



Personal, Social, Health, Citizenship and Economic Education **Preparation for Life**

Introduction

This policy details the delivery of PSHCEE in the whole school, including EYFS. Personal, Social, Health, Citizenship and Economic Education is an important part of the education of all boys at Aldwickbury. The PSHCEE programme is outlined so that all teachers are aware of their expectations with regard to this important aspect of school life, evaluation of this is carried out by the Headmaster and Deputy Head in consultation with the other staff.

Aims and Objectives

Within Aldwickbury, the teaching of PSHCEE aims to:

Contribute to the boys' process of growing up, and the preparation of the boys for moving to Senior School.

Encourage boys to be sensitive to their environment.

Develop an understanding of our Aldwickbury values and the fundamental values of British society, helping boys to develop these values as their own.

Actively promote the fundamental British values of democracy, the rule of law (civil and criminal), individual liberty, and mutual respect and tolerance of those with different cultures, faiths and beliefs.

Discuss RSE at an appropriate level to their age.

Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;

Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.

Develop the boys' awareness of various career opportunities and the importance of economic planning

Develop the boys' skills relating to personal safety, discussion, independent thinking, debating and decision making.

Encourage boys to develop informed opinions and attitudes for themselves.

Enable every boy to feel confident as a valued member of the school community and British society as a whole.

Hidden Curriculum

There are in all schools many ways in which core values are communicated to boys. The teaching of PSHCEE is one area, but as important is the Hidden Curriculum. At Aldwickbury we recognise the part that this plays and try to plan some aspects, which will help foster those core values. Assemblies, Chapel Services and World of Work talks form part of the cornerstone of this.

An emphasis is placed on relationships between boys and staff as well as between the boys themselves, these should be positive at all times. This helps to establish the sense of community which is at the centre of all that happens at Aldwickbury. Team games, peer tutoring, music and drama all help to reinforce these values.

Teaching Methods

A wide variety of methods can be used for the implementation of the PSHCEE programme. Teacher input and individual styles are important in such a diverse subject area. In lessons the use of discussions, work sheets, role play, thought provoking questionnaires, debate and so on should all be seen. There may also be opportunities for ICT, film, visiting speakers and outside visits. It should be understood that there is no one method that will ensure success, and staff will find which methods suit their teaching style and the topic being covered.

Teachers should be aware of the school's Christian ethos when teaching the subject but should also be careful not to allow personal beliefs to affect their teaching. Teachers are expected to respect the rights of others and to respect those with different beliefs as well as ensuring that their teaching reflects the law of the land. They are expected to avoid expressing a view in an unprofessional way that involves singling out pupils, for example, on the grounds of sexuality or presenting extreme or radical views without balance

Assessment and Evaluation

There is no formal means of evaluation or assessment for PSHCEE at Aldwickbury, other than those set out under the heading of EYFS, although the formative assessment techniques set out below are encouraged. The welfare and development of each individual in the community is monitored, communicated and discussed amongst teachers and at staff meetings. Conversely, boys are encouraged to speak to members of staff, usually their form teacher or tutor, about difficulties they may be facing

Staff should create regular opportunities to assess understanding, skills, knowledge and attitudes; using the following methods:

1. By observation and individual support in various situations, including around the school in less formal situations.
2. Listening to boys in report back sessions e.g. performances, improvisations.
3. Evaluate the quality of boys' responses in discussions and question/answer sessions to determine level of understanding.
4. Self and peer assessment.

The above should be used to adjust planning and evaluate the effectiveness of the task, approach used, resources etc.

It is hoped that some of the short and long-term outcomes that may be achieved will be:

- Improved communication
- More supportive relationships
- More carefully considered language
- More responsible behavior
- Service to others
- Mutual respect

The Scheme of Work

The scheme is set out in the following pages. The staff's own expertise, knowledge and input should provide a good balance of learning experiences. This is a working document and it is expected that through regular evaluation it will be updated at least on a yearly basis.

There must always be flexibility in PSHCEE to broach topics relevant to what is currently going on in school and/or community. Teachers will use their own discretion but the Head of Pre-Prep, Head of Juniors and the Deputy Head may well ask for additional topics to be covered as necessary.

EVIDENCE – Exercise book reflecting on work covered, recording, PSHCEE training,

PSHCEE in the Pre-Preparatory Department, including EYFS

PSHCEE at the Pre-Prep is very much centered on the Aldwickbury Values.

