



PSHE: 'Personal Social Health & Economic' Education

Whilst at BUA students will explore an enriched Personal Development (PD) curriculum across the subject, but also within other lessons too. This is to ensure that our students are feeling as well prepared for life after school as they can be. This will involve a range of six leading areas of study, however, students will also be looking at the ideas and lessons learnt externally to the subject in the wider curriculum.



"Multiculturalism..."

1. Being Me in My World: family, faiths and beliefs.
2. Celebrating Difference: multiculturalism, prejudice and inequality.
3. Dreams and Goals: finance and the value of money.
4. Healthy Me: substances and dangers surrounding them.
5. Relationships: control and contraception methods.
6. Changing Me: body image



"Media and society..."

1. Relationships and Sex Education: consent and healthy relationships.
2. Careers: Using Unifrog to be able to look at the next stages of their career journey.
3. Healthy Me: staying safe in their social and emotional development staying conscious of media and society's impacts.



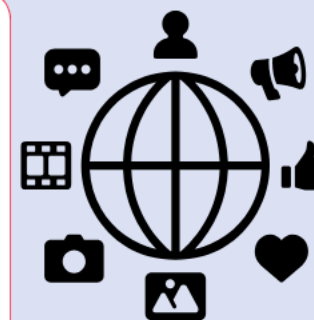
"Friendships..."

1. Being Me in My World: settling into their new school environment.
2. Celebrating Difference: different cultures and influences.
3. Dreams and Goals: reflection on hopes for the future.
4. Healthy Me: mental and physical health.
5. Relationships: healthy peer based relationships and friendships.
6. Changing Me: changes that take place during time in secondary school.



"Protected Characteristics..."

1. Being Me in My World: unifrog for options.
2. Celebrating Difference: Protected characteristics and British Values.
3. Dreams and Goals: options and future planning.
4. Healthy Me: FGM, menstrual wellbeing, and unwanted contact.
5. Relationships: parenthood.
6. Changing Me: adapt to change.



"Ethical and financial dilemmas..."

1. Future Planning: students will look at other education based opportunities for the future, looking at ethical and financial dilemmas.
2. Relationships and Sex Education: preventative and protective from controlling and coercive relationships.
3. Revision Time: preparing for GCSE exams.



YEAR 7 Intent	By the end of Year 7 students will be able to have a much firmer understanding of their own person and their role within society. Students will be focussing on what their aspirations are for the future and what steps may be needed for them to get there. They will also form the knowledge and understanding of their local community, whilst uncovering an understanding about themselves. The content that students learn during Personal Development may change in accordance with the requirements of the school and/or community.					
PSHE	HT 1	HT 2	HT 3	HT 4	HT 5	HT 6
Themes	Being Me in My World: students will be looking at how they settle into society and they will be looking at online safety.	Celebrating Difference: students will start to look at different cultures within society and their influences.	Dreams and Goals: students will be looking at what their future hopes are.	Healthy Me: students will look at a healthy balanced lifestyle, mentally and physically.	Relationships: students will start to look at how to build healthy relationships with their peers.	Changing Me: students will start to understand how they are physically and mentally changing with the transition to BUA.
Skills	Discussion and reflective thinking will be the core themes that take place throughout the unit as students will be looking at themselves. This will link to areas in RE.	Reflective ideas, support the concept of the British Value- tolerance. The content covered here will also match what students do in RE and coming from different backgrounds in History.	LMI gathered here, reflective thinking and discussion, future planning. This links to IT and the content that they are learning in regard to using the computers.	Healthy Balanced Lifestyle; positive eating decisions, reflective discussion on mental health awareness; self-confidence. This links with IT as students will be using the skills obtained there in the classroom, presentation skills.	Discussion, empathy, understanding of different relationship types, groupwork. This will link to English as they will be using the skill of empathy gathered through their fiction based reading.	Self-reflection, compassion and building their knowledge around safety. This will link to Science when students start to look at puberty.
Disciplinary Reading	Seeing Red- Jill Atkins The Anger Workbook for Teens	The Culture Map- Erin Meyer The Boy at the Back of the Class- Onjali Q. Rauf	The A-Z of Careers and Jobs- Susan Hogson	Adulting Life Skills for Young Adults: Beyond the Basics- Jacqui Meyer	Boy Proof- Cecil Castelucci	The Book You Wish Your Parents Had Read (and Your Children Will Be Glad That You Did)- Philippa Perry
Links to Careers	Students will act as a computer safety programmer and create a pamphlet for how young people can stay safe online.	Students will act as an events coordinator and plan a celebration of a different culture.	Students will be forming the foundation of what careers they may be interested in. This is done via Unifrog quizzes.	Going to act as nutritionists and create presentation.	Students will act as though they are a journalist writing out the information in the form of an article explaining how to form healthy relationships.	Students will act as a nurse and offer advice to a fictional character.



