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| Year 7 |
| Autumn | Lesson Title | Lesson objectives | Rationale |
| **Lesson 1**1.1 What is PSHRE? | * Be able to say what PSHRE education is all about.
* Be able to identify what skills and qualities are important in PSHRE lessons.
 | PSHRE will be a new concept for many boys as they enter year 7. It is essential that they are able to state what PSHRE covers.In order to succeed in developing to their full potential as a Brymore Boy, students need to be able to identify the values in PSHRE, and what skills they must use in order to develop these values. This forms a baseline assessment of basic skills in PSHRE. Additionally, it is imperative that students understand how to maintain a safe working environment and to have developed a working agreement to guide this process. |
| **Lesson 2**1.2 How will we work together? | * Be able to describe what the values of PSHRE are.
* Have produced a Group Agreement to maintain a safe, positive working environment.
 |
| **Lesson 3**Christianity – Incarnation  | * Know the story of Jesus’ Incarnation and how this is supported by Scripture.
* Understand the different ways Christians view the Bible.
* Know the thinking and ideas in the New Testament.
* Know the story of the resurrection and be able to ask relevant questions – and be able to attempt to answer these questions.
 | A basic understanding of religious belief is a key part of the PSHRE Curriculum intent. This links with the British Value of mutual respect and tolerance of those with different faith and belief. Foundational religious knowledge is taught at the beginning of the curriculum because it underpins discussions about individual liberty, moral decision making and values. Even those with no religious belief have been raised in the context of laws, many of which have a basis in religious teachings. It is important that students are able to identify religious influences on their own moral character.We start by learning about religion (AO1) so that we can embed learning from religion (AO2) later in the PSHRE curriculum. Christianity and Islam are covered as these are the two majority religions in the UK. Buddhism is then studied as this can be followed alongside other religious beliefs, or on its own without belief in God. The teaching of Islam is timed to link with the examination of Islamic Wars in the History curriculum.Sets 1 and 2 will study a variety of sacred texts, and analyse their meaning and impact. Set 3 will focus on 3 core texts (Matthew 22:37-39, Qu’ran 2:255 & Prajnaparamita 1) and the impact they have on the day to day life of those that follow them. |
| **Lesson 4**Christianity – Belief in God | * Understand that Christians believe there is a loving God and that humans need a relationship with God.
* Explain the reasons Christians give for belief in God.
* Know one Christian argument for belief in God.
* Describe some key Christian beliefs about the nature of God.
* Know the different way Christians believe that humans were created in the image of God.
 |
| **Lesson 5**Christianity – Salvation | * Know three ways in which Christians understand why Jesus was born.
* Know and understand three arguments against these beliefs.
* Know at least 2 Christian ideas about the origin of evil, including the story of Adam and Eve.
 |
| **Lesson 6**Christianity – Agape | * Know that “Agape” means selfless, sacrificial, unconditional love.
* Know how Christians use the ideas in Matthew 22 to guide them through ethical dilemmas.
 |
| **Lesson 7**Islam – Allah | * Know the details of the Night Journey.
* Know the details of the Hijrah.
* Understand why the Hijrah is important in Islam*.*
* Know that every Muslim must perform Hajj once in their lifetime.
* Know what Hajj is and the key events of Hajj.
* Understand Ummah
 |
| **Lesson 8**Islam – Faith | * Be able to describe the key features of the Qu’ran and how it is used by Muslims
* Understand what Muslims believe about human beings.
* Understand that Tawhid is the basic Muslim belief about Allah.
* Understand how Tawhid affects the way Muslims live their lives.
 |
| **Lesson 9**Buddhism – Buddha | * Know the meaning of the title “Buddha”
* Know the traditional story of the life of Siddarta Gotama.
* Explain the important events/chapters in the life of the Buddha.
 |
| **Lessons 10 and 11**Buddhism – Dharma | * Know the 3 marks of existence.
* Know and understand the Four Noble Truths
* Be able to explain the eightfold path.
* Be able to explain both simple and complex precepts and relate these to daily life.
* Know what Metta and Prajna mean and be able to give examples.
* Be able to reflect on the concept of Kharma and how this is generated.
* Know some traditional and contemporary Buddhist stories/parables.
 |
| **Lesson 12**Buddhism – Sangha | * Understand that Sanhga means “spiritual community.
* Know the different forms of Buddhism and how they fit into “Theravada” and “Mahayana” Buddhism.
* Know where different forms of Buddhism are found.
* Know the role of “Bhikkus” and “Bhikkunis”.
* Understand the ways a Buddhist lifestyle can be lived out in the UK
* Be able to explain a major Buddhist festival and what it means in Buddhist life.
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| Year 7 |
| Spring | Lesson Title | Lesson objectives | Rationale |
| **Lesson 1**2.1 How is year 7 different? | * be able to describe the changes you are experiencing as a Secondary School student.
* Be able to identify ways to support yourself and other students who are new to the school.
 | Year 7 is a time of transition, physically, mentally and emotionally. This is compounded by a change of schools, and for around a third of students they also begin living away from home. The curriculum covers the changes that students will experience at this time and forms the basis of health and wellbeing education taught in the summer term. This aims to ensure that all students have the same level of foundational knowledge for the health and wellbeing thread of PSHRE. We include all aspects of the changing body during puberty, including those that occur in the female body as we do not assume the gender assigned at birth of any of our boys. Equally, we believe it is important that men and women understand the biology of one another’s bodies as they develop personal and intimate relationships later in life.  |
| **Lesson 2**2.2 What happens at Puberty | * Be able to describe the physical and emotional changes at puberty.
* Identify ways to manage these changes appropriately.
 |
| **Lesson 3**2.3 Menstrual wellbeing | * Understand the changes that occur with menstruation.
* Be able to identify ways to manage menstruation.
 |
| **Lesson 4**2.4 Personal Hygiene | * Understand the importance of personal hygiene.
* Be able to identify ways of achieving and maintaining healthy hygiene practices.
 |
| **Lesson 5**3.3 Communication skills | * Know how to express yourself clearly, share feelings openly and listen to others.