Simpler terms and words are used to be age appropriate. Year 3-8 have "Values and Thoughts for the Week" and Years R-2 follow the same plan in their weekly session with The Head of Pre-Prep. Each year group, including EYFS, has an assembly with the Head of Pre-Prep once a week during which the theme of the week or some other relevant topic is discussed.

Other whole school assemblies either continue the theme of the Aldwickbury Value or are based on a Christian theme and takes account of the Church Year. At appropriate times, stories from other religions are used. In either case discussion follows about what the stories mean and how they relate to experiences on the children's own lives e.g. how can they help a friend in need as Hanuman helped Rama, or as in the Good Samaritan.

Year 1 and Year 2 teachers teach their own classes again on a weekly basis. Aldwickbury values and incidental pastoral issues are covered at these times.

Reception	Topic	Key Objectives	Learning Objectives Pupils should learn to:	Values
Christmas	New beginnings	To settle into school RSE To learn school routines and expectations To learn how to be independent	Dispositions and Attitudes <ul style="list-style-type: none"> Show increasing independence in selecting and carrying out activities Show confidence in linking up with others for support and guidance Self confidence and self esteem <ul style="list-style-type: none"> Show care and concern for self Talk freely about their home and community Express needs and feelings in appropriate ways Self care <ul style="list-style-type: none"> Demonstrate a sense of pride in own achievement Take initiatives and manage developmentally appropriate tasks Sense of community <ul style="list-style-type: none"> Show a strong sense of self as a member of different communities, such as their family or setting Have a positive self image and show that they are comfortable with themselves 	Independence Kindness Cooperation Endeavour
Easter	Making relationships	To learn how to be a good friend RSE	Self confidence and self esteem <ul style="list-style-type: none"> Express needs and feelings in appropriate ways 	Kindness Fairness

	Learning Aldwickbury values	To know the Aldwickbury Values	<ul style="list-style-type: none"> • Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others <p>Making relationships</p> <ul style="list-style-type: none"> • Feel safe and secure and demonstrate a sense of trust • Seek out others to share experiences • Form friendships with other children • Value and contribute to own well being and self control • Form good relationships with peers and adults • Work as part of a group or class, taking turns and sharing fairly, understanding that there are needs to be agreed values and codes of behaviour for groups of people including adults and children to work together harmoniously Behaviour and self control • Begin to accept the needs of others, with support • Show confidence and the ability to stand up for own rights • Have an awareness of the boundaries set and behavioural expectations within the setting • Understand what is right, what is wrong and why • Consider the consequences of their words and actions for themselves and others 	Respect Integrity Endeavour
Summer	Behaviour and self-control	To have an awareness of boundaries	<p>Making relationships</p> <ul style="list-style-type: none"> • Value and contribute to own well being and self control <p>Behaviour and self control</p> <ul style="list-style-type: none"> • Show confidence and ability to stand up for own rights • Have an awareness of the boundaries set and behavioural expectations within the setting <p>Self care</p> <ul style="list-style-type: none"> • Operate independently within the environment and show confidence in linking up with others for guidance and support. 	Cooperation Respect Kindness

			<p>Sense of community</p> <ul style="list-style-type: none"> Show care and concern for others, for living things and the environment Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect <p>Understand that they can expect others to treat their needs, views, cultures and beliefs, with respect</p>	
Year One Christmas	New beginning Getting on and falling out	<p>To understand and follow rules To get along with my friends RSE</p> <p>Using 'Aldwickbury Values' to explore themes where relevant</p> <p>SEAL – New Beginnings SEAL – Getting on and falling out</p> <p><u>Aldwickbury Values</u></p> <ul style="list-style-type: none"> Co-operation- Working Together Teamwork! Independence- Have a go Endeavour-Try Your Best 	<p>1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; 1b) to recognise, name and deal with their feelings in a positive way; 1c) to think about themselves, learn from their experiences and recognise what they are good at; 2a) to recognise choices they can make, and the difference between right and wrong; 2b) to agree and follow rules for their group and classroom, and to understand how rules help them; 2c) to realise that people and other living things have needs, and that they have responsibilities to meet them; 2d) that they belong to various groups and communities, such as family and school; 2e) to contribute to the life of the class and the school; 3a) to recognise how their behaviour affects other people; 3b) to listen to other people and work and play cooperatively; 4a) to identify and respect the differences and similarities between people; 4b) that family and friends should care for each other.</p> <p>1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; 1c) to recognise, name and deal with feelings in a positive way; 1d) to think about themselves, learn from their experiences and recognise what they are good at; 1e) how to set simple goals;</p>	<p>Independence Kindness Cooperation Fairness</p>

