

PSHEE Equality Curriculum Map

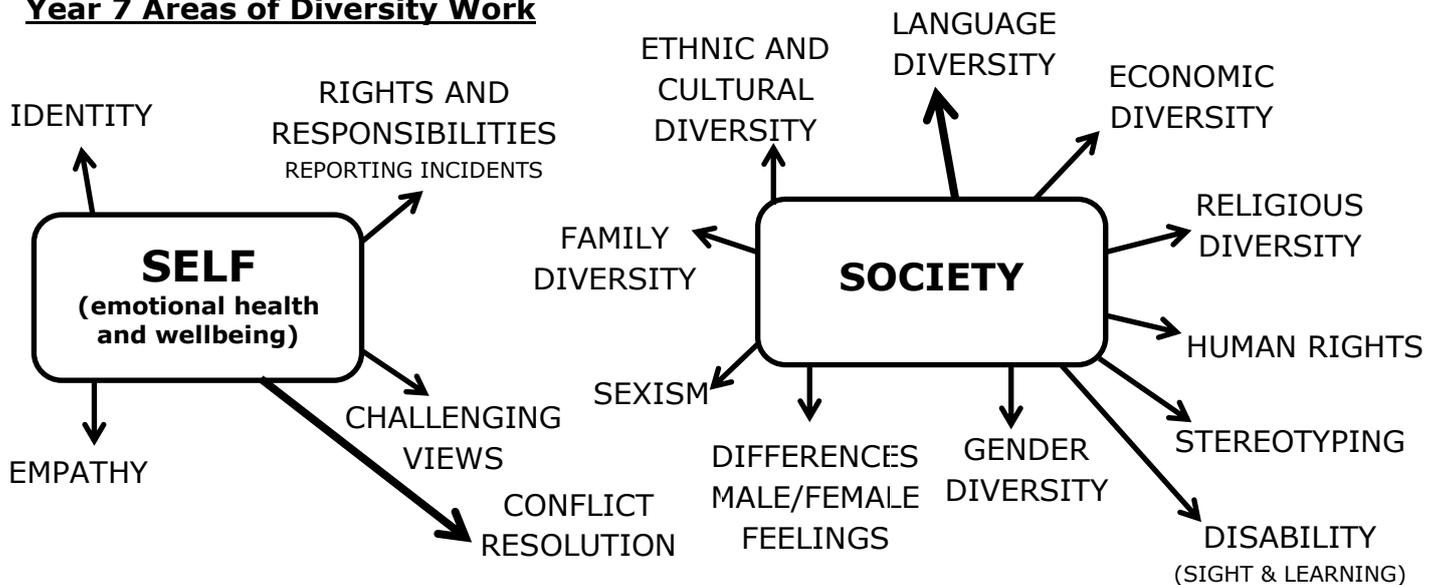
The Equality Policy for Cardinal Newman Catholic School includes **all the protected characteristics** covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and health and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child. PSHEE (**P**ersonal, **S**ocial, **H**ealth and **E**conomic **E**ducation) is one of the ways in which we fulfil our statutory duty to foster good relations, eliminate discrimination and advance equality of opportunity. Another aim of the PSHEE curriculum is to promote our school values and to actively promote students' spiritual, moral, social and cultural (SMSC) development.

PSHEE is delivered by form tutors to their own form I day each week for 30 minutes, with some vital work being delivered during an additional 6 one hour lessons across the academic year. Additional work may also be delivered by outside agencies such as the Health Service or Allsorts in short workshops. Much of the work delivered across all the year groups focuses on the topic 'Relationships, Equality and Diversity'.

Year 7 - Theme for Year 'Belonging and Working Together'

During Year 7 students will be encouraged to build their own sense of identity, which includes self-esteem and self-confidence, rights and responsibilities, making their own decisions so that they make the most of their abilities. Students will also examine the personal and social effects of bullying and will be encouraged to deal positively with the strength of feeling caused by changing relationships. They will have opportunities to put forward their points of view about bullying and they will identify where to get information and help. By emphasising the importance of relationships they will begin to understand what is meant by friendship. They will look at the importance of justice and respect for everyone. They will be able to describe different cultural lifestyles and look at how stereotyping might affect the way people live.

