

Bradford Grammar School

PSHE Scheme of Work

This policy applies to the senior school and is published to parents, pupils and employees.

Revised 01 September 2016

This policy has regard for Department for Education Guidance *Personal, social, health and economic education* (February 2013); Equality Act 2010

Personal, social, health and economic education (PSHE) at Bradford Grammar School (the "School") is primarily delivered through our Personal Development programme, intended to educate our pupils about the wider world and the opportunities and responsibilities it offers.

It aims to inform and equip them so that they can lead confident, healthy and responsible lives as individuals and as members of society, and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood.

The Personal Development programme:

- gives our pupils opportunities to reflect on their own experiences and how they are developing, helps them to understand and manage a widening range of relationships as they mature, and teaches them to have respect for differences between people;
- aims to foster our pupils' wellbeing and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and careers;
- develops the knowledge, skills and understanding to become informed, active and responsible members of local, national and global communities;
- embraces educating pupils about protected characteristics as set out in the Equality Act 2010 which include: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

The programme is delivered through two complementary strands:

- a) A fortnightly **Form Period with Form Tutors** covers topics such as study skills, careers, key competencies (teamwork tasks, presentation techniques etc.), target setting/reviewing, decision-making and some IT skills. Additionally, talks are given to form and year groups by visitors from outside agencies (such as the police force, local magistrates, health professionals, charities). Health Education, delivered by the School Nurses and visiting speakers, belongs to this form period programme. Study Skills topics are designed and delivered by the SEND department. Careers advice is designed and delivered by the Head of Careers.

The Head of Personal Development plans and coordinates the scheme of work for Years 7 to 11, in consultation with the Assistant Head Pastoral. The Head of Sixth Form Enrichment plans and coordinates the schemes of work for Years 12 & 13, in consultation with the Assistant Head Pastoral.

(See Appendix 1 for the 2016-17 Week One programme of study.)

b) For Years 7 to 11 further sessions on the following topics, delivered by a team of six specialist teachers, complement the form period programme:

- Social and Economic Awareness;
- Environmental Awareness;
- Financial Awareness;
- Information Technology and Safety on the Internet;
- Ethics and Morality (including encouraging respect for other people); and
- Health Awareness (including drugs and alcohol education).

(See Appendix 2 for the 2016-17 Week Two programme of study, for Years 7-9.)

Years 7, 8 & 9 have regular fortnightly lessons for these sessions. All the forms within each year group have their PD lesson at the same point in the cycle, and a carousel system enables the teachers to have delivered the same course to each form by the end of the year. The scheme of work for each topic builds from one year to the next, so that continuity and development of themes and topics is ensured as pupils move up the School.

Years 10 & 11 have termly PD Afternoons continuing and developing the same six topics (run at three points in the year, and involving the suspension of normal timetabled lessons).

In the Sixth Form, visiting speakers afford a further opportunity for the delivery of PD topics during the weekly timetabled Enrichment session. This programme of talks varies from year to year, and draws upon former pupils, visitors from charities and professional speakers who talk about their own experiences.

Beyond PD

PSHE education within the School is also delivered through the timetabled subject-based curriculum and through whole-School and year group assemblies.

In particular, our special assemblies on a Friday are an opportunity for pupils and employees to talk about a theme that they wish to share with the whole School (focusing on the work of a charity, a news story, a national event, their personal experience, etc.). On occasion the assembly is presented by visitors from outside the School, from external agencies, charities or religious institutions, sometimes former pupils. The work of charities supported by school fund-raising ventures is also showcased through year group assemblies and the school councils to raise awareness of the work they do, and to encourage active support within the School.

For a fuller picture of the ethos and values of the School, please refer to the Spiritual, Moral, Social and Cultural Policy.

**Appendix 1: WEEK 1 PERSONAL DEVELOPMENT PROGRAMME OF STUDY
2016-2017**

	TERM 1	TERM 2	TERM 3
Year 7	My Identity – who am I? Dealing with change Friendships Study skills- memory Study skills – listening Study skills – types of learners	Human Rights The rights of a child Play Fair Work Fair (sweat shops) Friendships (MEH) First Aid – Bleeding and burns (Theory) First Aid – Bleeding and burns (Practical with BT)	Study skills – revision Careers Education – The Real Game (2 sessions) My community
Year 8	Getting to know you Britishness Prejudice and tolerance Organ Donation Alzheimer Friends (speaker from the Alzheimer’s Society) Internet safety – Jenny’s story	Options Careers Education – The Real Game (2 sessions) Internet safety (PC Fiz Ahmed) Relationships (Nurses) Introduction to sign language (Mr Hussain)	Study skills – revision Send My Friend To School Body Image - Dove Evolution Is it good being me?
Year 9	My Identity – I am everyone Self-esteem (MEH) Careers Education – KUDOS introduction Educate Against Hate Organ Donation	Options Mental Health (Jeremy Thomas) First Aid – Heart Attack and Strokes (Theory) First Aid – Recovery position (practical with Barry Thorn) Careers – KUDOS careers research Is equality fair?	Study skills – revision Balloon debate Educate Against Hate (Citizenship 1 and 2) PD Evaluation
Year 10	Pecha kucha (3 sessions for pupil presentations) STIs (Nurses) Consent (EAG) Stereotyping	The role of the magistrates (Dr Parker) Mental Health (Jeremy Thomas) Volunteering (SJF) Democracy – Is this fair? Democracy - The vote Testicular and breast cancer awareness (Nurses)	Organ Donation Careers Education- KUDOS Action Plan (2 sessions) PD evaluation

