

## Curriculum

Personal, Social, Health and Economic Education is the cornerstone of all personal development. Our students receive one lesson a fortnight of specialist PSHE teaching, ensuring that all students are educated about the wider world and their place within it. We look at a variety of topics including health and well-being, bullying and cyberbullying, rights, responsibilities and community, culture, and cultural difference, RSHE (Relationship, Sex and Health Education) and Citizenship, all of which fall under our three main categories:

- Health and well-being
- Relationships
- Living in the wider world (economic wellbeing, careers, and the world of work)

**The British Values** of respect, tolerance and democracy are reinforced throughout all of these areas of study.

Elements of Relationship, Sex and Health Education (RSHE) are delivered to pupils in all year groups through PSHE lessons. If you would like to see greater detail about the topics covered, please do refer to the [RSHE page](#) of our website and our [RSHE policy](#) for a detailed overview.

Our aim as a department is to ensure that our students leave Cambourne Village College not just educated to a high standard academically, but also to a high standard personally. A student’s personal development is as important as their academic development.

### **Additional content**

At times during the year additional PSHE content may be delivered to pupils through one-off sessions and drop-down days. Information about these will be shared with parents in advance.

### **Assembly and tutor time themes**

Pupils will have a weekly assembly delivered by their Head of Year or other member of specialist staff which ties in closely with the PSHE curriculum and covers important content to all pupils. This is in addition to content delivered by form tutors during tutor time. Themes will link to current PSHE content, issues which arise throughout the academic year, and national and international events such as anti-bullying week and Remembrance Day.

|                | <b>What pupils will learn</b> | <b>How it builds on learning</b>  |
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| <b>Year 10</b> | Exploring Influence           | Starting with a look at the positive and negative role models in society and how students can become positive role models for their peers, we then move onto to a refresh on the Drugs and Alcohol topic previously looked at. Here students re-visit their learning about the dangers of drugs, alcohol and vaping and looks at issues surrounding these, including gangs and crime, looking at what to do if in a dangerous situation and how to keep safe. |
|                | Work Experience               | Using Unifrog resources, we examine what the students have done so far to prepare them for their individual career journeys and look to the future, at what can be done to prepare for the best possible career. We also examine the changing world of work and consider what type of working situation would best suit each individual student. Finally, we introduce Work   |

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|                |   | Experience (to be taken at the end of Year 10) and being to look at how to find and apply for appropriate Work Experience, utilising contacts and looking at how to apply, meet and complete a successful Work Experience   |
|                | RSHE - Healthy Relationships            | We begin our KS4 RSHE by looking at relationship values, assessing what is important to each individual. We examine the ethical and legal implications of consent, in all of its forms, including manipulation, coercion and capacity to consent. We then move onto examining abuse in relationships, learning where to get support and how to give support to those close to you who might find themselves in an abusive relationship. Finally, we look at the dangers of sexting and online pornography and how both can have detrimental effects on healthy relationships.   |
|                | Mental Health                           | Building on students consideration of their career journeys in Term 1, here we look at how to revise and prepare for exams and consider how much preparation is required for success. We then link this learning to managing stress and reframing negative thinking, as well as revisiting the importance of sleep learning from Year 8.  |
|                | Addressing Radicalisation and Extremism | Here students examine how people become radicalised and form extremist views, learning how to support and challenge friends who may be sharing concerning viewpoints. We link this to the role the Media plays in misinformation and manipulation and then move on to look at how to safely challenge discrimination, including that found online.  |
|                | Financial Decision Making               | In this unit, students learn how to manage budgets and understand debt, including how to understand credit ratings and the dangers of 'pay day lenders'. We also look illegal financial activities, including fraud and cybercrime and learn how to manage risk in relation to financial activities. Finally, we look ahead to Work Experience (last week of the Summer Term) and prepare the students for their experiences, ensuring they have a clear understanding of how to present themselves, how to check and understand health & safety procedures and how to get the most of this exciting opportunity.                         |
|                | <b>What pupils will learn</b>           | <b>How it builds on learning</b>  |
| <b>Year 11</b> | Next Steps                              | Building on their Work Experience challenges and opportunities, here students begin to look more specifically at their post-16 choices and options and start looking at how to write the perfect personal statement to get them into the sixth form or college, or onto an apprenticeship, of their choosing. We examine how their options close and open up different career pathways for them and complete their applications forms on the MyChoice@16 platform. Finally, we look at employment and how to maximise employability skills, while also recognising the challenges that may be faced and/or overcome in the world of work. |
|                | Building for the Future                 | Here we link to our learning on employability to ensure students understand the dangers of judgements and stereotyping in the   |