Year 7 Areas of Diversity Work



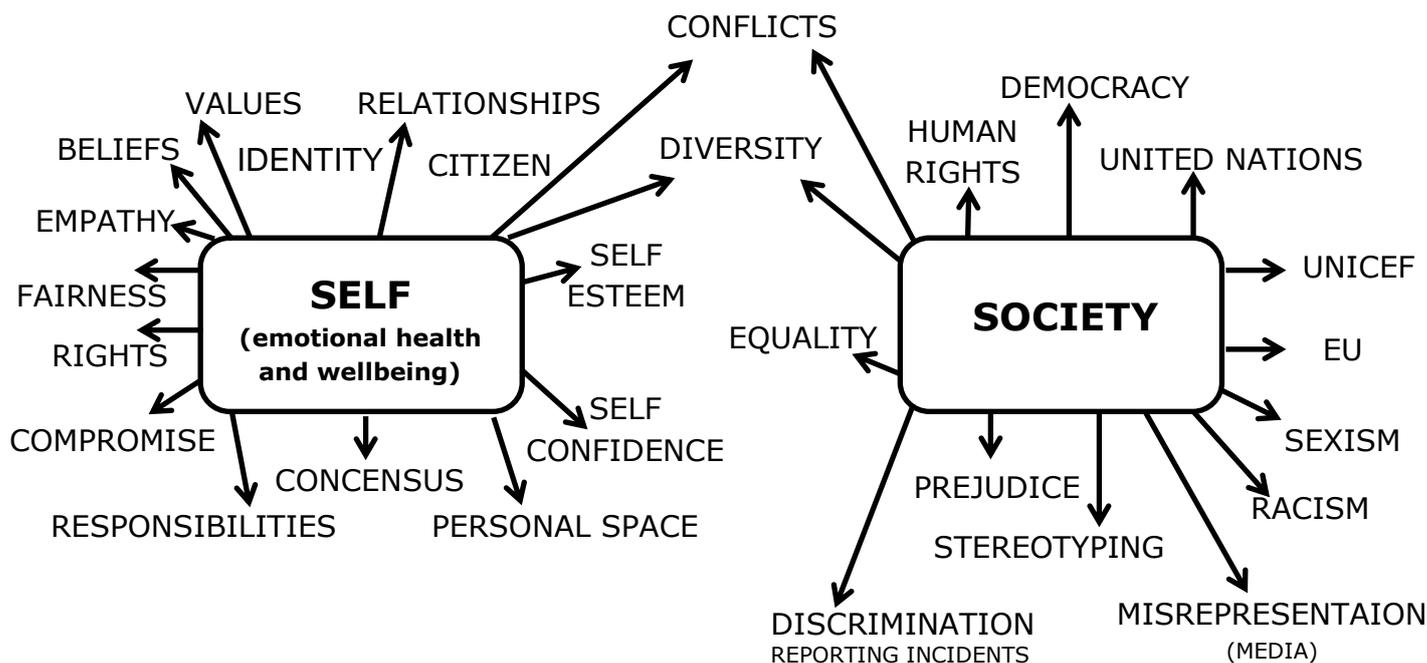
Year 7 Skills Development

They will express their emotions clearly and openly to others and in ways appropriate to situations. They will understand how their feelings can have a significant impact both on other people and themselves. They will be encouraged to work through challenges linked to personal problems and pressure. They will take others' thoughts and feelings into account in how they manage their relationships. They will also start to recognise when others need help and think about how to support them. As they develop good relationships they can start to respect the differences between people. Students are encouraged to develop empathy with people different from themselves and are able to negotiate and co-operate with others in this school. They may as an advocate for different views and persuaded people to change thus they develop respect for self and others within their different relationships both in and outside of school. They will identify lots of ways to solve problems and resolve conflicts, being assertive when appropriate, and starting to challenge appropriately other peoples' views, recognise how to compromise and negotiate with other people to reach a consensus. They will value the importance of resolving conflicts fairly and are encouraged to communicate confidently with everyone in this community. They will be encouraged to ask for help at school/home and to find and ask for other appropriate help.

Year 8 - Theme for Year 'Self and Society our place in the Wider World'

Students in Year 8 continue to develop their own sense of identity which includes self-esteem and self-confidence and this develops their responsibility to make the most of their abilities. They present their personal values and beliefs which are increased by participating in democratic processes within the school. They will look at the wider world and examine a range of lifestyles, learning about self-worth and cultural identity. They will spend time looking at the personal and social effects of bullying - racial harassment and the personal and social effects of discrimination on individual and groups. They will explore and analyse moral dilemmas and look at how stereotyping might affect their attitudes. They will examine the world as a global community, the role of the UN (UNICEF) and the role of the European Union. This leads them to examine human rights in the global context. They will also look at the concept of multi-ethnic Britain and its historical context. They will look at young people's rights and responsibilities in different communities and they will begin to identify the role of a citizen. Students will be encouraged to look at the opportunities there are to contribute to a community to prepare them to be an active citizen in their community.