Year 11	My Identity – I am Everyone An introduction to Social Sciences Year 12 transition preparation Discrimination	Mental Health (Nurses) This is what I do (visiting speakers) Addiction (PC Sam Sagar and visiting speaker) Careers in the RAF (Squadron Leader Jim Tait)	Exam preparation Study Leave
Year 12	Sixth Form transition Unifrog/ UCAS induction How to demonstrate stickability & global awareness Substance abuse Blood & organ donation Counter-extremism Making positive choices & personal resilience Intergenerational inequality Does prison work?	Practising safe sex Road safety Mental wellbeing Question time event with a local MP Question time event on identity & community cohesion	Girls/ lads' holidays: How to come back in one piece Reflections on life post-BGS by recent leavers
Year 13	Making a successful UCAS application Student finance Personal safety Health issues at university First aid refresher Making positive choices & personal resilience Intergenerational inequality Does prison work?	International travel & gap years Mental wellbeing Question time event with a local MP Question time event on Identity & Community Cohesion	The science of happiness

Appendix 2: **WEEK 1 PERSONAL DEVELOPMENT PROGRAMME OF STUDY 2016-2017**

1. SOCIAL AND ECONOMIC AWARENESS

	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
<u>SESSION 1</u>	<p><u>Friendship</u></p> <p>LO: Think about why parents might object to certain friendships and ask if there might be a link between behaviour and poverty</p>	<p><u>Visual Impairment</u></p> <p>LO: To find out about the work of the RNIB and to learn about blindness/visual impairment and the impact it has on people’s lives. NB We did some fundraising for the RNIB in the autumn term.</p>	<p><u>School Portrait Photo</u></p> <p>LO: To complete a media analysis of a School portrait photo, including a discussion of the economic and representational significance of such photos.</p>
<u>SESSION 2</u>	<p><u>Child Poverty</u></p> <p>LO: To understand what poverty is and to examine the issues surrounding child poverty in the UK.</p>	<p><u>Blindfolds</u></p> <p>LO: To experience something of what it is like to be blind.</p>	<p><u>Mozambique Floods Images</u></p> <p>LO: To apply the lessons learnt in the first session to different images of flooding in Mozambique. To consider about how developing countries are presented in the media</p>
<u>SESSION 3</u>	<p><u>Child Poverty</u></p> <p>LO: To look at the extent of Child Poverty in the UK and the steps being taken to alleviate it. To consider what we do in BGS to alleviate poverty globally and locally.</p>	<p><u>Braille</u></p> <p>LO: To learn about the equipment which blind and visually impaired people can use. To find out what it is like to use Braille.</p>	<p><u>Reuters and News Values</u></p> <p>LO: To consider what makes stories newsworthy – particularly stories from the developing world.</p>

2. ENVIRONMENTAL AWARENESS

	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
<u>SESSION 1</u>	<p><u>Where does our food come from?</u></p> <p>LO: To identify where our food comes from and to describe how food supplies vary in different countries.</p>	<p><u>Where does my stuff come from?</u></p> <p><i>Lesson Objective;</i> To describe and explain the source of consumer items.</p>	<p><u>What is your environmental impact?</u></p> <p><i>Lesson Objective;</i> To calculate your environmental footprint.</p>
<u>SESSION 2</u>	<p><u>The Smith's Roast Dinner!</u></p> <p><i>Lesson Objective;</i> To explain why we import food and the consequences of this process</p>	<p><u>Who makes my stuff?</u></p> <p><i>Lesson Objective;</i> To discuss the issues connected to the global supply chain.</p>	<p><u>Sustainable Schools!</u></p> <p><i>Lesson Objective;</i> To identify and explain how schools can be made more sustainable</p>
<u>SESSION 3</u>	<p><u>What can be done to reduce food miles?</u></p> <p><i>Lesson Objective;</i> To describe intensive methods of farming used in the UK.</p>	<p><u>A Football Boycott.</u></p> <p><i>Lesson Objective;</i> To discuss the issues connected to the global supply chain.</p>	<p><u>Sustainable Schools!</u></p> <p><i>Lesson Objective;</i> To create an action plan/design for a sustainable school.</p>