* Be able to explain what “assertiveness” is.
 | Research shows that the first stage of developing good character is to be able to identify and express your personal identity. This requires the ability to communicate clearly and to stand up for who you are when necessary. In year 7 we begin this process by examining emotions and how to express them appropriately. This then leads to examining strategies for managing emotions.The aim is to give students an understanding that they are unique and that this is a positive thing. |
| **Lesson 6**2.5 Why am I feeling like this? | * Understand how feelings change as we grow and mature.
* Be able to identify ways to build confidence to be able to cope with these changes
 |
| **Lesson 7**6.3 Feelings and how to manage them | * Identify a range of strong emotions that affect how we feel.
* Understand how people can overcome negative feelings
 |
| **Lesson 8**2.6 Why are friends important? | * Understand that relationships affect everything we do.
* Understand that positive friendships are important in our lives.
* Understand that friendships can cause strong feelings and emotions.
 | Following on from personal identity is the ability to form relationships with others. Year 7 relationships education focuses on the ability to make friends, and on being able to identify the different relationships they will encounter in their lives.This is connected to the skills needed to manage relationships when they are not going to plan – and to manage bullying. We begin by looking at difficulties in day to day relationships so that we can build on this in year 10 when we examine the problems that can occur in intimate relationships. |
| **Lesson 9**3.1 What are the different types of relationship? | * Be able to name different types of relationships.
* Be able to identify some of the qualities needed to maintain good relationships.
* Understand that most relationships go through positive and negative phases and need to be maintained.
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| **Lesson 10**8.4 Bullying | * Be able to identify strategies for the prevention of bullying, including cyberbullying.
* Understand the importance of speaking out against bullying.
 |
| **Lesson 11**6.2 What is resilience? | * Identify what affects your confidence and self-esteem
* Be able to describe how resilience can help you.
 | Finally this term, the curriculum revisits the concept of personal identity taught earlier in the year. This spiral curriculum allows ideas and concepts to be examined and re-examined so that they are fully embedded in the learning of the boys.This idea is examined in more depth, especially the concept of “body image”. The students begin to learn the skill of critical thinking by looking at the ways in which media, religion, peers etc affect the way individuals perceive their body and its beauty.  |
| **Lesson 12**Religious views on the body and body image | * Understand how the Christian belief in being made in God’s image influences Christian views of the body.
* Understand the teachings of Islam around the body and how it is displayed
* Be able to explain how Buddhists view the body and how this influences those living a monastic life.
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| Year 7 |
| Summer | Lesson Title | Lesson objectives | Rationale |
| **Lesson 1**7.1 What do we need to keep healthy? | * Be able to say what “being healthy” means.
* Be able to explain the importance of healthy routines in life.
 | Following on from body image, the boys begin to learn how to take care of their body and what to do when things go wrong. We begin to encourage students to take responsibility for their own health and health choices. The rationale is that by beginning to identify how and where to seek help and the influences their own choices can have on their physical and mental health the students will have a secure base on which to build the ability to make good choices about sexual activity, drug and alcohol use and so in. It is essential that the boys understand that they have autonomy over their own bodies and to learn the mantra “my body – my rules”.  |
| **Lesson 2**7.2 Healthy eating | * Know what “healthy eating” is.
* Be able to say what you should eat to keep healthy.
 |
| **Lesson 3**7.3 Exercise | * Know the benefits of exercise.
* Identify the choices you can make to keep healthy.
 |
| **Lesson 4**7.4 Ways to support our health | * Know what’s in place to support both world health and personal health (including screening, immunisation etc)
* Identify the choices you can make to keep healthy.
 |
| **Lesson 5**7.5 When things go wrong with our health | * Understand your rights to health and health treatment.
* Know some facts about blood, organ and stem cell donation.
 |
| **Lesson 6**9.1 Who am I? | * Know what is meant by “identity”.
* Be able to state some things that make up a person’s identity.
 | Careers and aspirations are an essential part of personal development. We revisit the idea of personal identity and link this to the person each individual student dreams of being. This leads to the skills needed to work alongside other people alongside some self-evaluation in order to begin to identify their future career ideas. We introduce the boys to Career Pilot and encourage them to explore a range of career ideas, and to know the steps they need to take to get into the career they dream of. We use the language of character (vices and virtues, flourishing and languishing) as a framework for building aspirations and self-esteem. Finally, we return to the idea of identity and look at the way each boy presents himself to the world and whether this matches their goals and aspirations. We introduce these ideas in year 7, and revisit them frequently, because we believe that having a personal goal is essential to success. It helps the students to have direction and to see the importance of what they are learning across the curriculum. It also helps them to pinpoint the skills they are learning and how these will help them in later life. |
| **Lesson 7**11.1 What are my aspirations? | * be able to describe what “aspirations” are.
* Be able to discuss your own aspirations.
 |
| **Lesson 8**11.2 How do I work best with others | * Understand that people have multiple roles and responsibilities in society.
* Understand how different roles help make a group successful.
* Be able to describe why positive relationships are helpful when working in groups.
 |
| **Lesson 9**11.3 Skills for working with others | * understand what good listening skills are.
* have practised speaking and listening to others.
* be able to identify ways that good communication skills can help you work with others.
 |
| **Lesson 10**11.4 Goal setting | * Be thinking about the positive things you want in the future.
* Have created steps to help you achieve your goals.
* How to turn steps into targets.
 |
| **Lesson 11**11.5 How do I plan for my future? | * be able to describe the difference between a “job” and a “career”.
* know what careers might suit you in the future.
* Know how you might begin to plan a career.
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| **Lesson 12**11.6 My personal brand | * Understand how we think about our abilities and how others regard our abilities.