Year 8 Areas of Diversity Work



Year 8 Skills Development

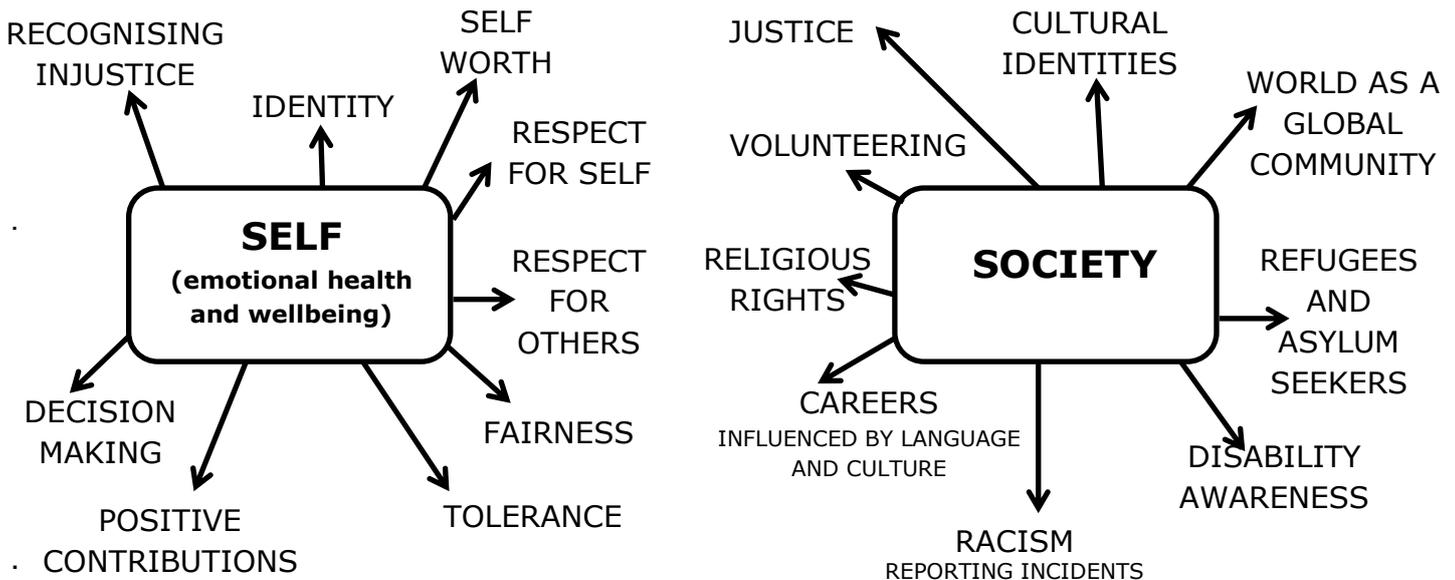
Students will continue to develop the ability to express feelings and emotions involved in making and sustaining personal relationships dealing positively with the strength of feeling caused by changing relationships. By developing a range of strategies for managing their feelings this will lead them to behave in ways that would not have negative consequences for them or for other people. They will reflect on, express and explain views that are not their own. They will practise negotiation and co-operation and suggest alternatives to something they don't want to do, thus participating effectively in school life. They will also develop the ability to empathise with people different from themselves and recognise when others need help and know how to support them. They will be given opportunities to propose practical ways forward breaking these improvements down into manageable steps. They will develop the ability to express feelings and emotions involved in making and sustaining personal relationships, respecting the differences between people they will therefore develop respect for themselves.

Through development of their ability to question and challenge assumptions about human rights issues they will also come to respect for behaviour codes (rules) which have been developed to protect the rights of individuals. They will begin to develop the ability to appropriately challenge other people's stereotypical views and they will identify their responsibility for their own actions towards individuals and groups, including bullying, recognising that personal choices may have consequences for others. They will recognise misrepresentation and can recognise reliable sources of information. They will examine the value the importance of resolving conflicts fairly by making compromises and to reach a consensus.