3. FINANCIAL AWARENESS

	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
<u>SESSION 1</u>	<p><u>Talk about the value of money</u></p> <p>LO: For pupils to appreciate the value of money and appreciate that planning is required if budgets are to be adhered to. To calculate what the highest paid footballer is paid per hour compared to the national</p>	<p><u>The Purpose of Business (POB)</u></p> <p>LO: The POB; to make money, to create jobs, to support the local economy etc. and the Government's role and interest in encouraging business growth.</p> <p>To learn how economic cycles operate and</p>	<p><u>The Socioeconomic Benefits of Business</u></p> <p>LO: The benefits that successful business can bring to areas to generate wealth and help re-develop challenged areas of the country. London 2012- where was it built? Government's intervention in saving</p>

	minimum wage; ask the question is it right that footballers should earn such high salaries?	relate this to current news events in different industries. To appreciate the need to provide good conditions of work and pay for employees if a business is to be sustainable and continue to grow and value the benefit this brings to local economies.	businesses if they feel that the risk of losing a business would have detrimental effects on the country at local or national level.
SESSION 2	<p><u>Talk about developing a product to make money</u></p> <p>LO: To understand that money can be made from developing a unique product if careful planning is made and the cost price, trade price and RRP are all correctly positioned. To design a chocolate bar with a USP where the numbers add up to make the selling of it profitable; for presentation in lesson 3.</p>	<p><u>Business objectives and types of business industries</u></p> <p>LO: To be aware of the different areas of work (industries) where businesses can become established and understand the difference between retail and service industries. Think of as many different jobs that fall into the different industries. Which types of business are most secure; all business carries an element of risk; how can you protect against this?</p>	<p><u>Understand the Key Terms of Business</u></p> <p>LO: To introduce and understand terms used in business including: profit, loss, turnover, cash flow, growth, costs, fixed costs, sales. Relate these terms to different kinds of businesses to include retail and manufacture.</p>
SESSION 3	<p><u>Presenting Product to the Class; using terms correctly</u></p> <p>LO: To discover whether the ideas of the group presentation meant the same to the class as they did to the group. What does the name of the bar say to others about the bar? Use correctly terms, USP (is the groups idea of a USP really a USP?), target audience, cost price, trade price and RRP</p>	<p><u>Business Ownership; How many ways are there to own a business?</u></p> <p>LO: To be aware and understand the terms: Sole trader, Cooperative, Partnership and Corporation (Ltd). The advantages and disadvantages of each, legal and financial. How to market a business; quick demonstration of what is needed to build a website; allowing a product or service to get to market quickly.</p>	<p><u>Setting up a Start Up Business</u></p> <p>LO: To be aware what to consider and be aware of to protect against risk when making decisions. 21 factors to consider include: Sole trader of Ltd Company; competition; target audience; paying yourself; business name; marketing; web presence; USP; funding; accounting; business plan; route to market; potential partners; legal considerations; bank account; staffing; insurance; skills gaps, experience and training; technology; mentors; when to start trading?</p>
<p>* All LO listed above are discussed in relation to recent news items; for example recent news items include VW, the mining of coal (China), the steel industry (potential government intervention), UK manufacturing companies (compared to overseas where working cultures may differ) and Sports Direct.</p>			

4. INFORMATION TECHNOLOGY AND SAFETY ON THE INTERNET

	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
<u>SESSION 1</u>	<p><u>Digital Life 101</u></p> <p>LO: For pupils to learn about the 24/7 social nature of digital media and explore their digital lives</p> <p>To know that it is important to act responsibly when using digital media</p>	<p><u>My Media</u></p> <p>LO: To assess how much time they spend with digital media activities</p> <p>To be able to record and compare how much time they spend on different forms of digital media using different activities</p> <p>To formulate a viewpoint on the role digital media plays in their lives</p>	<p><u>Cyberbullying</u></p> <p>LO: To know that it can be a criminal offence</p> <p>To develop a knowledge of the factors that intensify online cruelty</p> <p>To recognise their own role in affecting cyberbullying</p>
<u>SESSION 2</u>	<p><u>Scams and Schemes</u></p> <p>LO: To know what identity theft is and understand why it is important to guard against it</p> <p>To know how to recognise strategies that scam artists use to access private information</p> <p>To know how to guard against phishing and identity theft</p>	<p><u>Safe Online Talk</u></p> <p>LO: To know the positive aspects of online talking, gaming and messaging and identify where situations can be inappropriate and possibly risky</p> <p>To understand the rules for safe online messaging and feel able to deal with uncomfortable situations</p>	<p><u>Celebrity Value</u></p> <p>LO: To reflect on their own impressions of celebrities</p> <p>To think critically about the stereotypes associated with celebrities</p>
<u>SESSION 3</u>	<p><u>Copyright and Creators</u></p> <p>LO: To understand that copyright is a legal system that protects people's rights their creative work</p> <p>To compare different ways people license their copyrighted work</p> <p>To create an original song and reflect on the copyright for the song</p>	<p><u>Which me should I be?</u></p> <p>LO: To reflect on the benefits and risks of presenting their identities in different ways online</p> <p>To evaluate from an ethical point of view what outcomes may occur with these online identities</p>	<p><u>Trillion Dollar Footprint</u></p> <p>LO: To know that they have a digital footprint which cannot be deleted</p> <p>To recognise that online details can have a helpful or harmful effect on their reputation or image</p> <p>To consider their own digital footprints</p>

