



# NDCC PSHCE Curriculum – Years 7-10



DELIVERY	USUAL ORDER OF UNITS	'2020-21 COVID' ORDER OF UNITS
Topic 1 Sept-Oct	<b>CITIZENSHIP –</b> What does it mean to be a good British citizen?	<b>Year 7- Citizenship-</b> What does it mean to be a good British citizen? <b>Year 8-10 - RELATIONSHIPS &amp; SEX EDUCATION (RSE) –</b> What do healthy & unhealthy relationships look like?
Topic 2 Nov-Dec	<b>CAREERS -</b> What future careers are out there for me?	<b>Year 7 - RELATIONSHIPS &amp; SEX EDUCATION (RSE) –</b> What do healthy & unhealthy relationships look like? <b>Year 8- 10 - CAREERS -</b> What future careers are out there for me?
Topic 3 Jan-Feb	<b>FINANCIAL WELLBEING –</b> How can I take control of my day-to-day finances?	<b>Year 7- CAREERS -</b> What future careers are out there for me? <b>Year 8- 10 - FINANCIAL WELLBEING –</b> How can I take control of my day-to-day finances?
Topic 4 Mar-Apr	<b>HEALTH &amp; WELLBEING –</b> How do I look after my physical & mental wellbeing?	<b>Year 7 - FINANCIAL WELLBEING -</b> How can I take control of my day-to-day finances? <b>Year 8- 10 - HEALTH &amp; WELLBEING –</b> How do I look after my physical & mental wellbeing?
Topic 5 Apr-June (Apr- July usually)	<b>RELATIONSHIPS &amp; SEX EDUCATION (RSE) –</b> What do healthy & unhealthy relationships look like?	<b>Year 7 - HEALTH &amp; WELLBEING –</b> How do I look after my physical & mental wellbeing? <b>Year 8- 10 - CITIZENSHIP –</b> What does it mean to be a good British citizen?
Topic 5 July	N/A	<b>Year 7-10 - RELATIONSHIPS &amp; SEX EDUCATION (RSE) –</b> What do healthy & unhealthy relationships look like?

## RATIONAL

At Key Stage 3 and year 10, the objectives of the National PSHCE curriculum will partly be covered in subject related lessons. However, the majority of the curriculum is taught and discussed in-depth during a timetabled PSHCE lessons.

PSHCE lessons delivered by the form teachers in each year group on a weekly basis, last lesson on a Friday afternoon for 30 mins. In addition, if any urgent or contemporary issues may arise during the year, which are a danger or risk to our students (i.e. dangers of grooming, acid attacks, cybercrimes, episodes of extremism or road safety, etc.), they will be addressed either during form time, assemblies/workshops or during PSHCE lessons.

The curriculum is divided into 5 topics: each to be delivered within 2 month periods, with the exception of the summer term when RSE will be taught for 3 months (Year 11, 12 and 13 will be subject to changes in their scheme of work due to exams and finishing early).



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## September - October - RSE Lessons Breakdown – Years 7-10