Year 9 - Theme for Year 'Responsible Citizens – Making a Positive Contribution'

Year 9 students will reflect on the self-development work carried out in the previous two years particularly about self-worth, cultural identity, a range of lifestyles, and how stereotyping might affect these. Year 9 will particularly focus what is meant by Citizenship and will start by looking at human rights in the global context developing the ability to question and challenge human rights issues. They will examine the personal and social effects of discrimination on individual and groups and ways of tackling it in school and society. They will understand the judicial system and how it relates to young people as well as developing a sense of justice and respect for all groups in society and value the importance of equality of opportunity in working life. They will also examine the variety of different patterns of family life and lifestyles, including marriage. The work of community based, national and International voluntary groups will be examined preparing them to be active citizen in their communities and playing a full part in the life of the school and wider community

Year 9 Areas of Diversity Work



Year 9 Skills Development

They will be encouraged to develop their confidence and take responsibility and make the most of their abilities. They will have opportunities to seek out challenges or new responsibilities and show flexibility when priorities change. They have already identified the importance of respect for themselves and others within other relationships and will continue to demonstrate the ability to empathise with people different from themselves, recognising young people's rights and responsibilities; this will continue to develop good relationships by showing respect for the differences between people. Year 9 will develop a range of strategies for managing their feelings so this will not lead them to behave in ways that would have negative consequences for them or for other people. These strategies will include the ability to demonstrate mediation and conflict resolution, thus being able to repair damaged relationships.

Students will recognise how others see them and appreciate the value and usefulness of a variety of views, giving and receiving constructive feedback and praise, valuing their own achievements and those of others. They will demonstrate the ability to present and assert personal values and beliefs and reflect on views that are not their own and discuss issues of concern and look for solutions when needed. They will continue to appreciate that their personal choices may have consequences for others and present persuasive cases for action and proposed practical ways forward. They will be able to recognise the different choices they can make when something becomes too risky and can manage situations that become risky by making appropriate choices for themselves.

More importantly for Year 9 they will increase their abilities to recognise when others need help and know how to support them. They will be encouraged to respond positively to opportunities for new experiences, communicate confidently with peers and adults, show initiative, commitment and perseverance and influence others for the good. They will understand their rights and responsibilities as an individual who belongs to many different social groups, such as their friendship group, school class, school, family and community.

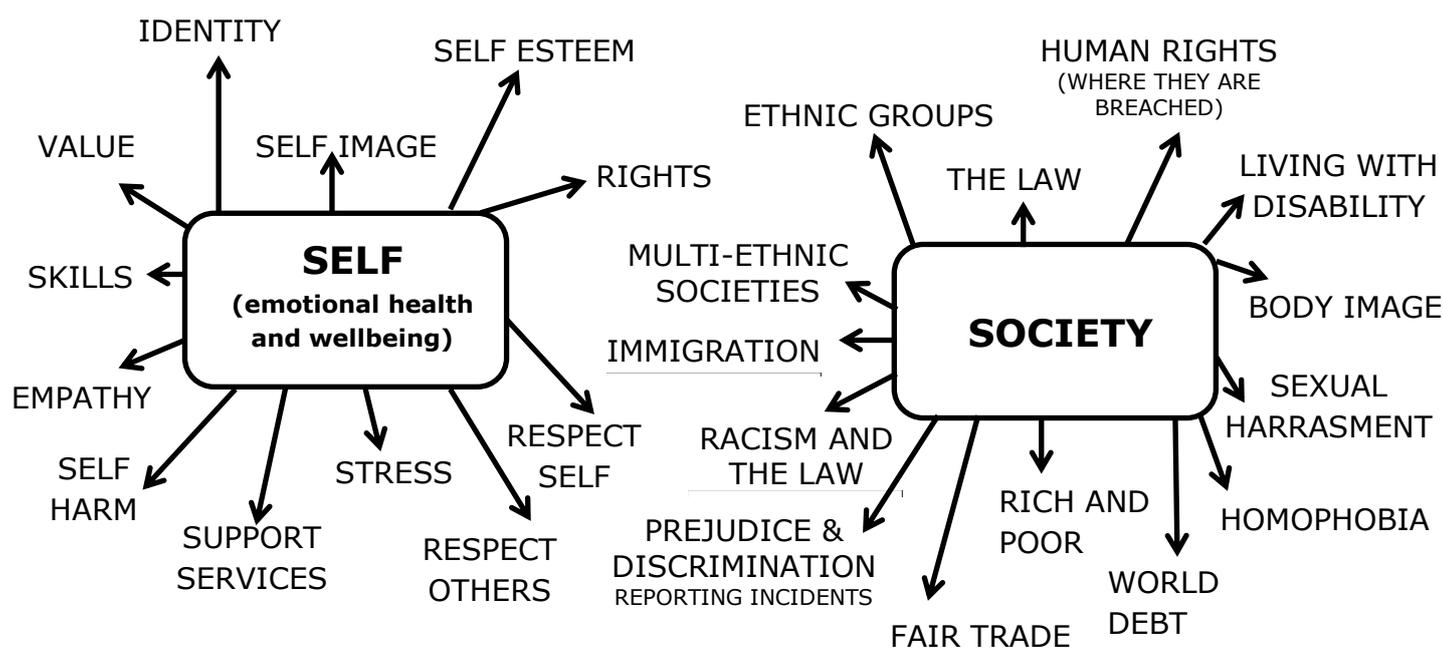
Year 10 - Theme for Year 'Looking In – Looking Out – Looking Forward'