5. ETHICS AND MORALITY

	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
<u>SESSION 1</u>	<p><u>Introduction to Ethics. What are Morals?</u> LO: To understand where we get our sense of morality from. To evaluate their own sense of morality with ethical problems.</p>	<p><u>Prejudice and Discrimination.</u> LO: To introduce the history of prejudice and discrimination. Pupils have evaluated the devastating effects of prejudice and discrimination and linked it to a moral viewpoint.</p>	<p><u>Talk about capital punishment</u> LO: TBAT explain the moral issues surrounding capital punishment/the death penalty. TBAT justify your own opinion on capital punishment</p>
<u>SESSION 2</u>	<p><u>Looking at the concept of Utilitarianism.</u> LO: Pupils to assess what is the greatest good for the greatest number. Assess ethical issues using utilitarianism</p>	<p><u>Introduction to Stereotyping.</u> LO: Pupils to understand that everyone at some point has stereotyped another person. Pupils to assess why people stereotype and to try to think of ways to combat this issue.</p>	<p><u>Talk about 'saviour siblings'</u> LO: To explain what a saviour sibling is. To evaluate whether saviour siblings should be created</p>
<u>SESSION 3</u>	<p><u>Assessing Animal Rights.</u> LO: Pupils to assess whether animals do have rights and what they would be. To develop an understanding of the rights that should be entitled to animals, and to assess whether animals are treated fairly in today's society.</p>	<p><u>Prejudice and Tolerance.</u> LO: This lesson focused on the pupils in groups deciding who they should save or not from a sinking ship. Pupils gave feedback and importantly had to justify their reasons for saving or throwing overboard individuals. This was then debated by the class to come to a whole class consensus.</p>	<p><u>Talk about 'Animal Rights'</u> LO: To explore different ways humans use animals All – List examples of how humans use animals Most – Explain, with examples, why animals are used by humans Some – Justify your own opinion on using animals for human benefit giving reasoned argument</p>

6. HEALTH AWARENESS

	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
<u>SESSION 1</u>	<p><u>Talk about change</u></p> <p>LO: For pupils to realise the physical and emotional changes that take place in boys and girls at puberty and how to deal with these changes</p> <p>To know what to keep private (sexting)</p>	<p><u>Talk about drugs</u></p> <p>LO: To be able to define the term drug</p> <p>To know how to classify drugs according to their effect on the body</p> <p>To understand why some drugs are illegal</p>	<p><u>Talk about alcohol and the law</u></p> <p>LO: To know the laws related to drinking alcohol</p> <p>To develop knowledge of the effect of alcohol on the body</p>
<u>SESSION 2</u>	<p><u>Talk about drugs</u></p> <p>LO: To know the definition of a drug</p> <p>To know examples of legal and illegal drugs</p> <p>To know the effect of alcohol and cigarette smoking on the body</p>	<p><u>Talk about solvents</u></p> <p>LO: To know sources of solvents and that they can be misused</p> <p>To know the effects of solvents on the body</p> <p>To know that solvents can cause sudden death</p>	<p><u>Talk about substances</u></p> <p>LO: To know the classes of drugs and the legal implications</p> <p>To know the consequences of drug taking on society</p> <p>To know about legal highs and the impact on the body and lives</p>
<u>SESSION 3</u>	<p><u>Talk about health and food</u></p> <p>LO: To know what lifestyle choices are considered to be good health and bad health</p> <p>To know how to read a food label</p> <p>To know that too much saturated fat, salt and sugar are not good for us</p>	<p><u>Talk about risk</u></p> <p>LO: To know about decision making and consequences</p> <p>To discuss the consequences of smoking cannabis, drinking alcohol when pregnant and smoking cannabis</p> <p>To know the impact of caffeine-rich drinks on the body</p>	<p><u>Talk about risk</u></p> <p>LO: To know about transmission of HIV</p> <p>To know about the different types of contraception and how they are used</p>