		<ul style="list-style-type: none"> • Commitment-Keep at it! • Respect-Good Manners • Integrity-Tell the truth • Kindness-Look after each other • Fairness-Fair Shares 	<p>2c) to recognise choices they can make, and recognise the difference between right and wrong;</p> <p>2h) to contribute to the life of the class and the school;</p> <p>4a) to recognise how their behaviour affects other people;</p> <p>4b) to listen to other people, and play and work cooperatively;</p> <p>4c) to identify and respect the differences and similarities between people;</p> <p>4d) that family and friends should care for each other.</p>	
Easter	Say no to bullying Going for goals	To understand how to ask for help To set and achieve my own goals	<p>1c) to recognise, name and deal with their feelings in a positive way;</p> <p>1d) to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>1e) to know how to set a simple goal;</p> <p>4a) to recognise how their behaviour affects other people.</p> <p>1c) to recognise, name and deal with their feelings in a positive way;</p> <p>1d) to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>1e) how to set a simple goal;</p> <p>1h) to contribute to the life of the class and the school;</p> <p>4b) to listen to other people and work and play cooperatively;</p> <p>4c) to identify and respect the differences and similarities between people;</p> <p>4g) to consider social and moral dilemmas that they come across in everyday life.</p>	<p>Endeavour</p> <p>Integrity</p> <p>Independence</p> <p>Cooperation</p>
Summer	Good to be me Changes	To celebrate my achievements and differences RSE, FBV To be able to adapt to changes.	<p>1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</p> <p>1b) to share opinions on things that matter to them and explain their views;</p>	<p>Commitment</p> <p>Integrity</p> <p>Endeavour</p> <p>Cooperation</p>

			<p>1c) to recognise, name and deal with their feelings in a positive way;</p> <p>2c) to recognise choices they can make, and recognise the difference between right and wrong;</p> <p>4a) to recognise how their behaviour affects other people;</p> <p>4c) to identify and respect the differences and similarities between people;</p> <p>4d) that family and friends should care for each other;</p> <p>4e) that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</p> <p>1c) to recognise, name and deal with their feelings in a positive way;</p> <p>1d) to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>1e) how to set a simple goal;</p> <p>2a) to take part in discussions with one other person and the whole class;</p> <p>2c) to recognise choices they can make, and recognise the difference between right and wrong;</p> <p>4a) to recognise how their behaviour affects other people;</p> <p>4c) to identify and respect the differences and similarities between people.</p>	
Year Two Christmas	New beginnings	To settle into a new school year RSE To set targets to work towards Using 'Aldwickbury Values' to explore themes where relevant (QCA Citizenship) Unit 1 and 5 SEAL	<p>New Beginnings & Getting on and falling out</p> <ul style="list-style-type: none"> • 2d) to agree and follow rules for their group and classroom, and to understand how rules help them; • 2e) to realise that people and other living things have needs, and that they have responsibilities to meet them; • 4a) to recognise how their behaviour affects other people; • 4b) to listen to other people and work and play cooperatively; • 4d) know that family and friends should care for each other • 2c) to recognise choices they can make, and the difference between right and wrong; 	<p>Independence</p> <p>Kindness</p> <p>Cooperation</p> <p>Fairness</p>

		New Beginnings Getting on and falling out Being Healthy: Hygiene (QCA PSHE) Healthy Lifestyles Unit 2 Keeping my body healthy	Being Healthy: Hygiene <ul style="list-style-type: none"> • 3b to maintain personal hygiene; • 3c how some diseases spread and can be controlled; 	
Easter	Goals	To learn how to set different goals for ourselves Using ‘Aldwickbury Values’ to explore themes where relevant SEAL Goals It’s Good To Be Me	Goals <ul style="list-style-type: none"> • 1e) how to set simple goals It’s Good To Be Me <ul style="list-style-type: none"> • 1a to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; • 2c to recognise choices they can make, and recognise the difference between right and wrong; • 3f that all household products, including medicines, can be harmful if not used properly; 3g rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.	Commitment Integrity
Summer	Coping with change and moving on	To think about ways of dealing with change Preparing for the move to Year 3 RSE Using ‘Aldwickbury Values’ to explore themes where relevant Positive contribution: Community	Relationships & Changes <ul style="list-style-type: none"> • 2a to take part in discussions with one other person and the whole class; • 1d) to think about themselves, learn from their experiences and recognise what they are good at; • 2f that they belong to various groups and communities, such as family and school; • 2i to realise that money comes from different sources and can be used for different purposes. • 4d that family and friends should care for each other; • 4c to identify and respect the differences and similarities between people. 	Independence Cooperation Endeavour Commitment

