

**Bradford Grammar School**

## **PSHE Scheme of Work**

**This policy applies to the Senior School and is published to parents, pupils and employees.**

**Updated 29 October 2017**

**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 the Head of Personal Development, belongs to this form period programme. Careers education is designed and delivered by the Head of Personal Development and the Head of Higher Education.

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 2017-18 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;
- Wellbeing;
- Information Technology and Safety on the Internet;
- Ethics and Morality (including encouraging respect for other people); and
- Health Awareness

*(See Appendix 2 for the 2017-18 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  
2017-2018**

	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
<b>Year 7</b>	Dealing with change Friendships Anti-bullying Study skills- memory Study skills – listening Study skills – types of learners	Human Rights and British Values Human rights - education Friendships First Aid – Using an AED First Aid – Bleeding and burns Discrimination (I’m with Sam)	Growth mindset and Study skills – revision Life Skills Education – The Real Game (2 sessions) Finance Play Fair Work Fair (sweat shops) My Identity (British Values)
<b>Year 8</b>	Getting to know you Britishness (British Values) Prejudice and tolerance (British Values) Anti-bullying Alzheimer Friends (speaker from the Alzheimer’s Society) My human rights	Options Life Skills Education – The Real Game (2 sessions) Relationships (Nurses) Internet safety – Jenny’s story SUSOMAD (peer teaching)	Growth mindset and Study skills – revision Finance Global goals Sun safety Send My Friend To School Organ Donation
<b>Year 9</b>	Getting to know you Is equality always fair? Anti-bullying (drama production) Educate Against Hate (2 sessions) Growth mindset and resilience	Carers Education (3 sessions – KUDOS/Research for a friend/ Research KUDOS First Aid – Heart Attack and Strokes First Aid – Recovery position Finance	Study skills – revision Talk about alcohol Talk about substances Sexting
<b>Year 10</b>	Pecha kucha (3 sessions for student presentations) Ur Choice (RSE Education) – 2 sessions Anti-bullying Stereotyping	The role of the magistrates (Dr Parker) RAP Project speaker Volunteering (SJF) Democracy – Is this fair? Democracy - The vote Testicular and breast cancer awareness (Nurses)	Growth mindset and study skills Organ Donation Careers Education- UNIFROG (2 sessions- competencies and CV)
<b>Year 11</b>	Growth mindset and resilience An introduction to Social Sciences Careers Education( 3 sessions) – Unifrog/ KUDOS/ transition application	Solution Not Sides (Israel vs Palestine) – guest speaker RAP Project speaker Resilience and mental wellbeing Careers in the RAF (Squadron	Addiction (PC Sam Sagar and visiting speaker) Study Leave

	Studying abroad (Cheryl Grant)	Leader Jim Tait)	
<b>Year 12</b>	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
<b>Year 13</b>	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 2017-2018**

**1. SOCIAL, POLITICAL AND ECONOMIC AWARENESS**

	<u><b>YEAR 7</b></u>	<u><b>YEAR 8</b></u>	<u><b>YEAR 9</b></u>
<u><b>SESSION 1</b></u>	<p><u>Talk about UK politics</u></p> <p>LO: For pupils to realise how the political system in the UK came about.</p> <p>To know how the political system in the UK works.</p>	<p><u>Talk about parliament</u></p> <p>LO: To understand how parliament works.</p> <p>To know how debates are carried out in the House of Commons.</p>	<p><u>Talk about campaigning/lobbying</u></p> <p>LO: To know what factors might influence how a campaign is constructed.</p>
<u><b>SESSION 2</b></u>	<p><u>Talk about elections</u></p> <p>LO: To know how UK elections work.</p> <p>To know key election terms.</p>	<p><u>Talk about an MP's job</u></p> <p>LO: To know what MPs do.</p> <p>To know how MPs relate to their constituents and how constituents relate to their MPs.</p>	<p><u>Talk about campaigning/lobbying</u></p> <p>LO: To know how campaigning works.</p>
<u><b>SESSION 3</b></u>	<p><u>Talk about what politics can do for us</u></p> <p>LO: To know what influence politics has on our lives.</p> <p>To know how everyone can influence politics.</p>	<p><u>Talk about democracy</u></p> <p>LO: To know that not all countries are democratic.</p> <p>To understand the benefits of living in a democracy.</p>	<p><u>Talk about political responsibility in a global context</u></p> <p>LO: To know about the UK's role in international development.</p> <p>To know about the power of global campaigning.</p>

