**PSD Curriculum Overview 2022 - 2023**

Year 7

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|  | **Day 1 - Staying safe** |
| **Title** | 1. Risk Assessments and first aid | 2. Alcohol | 3. How to respond in an emergency | 4. Smoking | 5. Road safety |
| **Objectives** | Health and safety in school Health and safety in communityBasic first aid techniques | Health risks with alcoholUnder-age drinkingImpact on mental health | Basic first aid techniquesBurn hazardsBurn first aid | Health risks with smoking Advertising Financial implications | Risks on the road Safety measures Community responsibility |
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|  | **Day 2 - Online safety and cyber bullying** |
| **Title** | 1. Healthy relationships | 2. Causes & results of online bullying | 3. Internet safety | 4. Online safety and the law | 5. How to create safe online profiles |
| **Objectives** | What is a healthy relationship? How are they developed? What are they like online? | Types of online bullying Impact on mental health How to report online bullying | Risky behaviours online Strategies to keep safe online Safety support resources CSE linksTrustworthy sources of information | Responsible online behaviours Legal implications Online grooming/CSE links | Different types of social media Dangers sharing personal info Safe and secure profilesUse for positive self-promotion |
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|  | **Day 3 - Economic wellbeing** |
| **Title** | 1. Impact of money | 2. Poverty debt | 3. Budgeting | 4. Employment | 5. Case study |
| **Objectives** | Impact of money on our physical and emotional needs and wants | Causes of debt Impact on emotional wellbeing | Real life budgeting scenarios Importance of saving money | Local jobs market informationImportance of workBenefits of work | Types of jobs in technological and digital markers |
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|  | **Day 4 - Healthy relationships** |
| **Title** | 1. Types of relationships | 2. Healthy and unhealthy relationships | 3. Protect from unhealthy relationship | 4. Online relationships | 5. Family |
| **Objectives** | Types of relationships, and how they are good for wellbeingThe importance of marriage inc. legal benefits | Types and examples of exploitation, ie – physical, emotional, financial, sexual. Links to grooming / CSE Consent laws | Impact of unhealthy relationshipsForced Marriage Rights in arranged marriages Improving relationshipsPeer pressure | False on-line identities Risks meeting people in person Manipulation of social mediaLegal implications of sexting | The roles and responsibilities of parentsCharacteristics of successful parenting |
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|  | **Day 5 - Democracy and citizenship** |
| **Title** | 1. UK parliament and the role of MPs | 2. Current political issues | 3. British Values | 4. Rule of law and hate crime | 5. LGBT+ rights |
| **Objectives** | Role of Commons and LordsWhat happens in elections | What do MPs do in parliament?How are laws passed by MPs? | Poverty, education, health, policingExtremism and radicalisation | Importance of democracyExtremist threats to democracy | Role and importance of policing Role of the courts / punishment |
|  |  |  |  | Cyber crime? |  |
|  | **Day 6 - Conflict resolution** |
| **Title** | 1. What is friendship? | 2. Conflict situations | 3. Respectful behaviour | 4. Conflict resolution | 5. Diverse community |
| **Objectives** | What would a friend do in different safeguarding scenarios | Local and global conflicts Conflict in relationships  | Importance of cultural identitiesHomophobic behaviour | Responses to terror attacks in Manchester/London./FinsburyFocus on Jo Cox | EDL threat to community cohesionsRole of ISIS sympathisers in the UKImpact of terrorism in the UK/globally |