* Know what is meant by “personal brand” and have created your own,
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| Year 8 |
| Autumn | Lesson Title | Lesson objectives | Rationale |
| **Lesson 1**6.1 What is emotional wellbeing and mental health? | * Understand what emotional wellbeing and mental health are.
 | Emotional and mental health is the focus of the Autumn term. We revisit the concept of feelings which we reflected upon in year 7 and begin to teach emotional literacy. By year 8, most boys have developed enough emotional intelligence to identify a range of emotions, however they do not yet have the skills to evaluate their own emotional health or the emotional health of others. We examine what emotional wellbeing is and look at a variety of strategies that might protect our emotional and mental wellbeing. This includes an opportunity for learning from religion (AO2) as we look at religious practices such as prayer in Christianity and Islam and meditation as a Buddhist practice. This is also the case as we study loss and bereavement, where we look at strategies to cope with these challenges, including religious ideas. We round off this section on mental and emotional wellbeing by signposting the boys to suitable sources of help and advice. |
| **Lesson 2**6.4 What impacts on emotional wellbeing? | * Understand the effects of negative relationships on emotional wellbeing.
* Understand the impact of body image on emotional wellbeing.
 |
| **Lesson 3**6.6 Recognising the signs of mental illness | * Be able to recognise some signs of common mental health problems like anxiety and depression.
 |
| **Lesson 4**6.7 Ways to maintain emotional wellbeing (including prayer etc in religious communities) | * Be able to share a range of strategies for boosting emotional resilience.
* Know Christian beliefs about prayer and meditation.
* Know what Islam teaches about prayer and how it is part of Ummah.
* Be able to explain Buddhist ideas about meditation.
 |
| **Lesson 5**6.5 How do I cope with loss and bereavement? (Including religious ideas about what happens when we die) | * Understand what “loss” and “bereavement” mean.
* Know about ways that people may cope with loss and bereavement.
* Know what Jesus said about life after death.
* Understand what Christians believe about heaven, hell and purgatory.
* Understand the Muslim belief that humans will be judged on their actions in the afterlife.
* Be able to explain the Buddhist concept of Anatta
 |
| **Lesson 6**6.8 Who can help | * Be able to advise others on how and when to get help in dealing with emotional wellbeing and mental health concerns.
 |
| **Lesson 7**The Equalities Act and Protected Characteristics. | * Be able to state the 9 protected Characteristics
* Be able to explain what “equality” means and how it is achieved.
* Understand how equality is different from treating everyone the same (equality of opportunity)
 | Brymore has limited diversity. It is single gender and tends to attract boys from a white, British background. Consequently, it is important that the boys have a clear understanding of equality and can state the 9 Protected Characteristics of the Equality Act 2010. We begin by teaching this knowledge and ensuring that the boys know that equality does not mean treating everyone the same. Sets 1 and 2 will look closely at diversity statistics, analysing the composition of their own local community and comparing it to the composition of the UK. Set 3 will make the same comparison but will use Cannington as their local source and be provided with pre-prepared graphs and charts. This work on comparison is the foundation of the evaluation of difference that follows. We return to the practice of self-evaluation and reflection that we studied earlier in the year – this time applying the knowledge to the real-world situation of diversity. Examination of diversity leads naturally to an examination of community. In year 8 we focus on the communities to which our students belong as this is a familiar starting point. We reflect on what makes a community work well, how rules contribute to community safety and on how each individual can influence the community for good or ill.Finally, we focus on the work of charities and other voluntary services. This include religious teachings on charity and how religious communities contribute to life in the wider community regardless of the religious beliefs of others.  |
| **Lesson 8**10.1 Who is in our communities | * Understand that there are different groups in our communities.
* Identify similarities and differences between yourself, classmates and others.
* Be able to state how you are unique.
 |
| **Lesson 9**10.2 How do I feel about difference? | * Be able to reflect on “difference” and what it means to individual people.
* Be able to explain how prejudice might be challenged.
 |
| **Lesson 10**10..3 How can we value each other? | * be able to talk about the communities that you belong to.
* Be able to recognise similarities and differences between yourself and others.
* Value the similarities between people.
 |
| **Lesson 11**10.4 What makes a successful community?10.7 How can I contribute to my community? | * Be able to identify the communities you belong to.
* Be able to suggest some guidelines for successful community life.
* Understand what qualities improve community life.
* Have an understanding of community services and who provides them.
* Be able to name ways that volunteers contribute to their communities.
* Be able to identify ways in which you could contribute to your community.
 |
| **Lesson 12**10.8 What do voluntary agencies do? (Including religious teachings on charity) | * Be able to identify appropriate support services for different needs.
* Be able to describe how these services support young people.
* Be able to identify and describe the work of Christians charities, Churches and individuals
* Understand why Christians do charitable and voluntary work
* Understand what is meant by Zakat in Islam
* Explain the work of Buddhist charities
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| Year 8 |
| Spring | Lesson Title | Lesson objectives | Rationale |
| **Lesson 1**3.2 What is a healthy relationship? | * Be able to say what makes a healthy relationship.
* Be able to identify the warning signs of an unhealthy relationship.
 | After Christmas, we return to the relationships strand pf PSHRE and begin to look in detail at how relationships form, and how they can go wrong. This is still based on relationships in general as we feel that information on intimate relationships is more appropriate to year 9. However, we do examine the concept of commitment and look at the various laws governing committed relationships in the UK. We believe it is important for all our boys to be able to identify aspects of abuse in relationships, and know where and how to seek help. This includes an understanding of specific types of abuse, including Female Genital Mutilation. Again, we do not assume the gender assigned at birth of any of our boys, and we strongly believe that it is important that they can identify female friends and relatives who may be at risk of FGM and support them in seeking help.  |
| **Lesson 2**3.4 Is Commitment important in relationships? | * Know what happens in marriage ceremonies and be able to discuss the significance of commitment vows (including religious significance)
* Be able to explain the legal status of marriage, civil partnerships and other types of long-term relationships.
* Be able to give some reasons why stable relationships may support the bringing up of children.
 |
| **Lesson 3**3.5 Abuse in relationships | * Be able to say what “abuse” is.
* Be able to identify strategies for dealing with potentially dangerous situations.
 |
| **Lesson 4**8.7 FGM including support | * Have some understanding of the concepts of, and laws relating to, female genital mutilation.
 |
| **Lesson 5**9.2 What does family mean? | * be able to identify different types of families.
* Understand some of the roles and responsibilities of parents and guardians with respect to raising children.