YEAR 8 Intent	By the end of Year 8, students will start to focus more on the process of their understanding of themselves with a shaping towards more of the exploring stage of the career's framework. We will also be further exploring the ideas of safe relationships that our students could enter and also covering the wider issues of substance and vaping as these are issues that are common nationally with students in Year 9 and above so have placed the unit on Healthy Me to ensure that students are looking at a preventative curriculum and our students will recognise the dangers of what they have been looking at. The content that students learn during Personal Development may change in accordance with the requirements of the school and/or community.					
PD	HT 1	HT 2	HT 3	HT 4	HT 5	HT 6
Themes	Being Me in My World: students will be looking at their family and faiths/ beliefs.	Celebrating Difference: students will be looking at prejudice and inequality.	Dreams and Goals: Students will also be using this time for Unifrog, students will also be looking at the ideas of finance and the value of money.	Healthy Me: students will be looking at substance and the law surrounding vapes and cigarettes.	Relationships: students will learn about the aspects of control as well as contraception methods.	Changing Me: students will continue to look at body image, peer pressure, anonymity.
Skills	Reflective thought, emotional intelligence	Being able to defend themselves and others in civility, making informed decisions, conflict management.	Forming targets and setting goals.	Resilience, making informed decisions.	Trust, self-esteem, safe sex decisions. Honour-based violence avoidance.	Managing risk, making informed decisions and communication
Disciplinary Reading	Just as You Are- <i>Michelle Skeen</i>	Gender: A Graphic Guide- <i>Meg-John Barker and Jules Scheele</i>	What if?- <i>Steve L. Robbins</i>	Battlefield of the Mind- <i>Joyce Meyer</i>	What is consent: why is it important?- <i>Louise Spilsbury and Yas Necati</i>	Body Brilliant- <i>Nicola Morgan</i>
Links to Careers	Students will be acting as Project Workers assigned to planning a parade celebrating a variety of different family types.	Students will be acting as a politician to deliver a speech during a rally to support a marginalised group of their choosing.	Students will act as employers and practice offering guidance of what career might be best for scenario based work. They will also be looking at acting as finance managers for a company and creating a budget they must stick to.	Students will be acting as a doctor offering advice to school students about the danger of smoking/vaping.	Students will be acting as someone working for Public Health England, they will be looking to create an information guide for teens about the dangers of unsafe sex.	Students will be acting as a fashion designer creating a range of designs that celebrate different people and backgrounds. They will be looking at stopping peer pressure and false body imagery.

THE BULWELL ACADEMY Long Term Plan: PSHE



Year 9 Intent	By the end of Year 9 our aim is to have helped students complete the 'transition' stage of our curriculum and that they are feeling well informed to enter in to their mid adolescence which allows for students to look at the next steps that they will be aspiring towards their career of choice. Students will also having a stable understanding of the decisions they make having an impact on their futures. They will also start to have relevant knowledge supporting their prior knowledge obtained on the basis of safe sex and consent surrounding a relationship. The content that students learn during Personal Development may change in accordance with the requirements of the school and/or community.					
PD	HT 1	HT 2	HT 3	HT 4	HT 5	HT 6
Themes	Being Me in My World: students will be looking at their role within a group. Students will access unifrog during this term as they need to prepare for their options.	Celebrating Difference: we will be focusing more on British Values and the application to multiculturalism.	Dreams and Goals: Students will be focussing on planning for the future,	Healthy Me: further looks at taking care of others with looking at the role of carers, FGM, unwanted contact and understanding menstrual wellbeing	Relationships: students will be looking at the realities of pornography and contraception. Students will have a fake child for two weeks and understand responsibility of parenthood.	Changing Me: students will be finalizing the idea of adapting to change of themselves and their surroundings.
Skills	IT skills, leadership skills, communication, discussion, presentation skills.	IT skills, group work, communication, team based activities, inference based skills, discussion activities, presentation skills.	IT skills, group work, communication, team based activities.	Self-awareness, how to stay safe, discussion and debate, healthy living, compassionate communication.	Compassionate communication, self-awareness, how to stay safe.	Discussion, self-awareness, reflection, planning, rationalisation.
Disciplinary Reading	Orangeboy – <i>Patrick Lawrence</i>	Noughts and Crosses- <i>Malorie Blackman</i>	The Girl of Ink and Stars- <i>Kiran Millwood Hargrave</i>	One Crazy Summer- <i>Rita Williams-Garcia</i>	Boys Don't Cry- <i>Malorie Blackman</i>	That Peckham Boy: Growing Up, Getting Out and Giving Back- <i>Kenny Imafidon</i>
Links to Careers	Students will look at group work and a project for each lesson they will be getting into teams as a project manager and creating a piece of work surrounding the content that they have been looking at. Students will also be using Unifrog to explore option choices.	Students will be looking at traditions within the UK and where they come from acting as a historian presenting these themes. Students will be returning to Unifrog to complete their workbooks on what they require for next steps.	Students will be looking directly at careers during this unit and majority of lessons will be in the computer room. Creating vision boards so that they can see what they want themselves to look like in 10 years.	Students will understand the role of the police during this process and also law that surrounds these actions.	Students will be looking at the dangers of sexual representations online with IT and the role of sexual health nurses.	Students will be reflecting on their future aspirations.