Year 8

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|  | **Day 1 - Human rights and responsibilities (British Values)** |
| **Title** | 1. Societal roles and responsibilities | 2. UN Charter on Human Rights | 3. Discrimination | 4. The law | 5. Sustainability |
| **Objectives** | What are roles and responsibilities?How to establish a society with clear laws, rules, roles and responsibilities | How does UN Charter protect human rights e.g. racism, homophobia, hate crime, Islamophobia, gender, age | Forms of discrimination The law and discrimination Impact on society and values | How and why does the law protect human rights and liberties?The role of police | Sustainable solutions to global issuesWhat can we do as individuals to be responsible global citizens? |
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|  | **Day 2 - The law and British values** |
| **Title** | 1. Decision making | 2. Terrorism/Extremism | 3. Antisocial behaviour | 4. Islamic extremism | 5. EDL |
| **Objectives** | What factors can influence decision that result in inappropriate behaviour? | Case studies of young people recruited to join extremist organisations | Gang culture Youth violence Human trafficking linked to gangs | Recruitment methods Examples of actions Use of social media to promote beliefs | Recruitment methods Examples of actions Use of social media to promote beliefs |
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|  | **Day 3 - Health day (Brook)**  |
| **Title** | 1. Sexual health | 2. Healthy lifestyles | 3. Contraception | 4. Healthy body | 5. FGM |
| **Objectives** | Dangers of sexting Under-age sexual relationships Grooming and sexual exploitation | Healthy and balanced diets Physical exercise Weight - obesity | Types of contraceptives How to use contraceptives Importance of using contraceptives | How does the body develop? Puberty and menstruation cycle Development milestones | What is FGM? Myths? Why does it happen? Risks What to do if worried about risk? |
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|  | **Day 4 - Mental health and emotional wellbeing** |
| **Title** | 1. What is mental health? | 2. Anxiety disorders | 3. Addictions | 4. Eating disorders | 5. Self harming |
| **Objectives** | Spectrum of mental health issues Signs and symptoms Myth-busting and young people issues | Anxiety - causes and symptomsImpact of social media/advertisingSupport available | What is an addiction? Addictions linked to mental health? Addictions to mobile phones | Binge eating, anorexia and bulimia Impact of social media/advertising Support available in community | Forms of self-harm Self-harm & impact on mental health Support available in community |
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|  | **Day 5 - Healthy relationships** |
| **Title** | 1. Trust in relationships | 2. Good and bad relationships | 3. Violent relationships | 4. Forced marriage | 5. Sexuality and orientation |
| **Objectives** | Loudmouth Theatre Company focus on abusive teenage relationships and roles / responsibilities in relationships | What types of behaviour are associated these relationships? Impact on mental health? Recognising trustworthy sources of information. | Peer on peer abuse Female abuse towards males Domestic violence / CSE / grooming | Definition / difference from arranged Reasons for forced marriage Support against forced marriages | Development of LGBT rightsCivil PartnershipsSame-sex relationships / families |
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|  | **Day 6 - Careers and work related learning** |
| **Title** | 1. The local economy | 2. Career stereotypes | 3. Employability skills | 4. Job advertisements | Case study: NHS |
| **Objectives** | Types of jobs and career opportunities in local businesses, ie - ISHIDA | Challenging traditional role of women in the workplace by meeting female staff from ISHIDA / Apprenticeships | What makes a good CV? Importance of CV? What do employers want evidence of? | What information do they contain? What skills do different types of jobs require? | Careers in the NHS Qualifications required Skill development |

Year 9

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|  | **Day 1 - Extremist radicalisation** |
| **Title** | 1. Valuing diversity | 2. Extremism | 3. The role of technology in radicalisation | 4. EDL and impact of Brexit | 5. ISIL |
| **Objectives** |  The impact of individual’s beliefs and actions on community cohesionRespecting diversityThe impact of media | How violent extremism differs from legitimate protest and dissent.Ways to respond to worrying behaviours | How are extremist groups using social media networks to recruit and indoctrinate? | Why did UK vote to leave EU? How has this added to tension in UK? How have EDL used this? | Why have young people joined? What has life been like after joining? Reality vs myth promoted by ISIL |
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|  | **Day 2 - Drugs awareness** |
| **Title** | 1. What is an addiction? | 2. Drugs classification | 3. Drugs and the law | 4. Drugs and gangs | 5. Support |
| **Objectives** | Why do people take drugs? How / why become addicted? Which drugs are most addictive? | How / why drugs classified? Overview of impact on human body Overview of impact on mental health | What are the legal implications of producing, selling and possessing certain drugs? | Drugs, gang culture and youth violence? How have young people been drawn into this? | What types of support is available? What support in Birmingham? What support on-line? |
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|  | **Day 3 - Relationships and sexual health**  |
| **Title** | 1. Sexual relationships | 2. Equality in relationships | 3. Pornography | 4. Sexually transmitted diseases | 5. Contraception |
| **Objectives** | **LM:** consent in all relationships – focus on honour-based violence and forced marriage | Equal rights in relationships Cultural expectations of relationship Gender stereotypes in relationshipsActively communicating consent | Sexting - exploitationGrooming/Role of social media Legal implications  | Effects of different STIs on body Access to sexual health services | How to access contraceptives Types & misconceptionsNatural contraceptives |
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|  | **Day 4 - Personal health** |
| **Title** | 1. Reproductive health | 2. First aid | 3. Cosmetic surgery | 4. Disease prevention | 5. Immunisation and vaccination |
| **Objectives** | Reproductive systemFertility (including factors that can affect it)Menopause | How to administer basic first aid (revisit session delivered in Year 7) | Impact of media on body imageWhat are the risks of cosmetic and aesthetic procedures, ie – tattoos, body piercings, tanning, etc? | Disease prevention e.g. diabetes/cancerHow do we check for both? | Why important? Advantages and disadvantages? Moral choices over medicine |
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|  | **Day 5 - Financial management** |
| **Title** | 1. How do people get money | 3. Controlling finances | 3. Debt management | 4. Media | 5. University life |
| **Objectives** | BenefitsLoansCredit | What expenses do adults face? What are current levels of taxation and NI? | How do people get into debt? Hire purchase / Credit cards What support is available if in debt? | How can the media encourage people to get into debt? On-line gambling addictions. | Why do people go to University? What costs will students incur? Managing student finances |
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|  | **Day 6 - Online safety** |
| **Title** | 1. Digital footprints | 2. Images online | 3. Online dangers | 4. Anti-social behaviour | 5. Social media influence on behaviour |
| **Objectives** | What happens to any information people post about themselves on-line? Who can access it and how? | Revenge porn and the legal implications of generating, possessing, posting and sharing inappropriate images on-line. | Case studies of CSE and human trafficking victims as a result of building relationships on-line | Risks of accounts being hackedTrolling/On-line stalking/DiscriminationIdentity theft and fraud | Impact on our personal identity, ie – health, fashion, careers, values, behaviour, diet, political views, etc |