* Describe how family relationships can affect wellbeing.
 | For most students, their family provides the foundation of an understanding of relationships. At Brymore we have a wide range of families and by year 8 nearly all boys are able to identify who is who within their own family (parents, step parents, siblings etc) It is important that our students are able to recognise the key roles within a family, how family structures work and the role they might play in their own family. Additionally, students reflect on religious ideas about the family and consider whether these have value.  |
| **Lesson 6**9.3 How do I contribute to family life? | * Understand that both adults and children have roles and responsibilities within families.
* Have practised the social skill of appreciation within relationships.
 |
| **Lesson 7**Religious teaching on marriage and the family | * Know that in Islam men and women are equal but have different roles.
* Know the role of women in the Buddhist Sangha.
* Know and understand the teachings of Galations 5:22-23 (Bible)
 |
| **Lesson 8**9.7 How am I doing? | * Be able to say what you have accomplished
* Be able to recognise your own skills, qualities and achievements.
* Have practised the skill of appreciation.
 | The spiral curriculum is an essential part of how learning is embedded in PSHRE. Consequently we revisit careers education at least once each year. This helps to give the boys direction and confidence. It also builds their aspirations by allowing them to see what steps they must take to achieve their personal goals.At this age, young people have a much clearer idea of their own identity and the person they are aspiring to be in adulthood. It is also the age when many of our boys begin part time paid work, therefore a good understanding of the law regarding employing children is in place. In addition, students need to explore the possibilities for the future and begin to consider their options Post 16.  |
| **Lesson 9**11.7 What do I need to plan for? | * Have analysed your own skills and abilities and how these will support you in your future working life.
* Be able to explain the importance of thinking about the future today.
 |
| **Lesson 10**11.8 What opportunities are out there for me? | * Consider factors that may motivate your career choices.
* Think more widely about your future career.
* Be able to state a range of places to find information about careers.
 |
| **Lesson 11**11.9 How do I improve my prospects? | * Know about the types of jobs and careers that are available to you.
* Understand what motivates people to work.
* Be able to identify what factors will motivate you.
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| **Lesson 12**11.10 What does the law say about work? | * Know about some of the jobs available to teenagers.
* Be able to state some of the rules regarding teenagers and work.
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| Year 8 |
| Summer | Lesson Title | Lesson objectives | Rationale |
| **Lesson 1**10.5 What can cause problems in our communities? | * Be able to consider problems from more than one point of view.
* Understand the importance of talking and negotiating in solving problems.
* Be able to describe the role of mediation in problem solving.
 | As young people develop confidence in their own identity, it can sometimes lead to fear of difference and diversity. To counter this, we include teaching on prejudice and discrimination. This links back to the concepts studied earlier in the year and reinforces the British Value of tolerance for others. In addition, we continue to develop evaluation skills and critical thinking by using key questions linked to current world events. In this way, we help the boys to be able to identify media bias in preparation for work on recognising our own internal bias in year 10. This includes an examination of faith and values and how these might influence our thinking. We aim to develop strong independent thinkers who can identify for themselves when they are being unduly influenced by others.By this stage, young people may also be beginning to question key aspects of their own identity such as gender and sexuality. We examine the way that gender is socially constructed and how this can lead to stereotypes. Religious ideas are included so that students can learn from religion about different opinions on gender and sexuality. We critically evaluate these teachings and consider what they might contribute to our own lives. It is important that young people feel empowered to challenge prejudice and discrimination. We unpick the connection between rights and responsibilities and how these might lead an individual to act. The intention is to give boys the tools they need to counter hate crime and bullying should they encounter it. |
| **Lesson 2**10.6 Hate crime and radicalisation | * Be able to define hate incidents and hate crime.
* Describe the consequences for people convicted of hate crime.
* Understand what is meant by radicalisation.
* Understand the different interpretations of the term “jihad” in Islam.
 |
| **Lesson 3**9.4 Gender identity | * Be able to state what “gender identity” means and give a range of terms to describe gender identity.
 |
| **Lesson 4**9.5 Stereotypes | * Be aware of the negative consequences of stereotypes and prejudice.
 |
| **Lesson 5**9.5 Faith and Values | * Be able to describe what “faith” and “values” are and where they come from.
* Be able to say what values you hold.
 |
| **Lesson 6**Religious teaching on gender and sexuality | * Be able to explain different Christians points of view on gender and sexuality.
* Know Muslim teaching on gender and sexuality.
* Understand the Buddhist precept that everyone is equal.
 |
| **Lesson 7**10.9 How can we challenge prejudice and discrimination? | * be able to describe what “prejudice” and “discrimination” mean.
* Know about different types of prejudice.
* Be able to use a range of strategies to challenge prejudice and discrimination assertively.
 |
| **Lesson 8**9.8 What are my rights and responsibilities? | * Understand that people have rights regardless of their different race, religion, culture, ability or disability, gender, age or sexual orientation.
* Be able to state some of the rights that apply to you as a young person.
* Understand that every right comes with its own responsibility.
 |
| **Lesson 9**Religious teaching on prejudice and discrimination | * Be able to state and understand the teachings in Matthew 22:37-40
* Know the Muslim teaching that everyone is equal.
* Be able to explain the Buddhist Noble Truth Samudaya
 |
| **Lesson 10**12.1 How do I save and how do I budget? | * Understand that managing your money can help you save.
* Be able to set up a budget to cope with the unexpected.
 | Many students will be taking control of their own finances at this age as they begin part time work. It is important that they learn good money management skills early, and that they are encouraged into good spending habits. We use the Brymore value of responsibility as a foundation for good financial behaviour and continue this theme by encouraging resourcefulness as we introduce the ideas of entrepreneurship and business. This includes reflecting on what influences spending/saving and how this could be a benefit or a detriment in the future. |
| **Lesson 11**12.2 What influences our spending? | * Be able to identify some of the reasons why we spend money.
* Be able to explain why we choose to support different kinds of shops.
* Understand how price and competition affect our consumer decisions.
* Understand how our consumer decisions affect other people.
 |
| **Lesson 12**12.3 How enterprising am I? | * Have worked with others to practise the skills of creating a new business.