## 2. ENVIRONMENTAL AWARENESS

	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
<b><u>SESSION 1</u></b>	<p><u>Year 7- Feeding Our World; Food Miles an innovation in food production.</u></p> <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>Year 8- My Stuff; Ethical Consumerism</u></p> <p><u>Where does my stuff come from?</u></p> <p>LO: To describe and explain the source of consumer items.</p>	<p><u>Year 9 – My Ecological Impact</u></p> <p><u>My Ecological Footprint!</u></p> <p>LO: To evaluate my impact on the environment.</p>
<b><u>SESSION 2</u></b>	<p><u>The Smith’s Roast Dinner!</u></p> <p>LO: To explain why we import food and the consequences of this process</p>	<p><u>Who makes my stuff?</u></p> <p>LO: To discuss the issues connected to the global supply chain.</p>	<p><u>Sustainable Schools!</u></p> <p>LO: To identify and explain how schools can be made more sustainable</p>
<b><u>SESSION 3</u></b>	<p><u>What can be done to reduce food miles?</u></p> <p>LO: To describe innovative methods of producing food.</p>	<p><u>A Football Boycott.</u></p> <p>LO: To discuss the issues connected to the global supply chain.</p>	<p><u>Sustainable Schools!</u></p> <p><i>LO: To identify and explain how schools can be made more sustainable</i></p>

### 3. WELLBEING

	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
<b><u>SESSION 1</u></b>	<p><u>Healthy routines</u> LO: To explore the concept of well-being and our habits of sleep and diet</p>	<p><u>Good habits and supporting others</u> LO: To explore happiness, issues which may impact it and self-help techniques</p>	<p><u>Impact of addiction</u> LO: To understand the impact of social media and gaming</p>
<b><u>SESSION 2</u></b>	<p><u>Good habits</u> LO: To look at exercise as a 'good habit' and explore methods of relaxation</p>	<p><u>Stigma, stress and anxiety</u> LO: To explore stigma and what it feels like; look at strategies for dealing with stress and anxiety</p>	<p><u>Depression and self-harm</u> LO: To explore depression and reasons for self-harm</p>
<b><u>SESSION 3</u></b>	<p><u>Friendships and bullying</u> LO: To explore the concept of a 'good friend' and 'being kind', and look at bullying</p>	<p><u>Body image and eating disorders</u> LO: To explore the idea of body image in relation to social media and eating disorders as coping strategies</p>	<p><u>Good habits and positive self-esteem</u> LO: To explore healthy lifestyles and good habits</p>

#### 4. INFORMATION TECHNOLOGY AND SAFETY ON THE INTERNET

	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
<b><u>SESSION 1</u></b>	<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>
<b><u>SESSION 2</u></b>	<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>
<b><u>SESSION 3</u></b>	<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>
<b><u>SESSION 1</u></b>	<p><u>Introduction to Ethics. What are morals?</u></p> <p>LO: To understand where we get our sense of morality.</p> <p>To evaluate their own sense of morality with ethical problems.</p>	<p><u>What is extremism?</u></p> <p>LO: to understand the terminology used within this topic.</p> <p>To discuss and evaluate different scenarios involving extremism and extremist views.</p>	<p><u>capital punishment</u></p> <p>LO: students able to explain the moral issues surrounding capital punishment/the death penalty.</p> <p>To be able to express an opinion and justify their ideas on the issue.</p>
<b><u>SESSION 2</u></b>	<p><u>Looking at people’s responses to ethical dilemmas</u></p> <p>LO: To evaluate their responses to specific ethical dilemmas and to be able to justify their responses</p>	<p><u>Nurturing extremism</u></p> <p>LO: to understand how people become extremists.</p> <p>To be able to identify people with extremist views and how people can influence others to develop these views.</p>	<p><u>Saviour siblings</u></p> <p>LO to be able to explain what a saviour sibling is.</p> <p>To be able to express an opinion and justify their views on the issue.</p>
<b><u>SESSION 3</u></b>	<p><u>Assessing animal rights</u></p> <p>LO: to assess whether animals do have rights and what they would be.</p> <p>To assess whether animals are treated fairly in today’s society.</p>	<p><u>Expressing your opinion</u></p> <p>LO: to reflect on how to exercise your freedom of speech within a democratic society.</p> <p>To be aware of how to express your ideas within the rule of law.</p>	<p><u>What would you do?</u></p> <p>LO Students able to decide what action they would take in relation to a number of ethical/moral scenarios. Able to justify their decisions.</p> <p>Help build the students resilience in relation to moral and ethical dilemmas</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>UR CHOICE TALKING (about RSE)</u></p> <p>LO: Create an environment in which students feel able to talk about sex &amp; relationships.</p> <p>Review the biology of sex &amp; conception.</p> <p>Learn about safer sex.</p>
<u>SESSION 2</u>	<p><u>Talk about families and relationships</u></p> <p>LO: An introduction to British Values</p> <p>To know that family units have different compositions</p> <p>To recognise individual identities</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>UR CHOICE LOVE IS ....</u></p> <p>LO: Explore pressures and concerns about sexuality and relationships.</p> <p>Increase knowledge of safer sex and emergency contraception.</p> <p>Increase knowledge of young people's rights and confidential services.</p>
<u>SESSION 3</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 Relationships</u></p> <p>LO: To recognise what makes a good relationship</p> <p>To distinguish between healthy and unhealthy relationships</p> <p>Understand that growing up/puberty can lead to changes in relationships</p>	<p><u>UR CHOICE BUILDING BLOCKS</u></p> <p>LO: Explore the different stages of building a relationship.</p> <p>Look at what makes a good relationship.</p>