Year 10 will continue to develop their own sense of identity particularly focusing on self-image and self-esteem. The theme of human rights' continues to identify what are their basic human rights by examining the Universal Declaration of Human Rights. The terms 'discrimination and racism' will also continue to be examined and they will develop their understanding of why it is unacceptable. They will examine further the laws that protect UK citizens from racism and look at best ways to challenge racist activity and promote a tolerant, multi-ethnic and inclusive society. .

On a global level Year 10 students start to examine the problems and solutions to world debt. They will look at the origins of the different ethnic groups which make up the UK and the importance of migration. They will look at a range of political processes and how the law affects many aspects of personal and social life. Year 10 students will identify the statutory rights of workers in the UK and reflect on how the workplace changed in recent years and the effect on workers. They will particularly examine the issues of personal safety, consent in relation to sexual bullying.

Students will develop their understanding of how people live with a disability and the difficulties someone with a disability might face. Another area of focus will be relationships and the skills needed to cope with loss and bereavement. They will also explore how people in society view self-harm and stereotypes of self-harm, particularly linked to eating disorders, this will lead them to have a greater understanding and empathy with young people who self-harm. An important area of study for year 10 will be the investigation of stress and how stress affects the body and mind in themselves and others.

Year 10 Areas of Diversity Work



Year 10 Skills Development

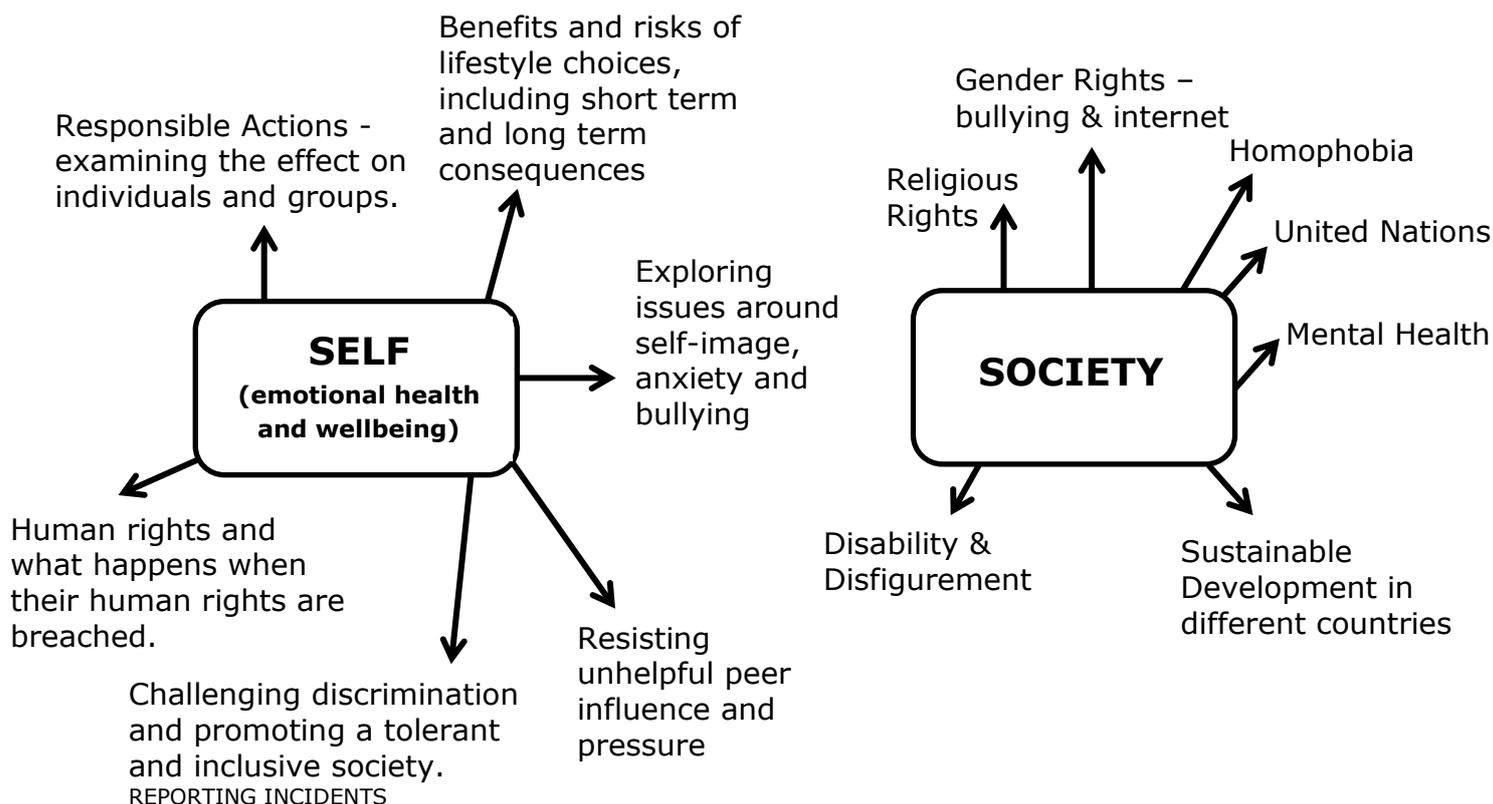
Students will explore feelings and emotions; thinking about different coping strategies and ways of getting support. They will understand how health can be affected by emotions, recognise positive feelings (e.g. to feel calm, elated, energised, focused, engaged, have fun, etc.) and will be encouraged to use them to support themselves that are not damaging to them or others. They will be able to seek and use community services to help them and help a friend find an appropriate service or support.

