

Haywood Academy PSHE
Preparing Students Positively for life in 21st Century ...
Local Community Britain The World

1) Health and Wellbeing

- a) How to manage transition
- b) How to maintain physical, mental and emotional health
- c) Parenthood and the consequences of teenage pregnancy
- d) How to assess and manage risks to health and to stay, and keep others safe
- e) How to identify and access help, advice and support
- f) How to make informed choices about drugs, alcohol and tobacco
- g) How to respond in an emergency including first aid
- h) The role and influence of the media on lifestyle.

2) Relationships

- a) How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- b) How to recognise and manage emotions within a range of relationships
- c) How to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters
- d) The concept of consent in a variety of contexts
- e) Managing loss, including bereavement, separation and divorce
- f) To respect equality and be a productive member of a diverse community
- g) How to identify and access appropriate advice and support

3) Living in the Wider World

- a) To learn about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy.
- b) How to make informed choices and be enterprising and ambitious.
- c) How to develop employability, team working and leadership skills and develop flexibility and resilience.
- d) To learn about the economic and business environment.
- e) How personal financial choices can affect you and others.

4) British Values

- a) Democracy.
- b) The rule of law.
- c) Individual liberty.
- d) Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Topic	Strand	Year Group	Summary	Resources & Instructions	Further Details See
Dementia Workshop	1b, e, 2f	7-9	As part of Dementia Awareness week and developing on from the Academy's Award as Dementia Friendly three people that suffer from dementia will be taking part in a work shop with students modelling clay models.	<ul style="list-style-type: none"> • NA Supervisory Role 	AB
Fire Service	4b, c 3a	8	Hoax and arson. Looking at the dangers in the local community as regards time pressures out on the fire service and how to avoid this. Also investigating the impact on the community of hoax calls and arson to property.	<p>NA</p> <ul style="list-style-type: none"> • Supervisory Role 	AB/TD
Samaritans	1b, 2b,c e	11	An introduction from the Samaritans about who they are, why they were formed and how to contact them. The session then investigates emotional health – what it is and how to keep healthy. They explore topics around self-harm and what to do if you are struggling to cope.	<p>NA</p> <ul style="list-style-type: none"> • Supervisory Role 	AB
Sexual Health	1b, c, d, 2d	9	Presented by the North Staffordshire NHS sexual health team, the session offers students the chance to learn more about the sexual health services in the local area. The session concentrates on the students taking responsibility for their own sexual health and offers them strategies to make decisions. Confidentiality and safeguarding are two important areas that are addressed in this session.	<p>NA</p> <ul style="list-style-type: none"> • Supervisory Role 	TD/JJ
Red Cross First Aid	1d, e, g	7	Delivered by the Red Cross teaching basic CPR using inflatable dummies amongst other resources. This is developing on from the NHS nurses working with the British Heart Foundation programme called 'Call Push Rescue'.	<ul style="list-style-type: none"> • Class room base • Supervisory Role/Join In • Thank the instructor/lead applause • Organise exit 	TD
MIND – mental health	1b, d, e, h		Carried out by MIND for better mental health, the workshops are interactive, focusing on the delivery of a strong, positive message to young people about the importance of emotional and mental health and will include discussions around general mental health issues. By normalising the range of human experience via the use of anecdotes, and supporting the efficacy of talking therapies/coping strategies by drawing upon research and evidence, they invite the young people to explore their own coping strategies and belief systems. This often leads	<ul style="list-style-type: none"> • Class room base • Supervisory Role/Join In • Thank the instructor/lead applause • Organise exit 	TD

			to a shift in perspective about how likely they would be to access support should they need it, as well as how able they feel to look after their own mental health.		
Peer Pressure	1d, f, 2a, b		Carried out by Re-solve they lead fun and engaging games-based sessions to address peer pressure and decision making in the context of substances, and especially volatile substances like solvents and 'laughing gas'.	<ul style="list-style-type: none"> • Class room base • Supervisory Role/Join In • Thank the instructor/lead applause • Organise exit 	TD
Hate Crime	4b, c, d 3a	9 & 10	Leading the presentation are project officers from North Staffordshire Challenge Project. Their session looks at hate crime and the picking on people because they are different. They focus on what hate crime is, what the impact on people is, and the fact that certain behaviour can be considered a crime, especially in the outside world. They talk about 'stereotyping' and how that can lead to discrimination and hate crime. They also carry out an exercise where the young people are given short extracts from CVs for different candidates for a job – one of them has a conviction for hate crime and so the impact it can have on individuals later on in life.	<ul style="list-style-type: none"> • Class room base • Supervisory Role • Thank the lead & applause • Organise exit 	TD
Community Cohesion	3a, 4d	7	Led by a community liaison officer from Stoke City Council, the sessions look at myth busting stereotypes and generalisations that the media and local people have. He uses techniques of questioning and scenario to ensure that students have a positive outlook on their local area and the people within it.	<ul style="list-style-type: none"> • Class room base • Supervisory Role • Thank the lead & applause • Organise exit 	TD
The Railway Children	2f, 3b, 4d	7	Building on the work that the students have done on poverty, this local charity from Sandbach talks them through poverty in India. They look at certain case studies and children they have come across in their time and what aid they have given them. They then have the students reflect on the opportunities allowed them in this country and the opportunities that the Indian children don't have. A link for charitable work is also given.	<ul style="list-style-type: none"> • Class room base • Supervisory Role • Thank the lead & applause • Organise exit 	TD
Growth Mindset	1a, b, 3b	7 - 10	Delivered by teachers using resources produced by PF/MB. Part of the whole school drive on promoting a growth mindset and to not be left in the PIT.	Deliver lesson resources on shared area	MB/PF

Political Correctness	2f, 3b, 4d	7-10	The session focuses on misconceptions regarding race/religion/ethnicity and nationality. It also looks to address global prejudice and discrimination in the political arena and discusses identification of women. This session is all the more important due to rising tensions from Brexit, Donald Trump and the rise of the right.	Deliver lesson resources on shared area	SAL
General Election	4a, b, c	7-10	The students will all vote on June 8 th . This session will look at the importance of democracy, the point of the Houses of Commons and its structure, the different political parties and what they say they will do after the next election. We will also evaluate what political parties have said they would do in the past and what they actually did.	Deliver lesson resources on shared area	TD
Computer Safe	1h	7-10	Flagged as a national action, the importance of students being safe on line is a priority. Haywood have responded to this by putting computer safe sessions for all year groups. The session also creates an awareness of online content on self-esteem and image, and sensitivity to the vulnerabilities of others.	Deliver lesson resources on shared area	CD/GC
Exercise, technology & lifestyle	1b, 1d	10	Two sessions looking at the benefits of exercise and how different technology has impacted on lifestyle making people lazy. This is then going to be flipped and show how technology can be used (through apps etc) to motivate people to participate. Each group will have 1 hour theory and 1 hour practical.	NA	PMR
Global Poverty	2f, 3a, 4d	7	Following one of the specific global goals of reducing poverty students explore what poverty actually is and are made aware of 'extreme poverty'. They look at a specific case study in India and how they are trying to help people out of poverty. They evaluate the best way to achieve this. They then reflect on local issues and poverty in the area. They are asked how can we improve the situation and what can the specifically do about it to help.	Deliver lesson resources on shared area	TD