* Be able to identify ideas and methods to promote new business ideas.
* Have used the skills of problem solving and action planning.
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| Year 9 |
| Autumn | Lesson Title | Lesson objectives | Rationale |
| **Lesson 1**8.1 What do we mean by risk? | * Understand what “risk” can mean.
* Understand what is meant by “risking on purpose”.
* Be aware of online risks.
 | Year 9 is a transitional year for many young people. They are beginning their GCSE work in many areas, and will be making choices about their future as they choose GCSE subjects. Consequently the focus this year is on risk taking and on making independent life choices. This begins with an understanding of risk, and how to deal with pressure to get involved in risky situations. This links to earlier work on bullying and also reinforces the boys’ understanding of the importance of clear communication. Again, the mantra is “my body, my rules” as we aim to give our students the tools they need to say no in situations where they do not feel comfortable with what is happening/offered. This is also the time when young people begin to be given more freedom, however this places them at risk of being drawn into County Lines, Gangs, Drugs and other damaging activities. We believe that giving the boys as much information as possible about the consequences of these activities and equipping them with an awareness of how young people are led into them can help them to make positive decisions and stay out of harm. |
| **Lesson 2**8.2 How do we manage risky situations? | * Be able to identify some ways to keep yourself safe online.
 |
| **Lesson 3**8.3 Being assertive and dealing with pressure | * Know how to use good communication skills to help reduce risks.
* Be able to demonstrate strategies to deal with pressure from others.
 |
| **Lesson 4**8.5 Gambling | * Understand what “gambling” means
* Be able to explain the risks attached to gambling.
 |
| **Lesson 5**Religious teachings on wealth and poverty | * Explain the teachings in Matthew 19:24
* Understand the teachings in Qu’ran 2:219
* Know what the Buddha taught about gambling in the Tripitaka
 |
| **Lesson 6**8.6 Gangs and knife crime | * Know how to carry out research and present your findings on issues which may affect people of your age.
* Understand the impact of knife crime and gangs on society locally, nationally and globally.
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| Year 9 |
| Spring | Lesson Title | Lesson objectives | Rationale |
| **Lesson 1**5.1 Drugs an introduction (including religious teachings on drugs and alcohol) | * Be able to explain the word “drug”.
* Be able to name the different types of drugs.
* Be able to discuss what influences your perception of drug use and how this can differ from reality.
* Be able to describe religious teachings about drugs and alcohol (including agape, Iman and Dharma)
 | Included in our examination of risk are both legal and non-legal psychoactive substances. The purpose of this is to ensure the students know the law around these substances, and the possible effects of breaking these laws. The focus is on being able to recognise different substances, know their effects and also how they can damage the human body, building on the foundational work done in science in year 8. Strategies for refusing drugs, tobacco and alcohol are discussed alongside advice on ways a young person can seek help if needed. We highlight the work of Somerset Drugs and Alcohol Service, and ensure the students are aware of the help to stop smoking/vaping available via the NHS. |
| **Lesson 2**5.2 Drugs and the law | * Be able to give some facts bout the Misuse of Drugs Act 1971 (and subsequent amendments).
* Be able to identify situations where people may be breaking the law.
 |
| **Lesson 3**5.3 Alcohol | * Know the recommended health advice regarding alcohol consumption for adults.
* Be able to explain the effects of drinking too much alcohol.
* Know that in Islam alcohol is Haram
 |
| **Lesson 4**5.4 Smoking | * Understand the effects of nicotine, tar and carbon monoxide on the body.
* Understand how these components of cigarettes lead to disease.
* Be able to identify the benefits of quitting smoking and how to access support to do so.
 |
| **Lesson 5**5.5 Impact of drug taking | * Be able to explain the impact drugs have on society.
* Understand how drugs affect an individual’s physical, mental and emotional health.
* Be able to say what addiction and dependency are.
 |
| **Lesson 6**5.6 How do I manage situations involving drugs | * Be able to identify the impact of “risk” taking with drugs.
* Know how to assess and manage risky situations involving drugs.
* Know that there is health and support available for people who have problems with drugs.
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| Year 9 |
| Summer | Lesson Title | Lesson objectives | Rationale |
| **Lesson 1**4.1 Choices around sex (including what religions say about sex before and outside of marriage) | * Be able to give reasons why people have sex.
* Understand your choices around sex.
* Be able to explain some of the issues surrounding “early sex”.
* Be able to recall what Christianity, Buddhism and Islam teach about sex before marriage.
* Be able to explain how religious faith influences choices about sex.
 | Finally in year 9 we return to the relationships strand of PSHRE by teaching the boys about various aspects of intimate relationships. This is done in an age-appropriate way – for example we do not use images of the genitals when learning about sexually transmitted infections. Additionally, the departmental policy is to use the proper biological terms for all body parts. This helps to avoid confusion and is also less embarrassing for the students. We also include religious perspectives on sex and relationships as a there are boys who have religious faith who find it difficult to reconcile the desires of their body with the requirements of their faith. We do not assume the sex assigned at birth, the gender presentation of the sexual orientation of any student. We endeavour to depersonalise this teaching as much as possible by using terms such as a person having an intimate relationship with a woman, or a person with a penis. The policy is to teach about intimate relationships without bias so that we do not influence students or make them feel uncomfortable at a time when it is normal for young people to be unsure of their identity. |
| **Lesson 2**4.2 Pornography and Sexting | * Be able to explain how pornography affects lives.
* Be able to identify the risks and implications of sexting.
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| **Lesson 3**4.3 Sex and the Law | * Be able to explain “consent” and why it is so important.
* Be able to state some laws around sex.
 |
| **Lesson 4**4.4 Conception Pregnancy and birth | * Be able to explain the link between lifestyle and fertility.
* Understand how fertilisation leads to pregnancy and birth.
* Be able to identify choices around pregnancy.
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| **Lesson 5**4.5 What is contraception | * Be able to identify some facts and myths about contraception.
* Be able to name a variety of types of contraception.
* Be able to give advice to young people wanting to learn about contraception.