NB: Lessons 1-6 - September-October, lessons 7-10 - July

Year 7 (Nov- Dec)	Year 8	Year 9	Year 10
<ol style="list-style-type: none"> <li><b>Different Relationships</b> - the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) and to explore the range of positive qualities people bring to relationships;</li> <li><b>Positive Relationships</b> - the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)</li> <li><b>Emotions and feelings in Relationships</b> - that relationships can cause strong feelings and emotions (including sexual attraction)</li> <li><b>The Role of Family Members</b> - the roles and responsibilities of parents, carers and children in families</li> <li><b>Dealing with Changes in Relationships Around You</b> - how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement</li> <li><b>The Importance of Friendship</b> - to understand the importance of friendship and to begin to consider love and sexual relationships in this context</li> <li><b>Identity and Diversity</b> - about the difference between assigned/biological sex, gender identity and sexual orientation and to recognise that there is diversity in sexual attraction and developing sexuality</li> <li><b>Discrimination</b>- about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so</li> <li><b>Disrespectful Language and Behaviour</b> - the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology</li> <li><b>Peer Pressure and Manipulation</b> - 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</li> </ol>	<ol style="list-style-type: none"> <li><b>Different Types of Relationships</b> - including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)</li> <li><b>What does it mean to be a girl/boyfriend?</b> - to understand what expectations might be of having a girl/boyfriend</li> <li><b>Long-Term Relationships</b> - the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children</li> <li><b>Commitment and Marriage</b> - 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</li> <li><b>Media and Relationships</b> - that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships</li> <li><b>Harassment and bullying</b> - 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</li> <li><b>Support for Unhealthy Relationships</b> - the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them</li> <li><b>Managing Peer Pressure</b> - to 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 of the group) and to develop strategies for managing it</li> <li><b>Consequences of Peer Pressure</b> - 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/illegal alcohol and cigarettes), drugs and other risky behaviours.</li> <li><b>Gang Peer Pressure</b> - 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</li> </ol>	<ol style="list-style-type: none"> <li><b>E-safety and Use of Images</b> - the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)</li> <li><b>Privacy Rights</b> - to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy</li> <li><b>Sexting</b> - how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns and when the sharing of explicit images may constitute a serious criminal offence.</li> <li>Appropriate and inappropriate behavior- explore sexual language and touching child on child</li> <li><b>The Importance of Consent</b> - that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected and how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent</li> <li><b>Consent and the Law</b> - about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)</li> <li><b>Intimate Relationships</b> - to consider different levels of intimacy and their consequences and to acknowledge and respect the right not to have intimate relationships until ready, when is it right to have sex? - about readiness for sex and the benefits of delaying sexual activity</li> <li><b>Contraception</b> - about contraception, including the condom and pill (see also 'Health') and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships</li> <li><b>Risks of Unprotected Sex</b> - about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances</li> <li><b>Sex and the Media</b> - to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)</li> </ol>	<ol style="list-style-type: none"> <li><b>Managing Emotions and Feelings</b> - strategies to manage strong emotions and feelings</li> <li><b>Positive Relationships</b> - the characteristics and benefits of positive, strong, supportive, equal relationships; that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other</li> <li><b>Abusive Relationships</b> - to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk;</li> <li><b>Manage the Ending of Relationships</b> - safely and respectfully, managing changes in personal relationships including the ending of relationships</li> <li><b>The Importance of Consent</b> - about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3; how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity</li> <li><b>The Impacts of Domestic Violence</b> - about the impact of domestic abuse (including sources of help and support)</li> <li><b>Sexual Diversity</b> - about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</li> <li><b>Dealing with Changes in Relationships Around You</b> - the impact of separation, divorce and bereavement on families and adapting to change and about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement</li> <li><b>Sex in the Media</b> - to understand the role of sex in the media and its impact on sexuality (e.g. pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)</li> <li><b>Gender Equality</b> - to understand the hurtful influence of gender double standards and victim-blaming</li> </ol>



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## November- December– Careers Lessons Breakdown – Years 7-10

Year 7 (Jan-Feb)	Year 8	Year 9	Year 10
<ol style="list-style-type: none"> <li>1. A1 &amp; A2: Changes</li> <li>2. B1: What have you achieved?</li> <li>3. C1 &amp; C2: Who can help?</li> <li>4. D1 &amp; D2: What influences me?</li> <li>5. F1 &amp; F2: What are you like?</li> <li>6. F3 &amp; G1: What are you like?/Skills for life</li> <li>7. G2 &amp; G3: Skills for Life</li> <li>8. M1, M2 &amp; M3: How creative are you?</li> </ol>	<ol style="list-style-type: none"> <li>1. Future Skills Audit</li> <li>2. A1 &amp; A2: Your beliefs</li> <li>3. C1 &amp; C2: What do you want from work?</li> <li>4. D1: Job Families (Computers required)</li> <li>5. F1 &amp; F2: Being Assertive</li> <li>6. H1 &amp; H2: Are you sure that's true?</li> <li>7. J1 &amp; J2: How do you make decisions?</li> <li>8. K1: Writing an action</li> </ol>	<ol style="list-style-type: none"> <li>1. Future Skills Audit</li> <li>2. A1 &amp; A2: Plan your decision year.</li> <li>3. D1-D5: Personal qualities and jobs</li> <li>4. E &amp; F: Skills and jobs</li> <li>5. H: Tell us why it should be you!</li> <li>6. N1-2: Qualifications (computers required)</li> <li>7. O1-2: Choosing options (1)</li> <li>8. O1-2: Choosing options (2)</li> </ol>	<ol style="list-style-type: none"> <li>1. Future Skills Audit</li> <li>2. B1-3: World of work-what employers want.</li> <li>3. C1-4: Work and lifestyle</li> <li>4. F &amp; G: World of work-rights and responsibilities</li> <li>5. H: Application skills</li> <li>6. K: Developing your personal sales pitch</li> <li>7. L: Managing your money</li> <li>8. M: Thinking Ahead-Post 16 options</li> </ol>