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|  |                                       | workplace and as an individual. We link this to the development of a self-concept; how to balance ambition and expectations and develop self-efficacy, including motivation, perseverance and resilience. Finally, we revisit the topic of stress and how to manage it though the all-important GCSE exam period and revisit online presence and the positive and safe ways to create and use content online.   |
|  | RSHE – Communication in Relationships | Here we revisit all the RSHE learning that has taken place over the 5 years at Cambourne Village College and turn inwards, to explore individual core values and emotions. We recap our learning on gender identity and sexual orientation, as well as relationship values and how to stay safe. We extend the learning on values to consider what drives each of us as we move through the world. We then look at how to stay physically healthy and how to manage change in relationships. Finally, we revisit the dangers of sexting, including online, searchable profiles in terms of future employment and ensure that every student understands how different pressures in relationships can have negative effects and dangerous consequences. |
|  | Independence                          | Here we begin to prepare the students for their futures, by looking at how to maintain a healthy lifestyle and the importance of finding joy in growing older and embracing change. We look at the importance of cancer prevention in terms of smoking and vaping, as well as cancer fundraising and the hopes for a cure. Finally, we touch on some emergency first aid basics and learn how to assess and manage risk in emergency and non-emergency situations.  |
|  | Final term round-up                   | As the GCSE exams begin, we use these lessons to revisit the key information required for moving on in the world – we look are managing personal finances, understanding tax and national insurance and how to manage a budget, as well as how to cope with loss and change in a meaningful way. We look at grief and bereavement and learn how to channel loss into a positive, by making positive life changes.   |

### **Assessment**

Students are assessed both on their engagement and understanding of the subject. We have regular knowledge checks using Microsoft Forms, revisiting baseline assessments and in-class discussions/polls, to ensure the students understand the content and have retained the key information. Retrieval Practice is also used throughout the year to ensure that topics are not forgotten once we’ve moved on. However, our main focus is that students are enjoying their PSHE lessons and taking these vital life lessons on board and remembering them for the future. Here parents can support us by continuing these topical discussions at home.

### **Supporting your child**

#### **What you can do at home:**

As with the delivery of RSHE education, we see PSHE as a partnership between home and school, providing the opportunity for all pupils to learn about important topics in safe

environments and support their journey to becoming healthy, happy, and secure adults. The most important way to support your child with their PSHE learning and progression is to be ready to have open and honest conversations with your child about the topics covered in the classroom. If you would like any support with this or feel nervous about what or how to broach certain topics, do please email [remilne@cambournevc.org](mailto:remilne@cambournevc.org) for help and guidance.

There are also many excellent websites out there offering help, advice, and guidance for parenting in the 21<sup>st</sup> century. We have included links below in the Extended Study Suggestions and Reading Lists section as a starting point. There is also an excellent section in our school library on issues covered within PSHE such as dealing with bullying, processing puberty changes and emotional and physical health.

Please note, we will offer support to parents and carers to extend their knowledge where we can, such as our annual online safety training, and are always available to answer questions and help in any way we can. Just because we have all been teenagers does not mean we are experts in raising them as parents and carers!

### **Equipment:**

All students will be expected to attend their PSHE lessons with the following: Pencil case, HB pencils, pencil sharpener; rubber, coloured pencils, black or blue biros, or ink pen and cartridges, a green pen, short ruler, and charged iPad. Please also ensure they always have their iPad charger with them.

### **Extended learning**

#### **Homework policy:**

Students are not set formal homework in PSHE. We only ask that the students go away from each lesson and are prepared to continue the discussions facilitated in lessons with their friends and their adults at home. Thinking through the issues covered and how they relate to the individual student, is the ongoing aim of PSHE.

#### **Clubs/ Enrichment opportunities:**

As a subject that supports emotional and physical health and well-being, any and all clubs that are offered at CVC, whether it be a sporting club, of which there are many that run throughout the year, or something more meditative like Art Club or Reading Club, are beneficial to furthering elements of learning in PSHE. There is an excellent LGBTQ+ and Allies club called We Are All Made of Molecules that offers a safe space and wonderful support for all students wanting to find out more about LGBTQ+ issues.

#### **Extended study suggestions and reading lists:**

If you would like to look further into any of the issues studied in PSHE, then the Internet is usually the best place to start. However, research in PSHE is a very personal thing and the needs of one student might be totally different to the needs of another. Below are a few websites that are more specific to the areas of interest that might come up:

[NSPCC | The UK children's charity | NSPCC](#) (excellent help with childhood issues, particularly surrounding abuse, and mistreatment.)

[Sexual Health & Wellbeing - Brook – Healthy lives for young people](#) (Brook is an amazing service that offers help and guidance for all young people on many different topics surrounding sexual health, identity, drugs, alcohol, and many others.)

[Honest information about drugs | FRANK \(talktofrank.com\)](#) (Focusing specifically on all issues and concerns surrounding drugs, this site is informative and helpful if you have any queries or concerns. It details all illegal drugs and explains the law relating to them, as well as side-effects and alternative names.)

[YoungMinds | Mental Health Charity For Children And Young People | YoungMinds](#) A comprehensive guide for both students and parents, this website contains lots of information pertaining to mental health and emotional well-being.

[If Your Child is Aged 13 or Over - Get Safe Online](#) (This is an excellent website about digital safety for all. I have linked specifically to the area for young adults, but there is so much useful information here for everyone.)

[Teenagers | Family Lives](#) This website has information useful to all elements of family life but this specific section is all about how to communicate and help your teenage children as they navigate through young adulthood.

### **Possible trips and visits:**

Unfortunately, at this point, there are no specific PSHE trips or visits. However, the last week of the school year sees all Year 10 students take part in Work Experience, an excellent opportunity for students to put a lot of their PSHE learning into practise; from planning their future careers, to understanding how the world of employment functions and progresses with the help of individual workers.