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| **Lesson 6**4.6 What are STIs | * Be able to explain facts about key sexually transmitted infections (STIs).
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| Year 10 |
| Autumn | Lesson Title | Lesson objectives | Rationale |
| **Lesson 1**Work Experience | * Understand what work experience is, and when it will take place.
* Know how to access information about work experience.
* Know that work experience requires a “contract” and that they must get this signed and approved.
 | Year 10 begins and ends with work experience. We encourage our boys to take part in work experience week, (usually the first week of July) and work closely with Careers South West to find them placements which are both safe and beneficial. Historically we have found that our students vary from being absolutely sure about their future career pathway and not having any clear idea at all. Work experience is a key part of their exploration of their future.We facilitate this exploration using CareerPilot as the students are already familiar with this as they are introduced to it in specific careers lessons during years 7 and 8. We also introduce our students to the BTCT Trust Careers advisor and begin one to one careers guidance sessions as appropriate.Following on from the idea of “My Personal Brand” in year 7 the students are shown different ways they can market themselves to colleges and employers and are supported in the creation of a basic Curriculum Vitae.  |
| **Lesson 2**10.1 What do I want to do?10.2 Types of Employment and Employment Trends. | * Be able to explain the role the media can play in influencing career ambitions.
* Understand the “pathways” available at the end of KS4
* Evaluate the “pros and cons” of different career pathways and decide which you may be most suited to.
* Understand advantages and disadvantages of different types of employment.
* Be able to explain how financial aspirations and other factors can influence career options.
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| **Lesson 3**10.3 Marketing yourself | * Compile your own CV
* Practise other effective ways to present personal information.
* Create your own personal branding and profile.
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| **Lesson 4**11.1 Budgeting 11.2 Responsible consumerism | * Be able to explain why we pay tax and what it is used for.
* Practise budgeting for a new home.
* Practise planning for a secure financial future.
* Understand how advertising encourages the spending of money.
* Be able to decide if “offers” are really as good as they suggest.
* Know ways by which you can reduce your own waste.
 | Alongside raising aspirations for future careers, our students need to understand the financial implications of working. These include understand tax and National Insurance, different types of savings and investments and looking in further detail at budgeting, credit and debt. As the students move towards financial independence, it is essential that they gain and insight into the cost of living. This is taught as the cost to themselves and the cost to the wider world as they are introduced to ethical consumerism. The intention is that each student should be equipped to make financial decisions that will make them financially healthy but which will also align with their wider beliefs and values. |
| **Lesson 5**11.3 Ethical Consumerism11.4 Consumerism and Giving (including religious views on charity) | * Be able to explain what can make consumerism unethical.
* Be able to explain the “social and human cost” of manufacturing in developing countries.
* Be able to explain the different methods used by charities to raise funds.
* Consider and explain your own view about ethical consumerism and banking.
* Describe the ways that religious believers respond to ethical and environmental issues.
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| **Lesson 6**11.5 Credit and debt11.6 Money stresses and pressures | * Be able to explain how the use of credit cards can lead to a “debt trap”.
* Be able to explain how debt can lead to bankruptcy and insolvency.
* Be able to explain how “payday loans” can lead to a “debt trap”.
* Be able to explain the emotional and financial costs of misusing money.
* Research and evaluate solutions to financial problems.
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| Year 10 |
| Spring | Lesson Title | Lesson objectives | Rationale |
| **Lesson 1**2.1 Relating to others2.2 Skills for successful relationships | * Be able to describe different types and levels of relationships
* Be able to explain different roles within relationships
* Be able to identify factors that make relationships successful or difficult.
* Understand the importance of rights, responsibilities and respect in relationships.
* Develop and evaluate strategies that can help begin new relationships.
* Develop and evaluate strategies to help maintain healthy relationships
* Develop and evaluate strategies to help end relationships.
 | The spiral curriculum returns again to relationships. Students are now 14 and 15 years of age and beginning to form significant intimate relationships alongside their wider friendships. We aim to ensure that each student has considered different ways to start, maintain and end relationships and that they realise that relationships need work if they are to be healthy. The students are also taught the signs of unhealthy relationships including coercive control and given advice on where to seek help if a relationship becomes violent or emotionally abusive. Students are then reminded of the law around sexual consent. We encourage build again on foundations built in KS3 as we use scenario based learning to encourage critical thinking and reflective practice. We believe that teaching good moral skills is more beneficial to young people than simply giving him a set of rules to live by. Brymore value of responsibility is emphasised, and again the mantra “my body, my rules” is used as a basis for learning about sexual relationships. This includes information on how sex outside of marriage is viewed in Christianity, Islam and Buddhism.The aim of PHSRE is not to encourage sexual activity and also not to give the impression that sexual activity is “dirty” or “wrong”. Contrarily the aim is to help students to be in control of their own decision making and to have the ability to say no where appropriate.  |
| **Lesson 2**3.1 Sexual relationships (including religious views) | * Be able to state the age of consent and explain what consent means.
* Be able to describe the laws around consent.
* Be able to identify when consent is and is not given in a range of scenarios.
* Be able to state what Christianity, Islam and Buddhism teach about sexual relationships.
 |
| **Lesson 3**3.2 What is sexual health?3.3 Keeping sexually healthy. | * Understand the importance of, and responsibility that comes with, sexual relationships.
* Be able to list a range of ways that people can show love and affection in relationships.
* Be able to describe some of the benefits of sexual relationships.
 |
| **Lesson 4**5.1 Emotional wellbeing5.2 Dealing with stress | * Reflect on your own mental health and be able to explain the factors that affect it.
* Understand and be able to explain the importance of good mental health.
* Understand and be able to explain the impacts of poor mental health.
* Know the signs and symptoms of stress.
* Reflect on sleeping habits.
* Be able to describe strategies to manage stress effectively.