# NDCC PSHCE Curriculum – Years 7-10



## January-February - Finance Lessons Breakdown – Years 7-10

Year 7 (March-April)	Year 8	Year 9	Year 10
<ol style="list-style-type: none"> <li>1. <b>What is Enterprise?</b> – discuss what it takes to be an entrepreneur and start an enterprise.</li> <li>2. <b>Starting an Enterprise</b> - design, make and sell a cereal bar in the College canteen.</li> <li>3. <b>Budgeting and Costings</b> – calculating costings to decide how much to charge in order to make a profit.</li> <li>4. <b>Marketing your Product</b> - discuss how to appeal to customers of certain age groups.</li> <li>5. <b>Responding to customer feedback and research</b> – to research and respond to customer feedback to keep your product competitive.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>The World of Work</b> - Discuss and share views on what work is and reasons why people work.</li> <li>2. <b>Paying Bills</b> - understand that it is important to manage money.</li> <li>3. <b>Why do People Gamble?</b> - examine the reasons why people gamble and attitudes towards gambling.</li> <li>4. <b>Laws on Gambling?</b> – discuss the law and punishment for gambling.</li> <li>5. <b>Gambling Addiction &amp; Obsession</b> - investigate problem gambling.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Budgeting - Spend or Save</b> - Identify why people spend &amp; save and undertake budgeting for a specific purpose.</li> <li>2. <b>Needs vs Wants</b> - recognise the different between financial needs and wants.</li> <li>3. <b>Needs vs Wants – Case Studies</b> - what affects our perception of what is a need/want.</li> <li>4. <b>Saving and Borrowing</b> – Identify the main methods of borrowing and what they are used for and understand that interest rate is added to borrowing.</li> <li>5. <b>Understanding Fraud</b> - to recognise peer pressure and have strategies to manage it; to recognise ‘group think’ and to develop strategies for managing it</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Ethics of Spending</b> - Examine the importance of financial awareness.</li> <li>2. <b>Identity Fraud &amp; Data Protection</b> - 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.</li> <li>3. <b>Tax - your payslip</b> - describe what tax is and explain what it is used for and the breakdown of a payslip.</li> <li>4. <b>Saving and Borrowing</b> - explain the importance of saving money and interest rates and explore the options available by saving and knowing about interest rates.</li> <li>5. <b>Budgeting</b> – manage an income against expenditure.</li> </ol>



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## March-April - Health & Wellbeing Lessons Breakdown – Years 7-10

Year 7 (May-June)	Year 8	Year 9	Year 10
<ol style="list-style-type: none"> <li>1. <b>The importance of Self-esteem and self-confidence</b> - to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem, to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment</li> <li>2. <b>The importance of physical and personal hygiene</b> - ways of taking increased responsibility for their own physical health and personal hygiene</li> <li>3. <b>The importance of sleep</b> - the benefits of physical activity and exercise and the importance of sleep.</li> <li>4. <b>Balanced Diet</b> - what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting) and what might influence their decisions about eating a balanced diet</li> <li>5. <b>Identity and sense of self</b> - that identity is affected by a range of factors, including the media and a positive sense of self</li> <li>6. <b>Reducing Risk</b> - ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations</li> <li>7. <b>Road and Bike Safety</b> - to understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety (through the Bikeability programme)</li> <li>8. <b>Relaxation</b> - exactly how these healthy methods help our bodies and minds relax and how particular activities work to prohibit this</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Looking after our Mental Health</b> - the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies;</li> <li>2. <b>The impact of Mobile Phones on your health</b> - to understand how the inappropriate use of mobile phones can contribute to accidents</li> <li>3. <b>CPR</b> - to perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR)</li> <li>4. <b>The purpose and importance of immunisation and vaccination</b></li> <li>5. <b>The safe use of prescribed and over the counter medicines</b></li> <li>6. <b>Legal and Illegal substances</b> - including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis</li> <li>7. <b>The risks and consequences of ‘experimental’ and ‘occasional’ substance use</b> and the terms ‘dependence’ and ‘addiction’</li> <li>8. <b>Cancer and cancer prevention</b> - including healthy lifestyles and testicular self-examination, acknowledging that childhood and adolescent cancers are rarely caused by lifestyle choices</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Body Image</b> - how the media portrays young people; to recognise its possible impact on body image and health issues</li> <li>2. <b>The causes and triggers for unhealthy coping strategies</b> - self-harm and eating disorders; how to recognise when they or others need help.</li> <li>3. <b>The risks and myths associated with female genital mutilation (FGM)</b> - 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</li> <li>4. <b>Work life balance</b> - the importance of, and strategies for, maintaining a balance between work, leisure and exercise and to recognise and manage what influences their choices about exercise</li> <li>5. <b>How drugs impact our society and our health</b> - the positive (for example the treatment or eradication of disease) and negative (for example dependency) roles played by drugs in society (including alcohol)</li> <li>6. <b>Strategies to manage different influences and decisions around substance use</b> - (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs) – How to say no!</li> <li>7. <b>The personal and social risks and consequences of substance use and misuse</b> - including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke</li> <li>8. <b>Dangers of Alcohol</b> - how excessive alcohol drinking can damage the body.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Self-image</b> - to recognize and manage feelings about, and influences on, their body image including the media’s portrayal of idealised and artificial body shapes</li> <li>2. <b>Self-confidence and Self-esteem</b> - to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this</li> <li>3. <b>Manage risks associated with cosmetic and aesthetic procedures</b> - including tattooing, piercings, the use of sun lamps and tanning salons</li> <li>4. <b>Health and Safety Procedures</b> - how to recognise and follow health and safety procedures</li> <li>5. <b>Personal safety and protection</b> - how to reduce risk and minimise harm in different settings (including social settings, the workplace, the street, on roads and during travel)</li> <li>6. <b>The short and long-term consequences of substance use and misuse</b> - for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke</li> <li>7. <b>CPR</b> - how to find sources of emergency help and how to perform emergency first aid, including cardio-pulmonary resuscitation (CPR)</li> <li>8. <b>Self-Examination</b> - about checking themselves for cancer (including testicular and 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</li> </ol>