Year 10

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|  | **Day 1 - Crime and punishment** |
| **Title** | 1. Gang culture | 2. Youth violence | 3. Knife crime | 4. Organised crime | 5. Courts and the law |
| **Objectives** | How / why do people join gangs? Risks and dangers of gang membership Impact on communities – County Lines | Examples of youth violence / County Lines Reasons for increase in violence Links with organised criminal activity | Why do people carry knives? What are the dangers and risk? What are the human consequences? | Human trafficking Child Sexual Exploitation Prostitution / county Lines | What happened in juvenile courts? What types of sentences can be issued to young people for criminal actions? Upskirting |
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|  | **Day 2 - BAIT CSE** |
| **Title** | 1. Risks of exploitation | 2. Grooming | 3. Teenage relationships | 4. Consent in relationships | 5. Human trafficking |
| **Objectives** | How can young people be sexually, physically and emotionally exploited in relationships? (inc. peer abuse) | Grooming (inc. peer abuse)Stalking, harassment and victim blaming | How can people be abused? Why does abuse happen in teenage relationships? Is it different from older relationships? Peer on peer | Why is consent important? How does it keep people safe? Different types of consentRight to choose to delay sex or enjoy intimacy without sex | What is human trafficking? How do people become victims? How is it linked to County Lines? |
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|  | **Day 3 - Human rights and responsibilities** |
| **Title** | 1. Definitions | 2. Pregnancy and miscarriage | 3. Abortion | 4. Forced marriage | 5. Honour based violence |
| **Objectives** | Rights and responsibilities in relationships? Importance of marriage / family institutionCoercive control | Reproductive systemMiscarriageTeenage parenthood Parenting skills | Religious, legal and moral interpretations Physical procedure Short and long term effects on bodyAlternatives e.g. adoption | What are rights / responsibilities in marriage? How are ‘forced marriages’ an infringement on rights? Support? | Why is HBV carried out? Local examples of HBV and support What are people’s rights against HBV? |
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|  | **Day 4 - Drugs education** |
| **Title** | 1. Effects of drugs | 2. Drugs and the law | 3. Effects of cannabis | 4. Effects of legal highs | 5. Effects of cocaine/heroin |
| **Objectives** | LM ‘Working for Marcus’ to show how easy it is for young people to be dragged into drugs world | What does the law say about the selling, possession and use of cannabis? | What impact does the regular use of cannabis have on people physically and emotionally? | What are legal highs? What impact on body? What does the law say about use, selling and possession? | Why do people use these drug? What impact on body? What does the law say about use, selling and possession? |
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|  | **Day 5 - Emotional resilience** |
| **Title** | 1. Resilience | 2. Stress | 3. Self harming | 4. The media | 5. Resilience |
| **Objectives** | What factors affect our resilience? How can we make ourselves more resilient? | Why do young people become stressed? School, family, health, exercise, diet, relations, social media | Contributing factorsImpact on physical/emotional development | How is mental health portrayed in the media? What do the government need to do to tackle youth mental health? | Examples of different types of strategies young people can use to increase levels of resilience |
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|  | **Day 6 - Careers and work related learning** |
| **Title** | 1. Writing a CV | 2. Interview techniques | 3. Applying for jobs | 4. Local labour markets | 5. Work experience |
| **Objectives** | What information is required? How do CVs need to adapt based on the job people apply for? | What do employers expect? Planning prior to interview Practice on answering questions | What makes an effective letter of application? How do letters need to tailored to details in job adverts? | How are job opportunities changing in Birmingham? What skills does a 21st century workforce need? | Planning for placements Importance of work experience How to plan / apply? |

Year 11

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