* Develop routines for dealing with exam pressures.
 | By this age, the majority of students will be experiencing the emotional and physical changes of puberty. While these ideas were introduced in year 7, they are revisited here with the focus being on how these changes can affect the teenage brain and how this can lead to mental health issues. We are aware that for a good number of students the pressures of exams lead to stress and that this stress can continue throughout year 10 and into year 11. Students are taught about mental health issues, including strategies to protect mental health. They are also taught how to recognise mental illness and stress in those around them. Again, critical thinking is encouraged through examining the influences of the media on body image and on how people are influenced into taking psychoactive substances. This includes information on addiction and dependence. Students are signposted to a number of sources of support including Somerset Drugs and Alcohol Service, the NHS and FRANK |
| **Lesson 5**5.3 Pressures and influences4.3 Addiction and dependency | * Be able to explain how the media influences how we see ourselves.
* Reflect on how your own health is affected by the media
* Reflect on whether males and females feel differently about body image.
* know about the numbers of people consuming alcohol, tobacco and illegal drugs.
* be able to explain how and why people become addicted.
* know how and where to seek support for addiction.
 |
| **Lesson 6**7.1 Teenage Brain | * Know what positive and negative risks are.
* Know what its meant by “heart” and “head” responses.
* Evaluate personal responses to risk and risk taking.
* Be able to explain how and why people perceive risks differently.
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| Year 10 |
| Summer | Lesson Title | Lesson objectives | Rationale |
| **Lesson 1**6.1 Influences on health (including peer pressure and the media) | * Evaluate the effectiveness of media campaigns in promoting health
* Be able to give examples of how social marketing is used in health campaigns
* Develop ideas to promote a health issue.
 | The summer term begins with further work in the health and wellbeing strand of PSHRE. Government guidance is that students should learn about intimate cancers at around 15 years of age. By the beginning of the Summer Term the vast majority of our boys are 15 therefore we teach them about testicular, breast, penile and vulval cancers. This includes self-screening, when we use models to help students to be able to recognise what is normal and what is not. We encourage regular screening so that students can get to know what is normal for their own bodies which allows any potential problems to be identified quickly and dealt with early.  |
| **Lesson 2**6.3 Being health aware (including screening and self-examination) | * Be able to explain why it is important for individuals to take responsibility for their own health.
* Know how to check own body
* Be able to explain what is involved in health screening and where to seek advice
 |
| **Lesson 3**9.1 Living in Britain8.1 Individual, family and community values | * Be able to explain different experiences that can unite people from different backgrounds positively.
* Know the benefits of citizen service schemes
* Be able to describe the positive perceptions that people have about being British
* Be able to explain why people have different values.
* Be able to explain the values that are important you
* Be able to explain what British values are and give your own opinion about them
 | Living in the Wider World is a major strand of PSHRE at Brymore. Having looked at prejudice and discrimination in KS3 we build on this by examining what it means to live in Britain. We begin by examining individual values, build this up to a reflection of family/community values and finish with The British Values as set out by government. Students are encouraged to critically reflect on the ways values may conflict and how to disagree respectfully. They are all asked to look at their own values and identify ways that they may be intentionally or unintentionally discriminatory to those around them. This includes thinking about the use of language, and how the media can cause us to think in biased ways about particular individuals or groups – including through making them invisible. We look again at religious teachings, evaluate their influence and decide whether or not faith ideas have anything to teach about prejudice and discrimination.  |
| **Lesson 4**8.2 Diverse and conflicting values8.3 Gender identity and transgender (including sexuality and religious teachings) | * Understand and practice using different ways of making decisions.
* Respond to other people’s opinions about a range of current issues on which people have different views.
* Put forward your own arguments about a range of current issues.
* Be able to use appropriate language with understanding when referring to transgender (including non-binary) people.
* Be able to understand the challenges faced by transgender (including non-binary) people in society.
* Think of ways in which your own environments could be more welcoming for transgender persons.
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| **Lesson 5**9.3 Discrimination through invisibility9.4 Challenging discrimination (including religious teachings on prejudice and discrimination)9.2 The Equality Act and hate crimes | * Be able to explain what is meant by the prejudice of invisibility.
* Investigate how and where LGBTQ+ and other minority groups are portrayed on TV.
* Know how prejudicial language can cause harm.
* Understand that different forms of prejudice exist and explain some of the impacts.
* Think about whether your own actions towards people with protected characteristics are appropriate.
* Devise you own ideas to combat prejudice and discrimination.
* Know what Christians mean by “made in the image of God”.
* Be able to explain how Buddhism teaches about difference in the Sangha.
* Be able to explain why discrimination is haram in Islam.
* Understand what the Equality Act is, and its purpose and be able to list the protected characteristics.
* Be able to explain what hate crimes are and their impact on individuals and communities.
* Reach a conclusion as to whether the Equality Act is effective at preventing prejudice.
* Reflect on whether your own behaviour towards others is always appropriate.
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| Year 11 |
| Autumn | Lesson Title | Lesson objectives | Rationale |
| **Lesson 1**College applications and career pathways | * Know the variety of career pathways available to you
* Know how to access different FE Colleges and how to apply.
* Be able to seek additional careers help if needed.
 | Inevitably, year 11 begins with a focus on careers and on Post 16 option choices. This continues throughout year 11 via the work of the Careers Team and with the support of all staff across Brymore. Students are given as many opportunities as possible to experience different career pathways, visit colleges and make applications. Parents, guardians and other carers play a vital part in this as they facilitate college visits etc. The students are directed back to CareerPilot, signposted to a variety of careers advice websites, and offered one to one career guidance from the Trust Careers Lead.  |
| **Lesson 2**9.5 Democracy and voting | * Be able to explain how different types of government operate and how voting processes work.
* Know what is needed to be eligible to vote and why it is important to do so.
* Decide if you agree with the current UK voting system.
 | Thinking about the future, and how we might fit into the World as an adult links to rights and responsibilities. As we begin to reflect on this we consider how we can influence the world around us – specifically by participating in the democratic process. We teach how democratic processes work in the UK, look at alternatives and then encourage students to evaluate these. Following on, we look how rights and responsibilities fit into our workplaces by looking at a variety of jobs and researching jobs in the local area before identifying the rights and responsibilities of a person in this particular role.  |
| **Lesson 3**10.4 Rights and responsibilities at work10.5 Employment opportunities | * Be able to explain the benefits of good relationships between employers and employees.