		(QCA Citizenship) Unit 3 SEAL Relationships Changes	<ul style="list-style-type: none"> • 4b) to listen to other people and work and play cooperatively; 	
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PSHCEE Single Term weekly plans for Year 3

Week commencing	Focus of lesson and link to other subjects	Objective (NC)
Half term 1 Week 1 <i>Independence</i>	Orientation and finding people – a walk around the school to locate and meet matron, office staff. A discussion on whom you can ask for help and where to find people. To talk about who to go to if you need to talk.	To know where to get help and who you can ask for help around the school.
2 <i>All the values!</i>	What are values? Why does the school have them? What do they mean to us? <i>*FBV</i>	Responsibilities at school to be part of a community. Understanding the school values, what they mean to the school community and how we can demonstrate them Looking at examples of school values at work in the community
3 <i>All the values!</i>	Looking at the school values (which will have been ongoing all year in assemblies and discussions) and matching them to descriptions, to check meaning.	Responsibilities at school to be part of a community. Understanding the school values, what they mean to the school community and how we can demonstrate them

4 Kindness	Making friends – what is a friend? What could we say to someone who we wanted to make friends with?	4c: To be aware of different types of relationship, including....those between friends...and to develop the skills to be effective in those relationships.
5 Kindness	Making friends – treating others as we would like to be treated. How to spot a bully and how to deal with one. *FBV	4c: To be aware of different types of relationship, including....those between friends...and to develop the skills to be effective in those relationships.
Half Term 2 Week 1 Cooperation Integrity Respect	Why are there rules? How are rules written? School rules and classroom rules. *FBV	3g: School rules about health and safety, basic emergency aid procedures and where to get help. 2b Pupils should be taught why and how rules are made and enforced
2 Cooperation Integrity Respect	Are rules the same everywhere? Why not? *FBV	2b Pupils are taught why different rules are needed in different situations
3 Fairness	What happens if we break rules? *FBV	2b Pupils should be taught why and how rules are made and enforced
4 Respect Kindness Fairness	How actions can affect feelings negatively – how can something that someone says or does turn happy feelings into sad or vice versa?	5a: Pupils should be taught that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their point of view

5 Cooperation	What we can do if we feel worried or anxious. An activity such as the feelings carousel. Discussion of a worry box. Talking to people. Finding ways to cope with worries.	5a: Pupils should be taught that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view
Half term 3 Week 1 Endeavour	Famous stories of people who have never given up (The Hare and the Tortoise) and a real life example e.g. Dr Glenn Cunningham.	
2 Integrity	Integrity includes honesty. What do I mean by honesty? Horrid Henry and the tooth fairy example.	4e To reflect on moral issues, using imagination to understand other people's experiences
3 Respect Cooperation	Respect. The effects of diRSEspectful behavior on communities – local newspaper examples. What can we do to promote respect in our own community? *FBV	2c To realise the consequences of antisocial behaviour on individuals and communities
4 Respect	Feelings – good and bad feelings. List and discuss good and bad feelings while listening to happy, triumphant music. And then sad and somber music. Music – response in listening	5a: Pupils should be taught that their actions affect themselves and others, to care about other people's feelings

		and to try to see things from their point of view
5 ALL	Looking at the story of Moses in RS and finding examples of the values in the story.	Understanding the school values and identifying them at work.