This leads them to further value and usefulness of a variety of views, respecting different ways of life, beliefs and opinions and be considerate to the beliefs and decisions of others. They will be able to recognise myths and stereotypes and how they influence choices and challenge negative influences and pressures. They will be able to question their own and others' assumptions and act as an advocate for views and beliefs that may differ from their own. They will develop their ability to assess their needs, interests, values, skills, abilities and attitudes in relation work and adapt their behaviour to suit different roles and situations, including leadership roles. They continue to celebrate their own achievements and value those of others. They will respond positively to change, seek advice and support when needed. They will also anticipate, take and manage risks.

Year 11 - Theme for Year 'The Final Countdown'

Year 11 conclude the work they have been carrying out in PSHE on 'human rights' and identifying their basic human rights. They will also look at what happens when human rights are breached. They will continue to examine the work of the United Nations and how they protect the most basic human rights.

They continue to explore issues around self-image, anxiety and bullying focusing on the areas such as disfigurement, on-line/cyber bullying related to sex, pornography and the Internet. They will explore different attitudes towards disfigurement and examine the Law as well as personal and societal attitudes towards pornography. Year 11 will focus on the best ways to challenge discrimination and promote a tolerant and inclusive society by developing strategies for resisting unhelpful peer influence and pressure, assessing when to use them and when and how to get help.



Year 11 Skills Development

Students will be able to demonstrate full understanding of the term 'human rights' and can identify their basic human rights. They will be able to challenge misrepresentation with others, provide constructive support and feedback to others and support their conclusions, using reasoned arguments and evidence

They will develop their ability to assess and manage risk in personal choices and situations minimising harm in risky situations and demonstrating how to help others do so. They will take appropriate and calculated risks and manage the outcomes safely for themselves and others by being assertive but not aggressive in pressurised situations. They will examine the effects of attitude and people's behaviours towards people with disfigurement. They look at appropriate action to protect themselves from on-line bullying as well as having a range of strategies to reduce, manage or change strong and uncomfortable feelings such as anger, anxiety, stress and jealousy. They will be encouraged to try out alternatives or new solutions and follow ideas through adapt ideas as circumstances change and seek and use services and support both locally and nationally using the internet.

(Next Review: September 2018)