* Understand what trade unions are and how they support workers.
* Be able to explain the rights and responsibilities you will have when employed.
* Investigate the types of jobs that are available to you in different locations.
* Research employment opportunities using the internet.
* Evaluate the pros and cons of working abroad.
 |
| **Lesson 4**5.4 facing challenges  | * Identify strategies you can use when facing new challenges.
* Show empathy with others when problem solving.
* Apply problem-solving approaches to situations in your own life.
 | As we move towards the end of the first term of year 11, students begin to appreciate the hard work and dedication that will ne needed over the next few months if they are to achieve their full potential. Consequently, we examine positive ways of facing challenge, ways of solving problems, and the concept of a work/life balance. The aim is to equip our students with strategies whereby they can manage the stresses and strains of their GCSE year, and thus protect their mental health. This is linked with previous lessons in which we have talked about the structure of the brain, how the brain can be damaged by stress and ways in which this can be mitigated.  |
| **Lesson 5**5.5 Work-life balance | * Identify your own stress triggers.
* Develop strategies to manage your time effectively.
* Reflect on your own school-life balance.
* Understand other people’s attitude to work and personal happiness.
 |
| **Lesson 6**5.6 BereavementReligious ideas about end of life and funeral care | * Know the number of people affected by bereavement.
* Be able to explain the 5 stages of grief.
* Be able to explain different ways people cope with bereavement.
* Understand how to support those who have suffered bereavements.
* Know what happens at religious and non-religious funeral ceremonies.
* Be able to describe the range of end of life and funeral care available in the UK.
 | Death and dying are an inevitable part of being human. We give the boys and opportunity to talk about bereavement and to examine a variety of religious and secular funeral practices. This is designed to give the students a safe space in which to ask questions so that they are better prepared for bereavement and grief. In this area we work closely with the Safeguarding Team to identify those students for whom this might be too difficult and provide alternative materials for them. However, we give all the boys the option to participate in these lessons and all are told that they may step outside at any time if the material being discussed is too upsetting.  |

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| Year 11 |
| Spring | Lesson Title | Lesson objectives | Rationale |
| **Lesson 1**2.3 Parenting skills and family life3.4 Pregnancy choices | * Be able to understand the challenges of bringing up a family.
* Understand the importance of family budgeting.
* Explain how different people interpret the word “family”.
* Understand the skills needed to be a good parent.
* Be aware of pregnancy rates in the UK.
* Be able to state factors that increase the risk of unplanned pregnancies.
* Be able to explain the choices available for someone who is pregnant.
 | The Spring term is dedicated to relationships and sex education. This builds on material taught in previous lessons but builds upon them as the students are now more mature and some will have reached the age of 16.We debate the skills required to be a good parent using scenarios and sample families as source material. This develops their ability to make and defend an argument whilst focussing on the many possible approaches to parenthood and family life. Within this we discuss the options available for those experiencing an unplanned pregnancy. This does include some reference to religious teachings about the sanctity of human life and how this informs decision making for religious individuals.Following this, we look again at relationships – and how pornography can influence intimate relationships. We evaluate the negative impact this can have on individuals and partnerships, and how it can skew one’s view of “normal” sexual practice. We continue to use the proper biological terms for body parts and endeavour to use the correct terms for a variety of sexual acts. One of the aims of this is to allow students to recognise that different people enjoy different sexual practices, but that consent is an essential element of a healthy sexual relationship. The mantra “your body – your rules” is again used however it is extended to include the idea that within a range of sexual practices there is no “normal” and therefore each individual needs to know their own boundaries and feel able to withdraw consent if they are invited to participate in anything which makes them feel uncomfortable.Finally, we return to how relationships can be exploitative and abusive. This includes sexually but also in other ways. The goal is to ensure that our students are able to recognise an unhealthy relationship and are able to seek support if required. A range of support services are identified.  |
| **Lesson 2**3.5 Pornography3.1 Consent | * Be able to describe the impact of pornography on children and young people.
* Understand the impact of pornography on relationships.
* Be able to explain the laws relating to pornography.
* Be able to state the age of consent and explain what consent means.
* Be able to describe the laws around consent
* Be able to identify when consent is and is not given in a range of scenarios.
 |
| **Lesson 3**2.4 Exploitation and abuse in relationships2.5 Help and support for relationships | * Understand issues that can make relationships unhealthy or damaging.
* Understand laws that support people in unhealthy relationship situations.
* Be able to explain why respect is an important part of a relationship.
* Be able to identify potentially abusive relationships.
* Be able to describe signs of exploitation in relationships.
* Be able to recognise signs of harm and risk in relationships
* Know how and where to seek support for relationships.
 |
| **Lesson 4**Religious teachings on marriage, abortion and family life | * Be able to explain Christian teaching about the role of men and women.
* Know Muslim teaching on marriage and the family.
* Be able to state how men and women are perceived within the Sangha.
* Be able to explain different religious teaching about the Sanctity of human life.
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| **Lesson 5**12.1 Business structure and organisation | * Be able to explain different types of business structure and how they can be organised.
* Evaluate and explain the advantages of tall and flat business structures.
* Be able to explain how businesses are structured and organised depending in the product/service they provide.
* Produce a chart showing the structure and organisation of your school.
 | For the last lessons, we take the focus back to careers by looking at business structures and how businesses can be organised. This includes evaluating different sources of business finances. Additionally, we use examples of successful entrepreneurs to develop an understanding that there are different, creative and unconventional ways of being successful. do this so that the boys are reminded that there are a range of options available for them in the future and to help them to see that they are ready to move on the challenges of college and part time work.  |
| **Lesson 6**12.2 The how and why of business financing12.3 Entrepreneurship and risk | * Be able to explain the different types of finance available to business and choose which are most appropriate for different situations.
* Be able to explain the importance of businesses in our society.
* Understand what it means to be enterprising and give examples of successful entrepreneurs.
* Identify potential risks within business and how to manage them.
* Be able to explain the qualities needed to be a successful entrepreneur.
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