Muslim women present themselves. Body image modesty and self-respect in Year 9 RS.	Challenge stereotypes				
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Core Theme 2: Relationships. Pupils should be taught:	Year group	When taught	Details of course content	Subject specific learning objectives	Year group	When taught	Details of course content	Subject specific learning objectives
1. How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills	Year 8 PSHE Day	Spring term	Role of parents and their responsibilities. Financial and social consequences of teen pregnancy	Role of parents and their responsibilities. Financial and social consequences of teen pregnancy				
2. How to recognise and manage emotions within a range of relationships	Year 8 PSHE Day	Summer term	Relationships; what they are and how to maintain them	Relationships; what they are and how to maintain them				
3. How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters	Year 7 English, Year 8 RS	Hewett Great Read spring	Wonder - RJ Palacio, bullying	Main themes include bullying. RS - Understand why bullying breaks the Golden Rule	Year 7 and Year 8 Hewett Great Reads	Hewett Great Read spring	Cloudbusting (Year 7), Jessica's Ghost (Year 8)	Main themes include bullying.
4. About the concept of consent in a variety of contexts (including in sexual relationships)	Year 8 PSHE Day	Autumn term	Sex education	Contraception, sexually transmitted diseases, and the role of sex within relationships				-

5. About managing loss including bereavement, separation and divorce	Year 8 RS, GCSE RS	Autumn - Believing in God - Y8 Central theme marriage and the family GCSE RS	We consider how religion can help people cope with death / illness. Students have the opportunity to reflect / create prayer / poem. GCSE core theme of this part of the spec.	Expressing grief and confusion	Year 7 English	Hewett Great Reads	A Monster Calls	Main theme - dealing with loss
6. To respect equality and be a productive member of a diverse community	Years 8 & 9 RS	Year 8 autumn - beliefs about God; spring - lifestyle choices. Year 9 autumn - religion and community cohesion	Yr 8 core beliefs about God (autumn); lifestyle choices - fasting - diet etc (spring). Yr 9 multicultural Britain - tolerance and respect Islam and modesty (dress)	Learning to appreciate diversity and respect individual choice. Making an informed choice	Year 7 English	Whole year HGR	Wonder - RJ Palacio	
7. How to identify and access appropriate advice and support.	All	Tutor time and assemblies	Reference to various agencies (BEAT, Police, NHS, iCASH etc)	Make use of advice from professional agencies				
Core Theme 3: Living in the wider world: economic wellbeing, careers and the world of work. Pupils should be taught:	Year group	When taught	Details of course content	Subject specific learning objectives	Year group	When taught	Details of course content	Subject specific learning objectives

<p>1. About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy</p>	<p>Year 10 and 11, Year 11 sociology</p>	<p>Autumn term - Taught in form time. Sociology autumn 1 - understanding society</p>	<p>Students are following a course in financial education. This will lead to a L2 qualification from LIBF.</p>	<p>Unit 11.1 Define the term citizen. 1.2 Outline the role and duties of a citizen in society in the UK. 1.3 Describe how government policies influence personal finance. 1.4 Describe the impact of different types of values held by UK citizens on personal finance choices</p>				
<p>2. How to make informed choices and be enterprising and ambitious</p>	<p>Year 10 and 11</p>	<p>Autumn term - taught in form time</p>	<p>Students are following a course in financial education. This will lead to a L2 qualification from LIBF.</p>	<p>Unit 2 2.1 Define the term 'entrepreneur'.</p>				
<p>3. How to develop employability, team working and leadership skills and develop flexibility and resilience</p>	<p>Year 10 and 11</p>	<p>Spring term - taught in form time</p>	<p>Students are following a course in financial education. This will lead to a L2 qualification from LIBF.</p>	<p>Unit 2 2.2 Outline the main skills and behaviours that are needed to be a successful entrepreneur. 2.3 Describe the importance of these skills for a thriving economy.</p>				
<p>4. About the economic and business environment</p>	<p>Year 10 and 11, Year 11 sociology</p>	<p>Spring term - taught in form time. Year 11 sociology: social inequality, autumn term</p>	<p>Students are following a course in financial education. This will lead to a L2 qualification from LIBF. Students learn about capitalism and consumerism. Links to educational success.</p>	<p>Unit 2 In this unit, students will understand the concept of financial planning and personal financial budgets. The unit will also provide students with an understanding of the impact on both the individual and society of spending and borrowing.</p>				