THE BULWELL ACADEMY Long Term Plan: PSHE



Year 10 Intent	<p>Students will be focussing on looking at the future ready programme of the careers aspect, but will be looking at the three core areas of Personal Development where possible, Careers- looking at their future planning, RSE- where students will continue to expand on their understanding of what is a healthy sex life along with the laws of legality and consent,, and Healthy Me- where students are able to look after their wellbeing. The aim is for students to start to secure their knowledge of the plans that they have made for their future and look at the next steps that they have chosen whilst exploring the best possible routes they can go on. Students will be encouraged to look at Further Education steps and courses that could potentially link to them.</p>		
PD	Term 1	Term 2	Term 3
Themes	<p>Relationships and Sex Education: students will look further into maintaining healthy sex education and the law that surrounds the topics of consent, but also we will be covering relationships with others and making sure that they are able to keep themselves with people around them safe.</p>	<p>Careers: students will start to explore further education routes that would be the most beneficial for their future planning routes. They will be using unifrog to explore these providers as well as IT resources available to them.</p>	<p>Healthy Me: students will form a further grounding into what is a healthy lifestyle for them and how they can maintain their social, emotional wellbeing. They will also be looking at healthy revision activities.</p>
Skills	<p>Compassionate communication, understanding, debate, discussion, self-awareness, how to stay safe, making informed decisions. This will link to...</p>	<p>IT skills, communication, planning for the future, making informed decisions, self-awareness,</p>	<p>Making informed decisions, planning healthy life choices, self-awareness, creating a balanced lifestyle</p>
Disciplinary Reading	<p>The Upside of Falling- <i>Alex Light</i></p>	<p>College Prospectuses in link with what the students think they may be in attendance.</p>	<p>Being Miss Nobody- <i>Tamsin Winter</i></p>
Links to Careers	<p>Students will be reflecting on their own career aspirations during this year so that they have a fully embedded practice that is in place in preparation for where they are intending to go. They will also be utilising unifrog to ensure that they are well prepared for work experience which will take place later in the year. After their work experience placement students will reflect on what it has taught them in regard to skills, and the skills that they will need to reach their career aspirations. We will also be ensuring that students feel that there is a competent understanding behind their occupation of choice- Labour Market Information will be embedded with all that they do in relation to their chosen career path, but will be emphasised that one job/ set of skills means that you are fixed there permanently. For example, hairdressing does not mean just working in a local establishment, but it could be for a top brand, the west end, etc. Transferable skills is the prime focus in regard to careers.</p>		



Year 11 Intent	Students will be continuing the work that they had started in Year 10, again focussing on those three core areas that we had started: RSE, careers and then future planning. They will explore the fundamental parts of what their next steps will be as there will be a need for them to finalise their plans for the future, budgeting and looking at mortgage applications, renting, and cost of living. Students will be entering their final period with us and what they will be doing next. They will be covering RSE in more depth and look at the financial implications that come with having a family, but also how to remain safe in the wider world. Students will also be looking at their finalised career plans		
PD	Term 1	Term 2	Term 3
Themes	Future Planning: students will continue to looking at unifrog to solidify their choices, they will also be looking at applications to their choice of further education-based routes. They will also be looking at the financial aspects of life such as mortgages, savings	Relationships and Sex Education & Healthy Me: students will be looking at how to maintain a healthy lifestyle and also keeping positive relationships, understanding consent and preventative for controlling and coercive relationships. They will also be looking at healthy revision activities.	Revision Time: students will be using this time to look over the work that they have been doing in other lessons so that they are fully equipped for their upcoming exams. They will be looking at study time.
Skills	IT skills, communication, planning for the future, making informed decisions, self-awareness, financial planning. This will link to mathematics.	Compassionate communication, understanding, debate, discussion, self-awareness, how to stay safe, making informed decisions. This will link to...	Making informed decisions, planning healthy life choices, self-awareness, creating a balanced lifestyle. This will link to...
Disciplinary Reading	The Essential Career Planning Handbook for Teens: The Ultimate Guide for Teenagers to Plan, Pursue, and Thrive in Their Future Professions- <i>Richard Meadows</i>	A Groundhog Career: A Tale of Career Traps and How to Escape Them- <i>Helmut Schuster</i>	Students should be looking over their revision guides and ensuring that they have covered as much of the content as possible.
Links to Careers	Students will look at their own careers that they are aspiring to go in to, looking at the ways to reach this route, ie. What courses do they need to study in FE that they need to. They will be reflecting on what they had done during work experience and seeing whether that career choice is right for them. Time will be spent on Unifrog so that students can build on what they are currently aspiring towards and deciding whether it is the right choice for them.		Independent practice will relate to what they are doing in the future.