# NDCC PSHCE Curriculum – Years 7-10



## May- June - Citizenship Lessons Breakdown – Years 7-10

Year 7 (Sept- Oct)	Year 8	Year 9	Year 10
<p><b>Year 7 – Transition Lessons</b></p> <ol style="list-style-type: none"> <li><b>1. What is PSHCE? – What does PSHCE entail and why is it important</b></li> <li><b>2. The importance of School Rules – how to be a committed member of the Notre Dame Community</b></li> <li><b>3. E-safety – the importance of protecting yourself on the internet</b></li> <li><b>4. My local Community – What is community and why is it important?</b></li> <li><b>5. How can I help my community?</b> - the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</li> <li><b>6. British Values: What are they and why are they important? – How British are you?</b></li> </ol>	<ol style="list-style-type: none"> <li><b>1. Politics in our country: What does Parliament do?</b> - the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</li> <li><b>2. Where does the government get all its money?</b> - the functions and uses of money, the importance and practice of budgeting, and managing risk</li> <li><b>3. British Law: How does the law work?</b> - the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</li> <li><b>4. Voting: Why should we vote and who for?</b> - the operation of Parliament, including voting and elections, and the role of political parties</li> <li><b>5. British Values: What are they and why are they important? – How British are you?</b></li> <li><b>6. Proud to be British: Why are we so fortunate to live in Britain?</b> - the precious liberties enjoyed by the citizens of the United Kingdom</li> </ol>	<ol style="list-style-type: none"> <li><b>1. Free Press: Why is it important to have free Speech?</b> - a free press</li> <li><b>2. What are our human rights and why are they Important?</b> - human rights and international law</li> <li><b>3. Multiculturalism: What is it?</b> - diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding</li> <li><b>4. How can I help improve my community?</b> - the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity – (e.g. ‘Slow down for Bobby’)</li> <li><b>5. British Values [Refresher]: What are they and why are they important? – How British are you? (Quiz)</b></li> <li><b>6. Voting: Why should we vote and how?</b> - the operation of Parliament, including voting and elections, and the role of political parties</li> </ol>	<ol style="list-style-type: none"> <li><b>1. Our Democracy and the key elements of the constitution of the United Kingdom</b> - including the power of government, the role of citizens and Parliament in holding those in power to account.</li> <li><b>2. What are the branches of government in the UK and what are their key functions?</b> - the different roles of the executive, legislature and judiciary</li> <li><b>3. How do laws come about and how do they help us?</b> - the legal system in the UK, different sources of law and how the law helps society deal with complex problems</li> <li><b>4. How different elections work in the UK?</b> - the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond</li> <li><b>5. The role of local MPs: What do they actually do?</b> - local, regional</li> <li><b>6. How can we improve our Community through politics?</b> - the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</li> </ol>