<p>5. How personal financial choices can affect oneself and others and about rights and responsibilities as consumers.</p>	<p>10 and 11 Y11 Social responsibility - ongoing.</p>	<p>Spring term - taught in form time</p>	<p>Students are following a course in financial education. This will lead to a L2 qualification from LIBF. Soc - Exploration of funding and distribution of benefits. Social stratification.</p>	<p>Unit 2 In this unit, students will understand the concept of financial planning and personal financial budgets. The unit will also provide students with an understanding of the impact on both the individual and society of spending and borrowing.</p>				
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<p>Core Theme 4: Democracy & British Values. Pupils should be taught:</p>	<p>Year group</p>	<p>When taught</p>	<p>Details of course content</p>	<p>Subject specific learning objectives</p>	<p>Year group</p>	<p>When taught</p>	<p>Details of course content</p>	<p>Subject specific learning objectives</p>
<p>1. About the relationship between Government and Parliament and the role of an MP</p>	<p>Year 9 PSHE Day</p>	<p>Spring term</p>	<p>Assembly / form time input</p>	<p>What do the terms legislature and executive mean, who makes them up and what do these bodies do?</p>	<p>All</p>	<p>September</p>	<p>Form tutors lead on the "Make Your Mark" / YP debates and pupils then vote on their key debate issue</p>	<p>Understand key debates surrounding young people in the UK and the role in democratic accountability / MYPs</p>
<p>2. How we elect our MPs and how young people can engage in democracy</p>	<p>Year 9 PSHE Day</p>	<p>Spring term</p>	<p>Assembly / form time input</p>	<p>How does the UK electoral system work and what are its advantages / disadvantages</p>				
<p>3. Britain's relationship with world organisations such as the EU, UN and Commonwealth</p>	<p>Year 9 PSHE Day</p>	<p>Autumn Term</p>	<p>Assembly / form time input</p>	<p>What international commitments does the UK have and what impact do they have on us as citizens?</p>				
<p>4. Understand the term "rule of law" and the key differences between power and authority</p>	<p>Year 9 PSHE Day</p>	<p>Summer term</p>	<p>Assembly / form time input</p>	<p>What does the term "rule of law" mean and where does it come from? Students to understand conceptual differences between power and authority</p>				

5. What we mean by individual liberty, how we express this and explore the themes around it	Year 9 PSHE Day	Summer term	Assembly / form time input	Students to grasp key idea of liberty and to explore the benefits and limitations of the ideal	Cross school	All year	Amnesty Group focus on rights of the individual	During meetings they write letters and plan/run campaigns to persuade world leaders to take action
Core Theme 5: Keeping ourselves safe	Year group	When taught	Details of course content	Subject specific learning objectives	Year group	When taught	Details of course content	Subject specific learning objectives
1. What is meant by FGM and the issues surrounding it	All 7-11	September 2017	Assembly / form time input	Students develop an understanding of what is meant by FGM and the issues surrounding it.				
2. What the PREVENT Agenda is and how it impacts on us in Norwich	All 7-11	September 2017	Assembly / form time input	Students to understand what the Prevent Agenda is and how to stay safe online.				
3. Understand the term radicalisation and what it means for modern Britain	All 7-11	September 2017	Assembly / form time input	Students develop an understanding of radicalisation and how it can impact on them.	ALL	RS		We endeavour to teach the TRUE values and challenge negative stereotypes and connotations that can blur boundaries and cause alienation.