Scheme of work Year 4
Christmas – one half term

Week	Unit of Study	Core Development	Extensions
1	What is PSHCEE revision?	a, What the initials mean b, The sort of topics to be covered this year c, Front page set up and illustrated	
2	Aldwickbury Values	a, Look at the values b, Discuss termly values	
3-6	Healthy Living	a, Healthy heart b, Healthy eating	

Scheme of work Year 4 Easter
One half term

Week	Unit Study	Core development	Extension
2 - 3	Citizenship *FBV	a, What does citizenship mean? b, What is a citizen? c, Rights as citizens d, Children's rights	
4-6	Safety	a, Rail b, Water c, Home safety d, Electricity	

Scheme of work Year 4 Summer
One half term

Week	Unit Study	Core Development	Extension
		<p style="text-align: center;">THINGS TO ADD:</p> <ul style="list-style-type: none"> • E-Safety • Dangers of games (ratings/certificate) • In app purchases and issues surrounding that • Setting their own goals (target setting ready for Y5) 	
2-5	Safety continued Independence Cooperation	e Stranger Danger f, Farm safety g Fire safety	Visit to Hazard Alley

		h, Being safe in the street, being a pedestrian	
6	Moving onto Year 5 Independence	a, Meeting new form tutor b, Visiting new classroom	

Year 5
Scheme of work Year 5 Autumn

Week	Study Unit	Core development	Extension
1 All Values	PSHCEE Aldwickbury Values	a, Revision of meaning of initials b, Reminder of what the values are c, Look at this term's values	
2 – 3 Cooperation Fairness	Boy's Council *FBV - Democracy	a, Discussion about the council and its work b, Speech writing c, Speeches and ballot	
4 Fairness	Illness *FBV – Tolerance	a, What causes illnesses b, How can we prevent illness c, What illnesses affect different people d, Diabetes, sickle cell anaemia, asthma, kidney disease, cancer e, Disabilities – FBV – understanding we are all different, accepting everyone no matter who we are	Jeans for genes day
5 Kindness Cooperation	Peers and Friendship *FBV – Mutual Respect RSE	a, What makes a good friend? b, Who are my friends? f, Racism	
6-7 Integrity Respect	Anti bullying RSE	c, What is bullying behaviour? d, What makes a bully/victim e, Strategies for dealing with bullying	

8 – 9 Independence	Organisation	<ul style="list-style-type: none"> a) Preparing for lessons b) Keeping their locker tidy c) Using prep planner effectively 	
10 Independence	Following instructions	<ul style="list-style-type: none"> a) Listening carefully. b) Following methodically. 	<p>Activity 1 – blindfolds and obstacle course, partner directs them around.</p> <p>Activity 2 – long list of instructions, last one says ‘don’t do these!’</p>
11-12 Independence	Problem solving	<ul style="list-style-type: none"> a) Ask the question ‘can I solve this myself?’ b) Ask the question ‘how can I respond to this situation?’ 	

Scheme of work Year 5 Spring

week	Unit of study	Core development	Extension
1 All Values	Aldwickbury Values	a, This term’s values discussed FBV	
2 Independence	Organisation	<ul style="list-style-type: none"> a) Preparing for lessons b) Keeping their locker tidy a) Using prep planner effectively 	
3-4 Kindness	Kindness	<ul style="list-style-type: none"> a) Including others at break. b) Revisit bullying 	

5-6 Commitment Respect	Personal Hygiene	a, What we need to be clean b, What parts of the body need careful attention c, How to keep clean	Quiz Matron visit
7-8 Endeavour	Internal coach	a) See training booklet from INSET	
9 – 10 Endeavour	Growth Mindset	a) See training booklet from INSET	

Scheme of work Year 5 Summer

week	Unit of study	Core development	Extension
1 All Values	Aldwickbury Values	Discuss this term's values	
2 Fairness	Charity	a) How has our money been used?	
3 - 5 Commitment Independence	Exam Preparation	a, Purpose of exams b, Revision techniques c, Need for free time, exercise and fun d, Plan revision timetable e, Discuss worries and fears	
6	Exams	N/A	
7-8 Endeavour	Reflecting on Year 5	a) Your greatest achievements – how far have you come? b) Targets for next year.	Medals and mission Class awards – mini-awards ceremony
9-10 Independence Kindness	Preparing for Year 6	a) Understanding the tutor system. b) Expectations for year 6.	

		c) Setting example to year 5.	
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Year 6
Scheme of work Year 6 Autumn

week	Unit of study	Core development	Extension
1 All	PSHCEE Aldwickbury Values FBV	Reminder of what PSCHCE is and what will be discussed Reminder of the values Discussion of this term's values	
2-3 Integrity Cooperation Respect	Environmental Issues	What is the environment River pollution and water pollution Recycling What we do for the environment	Visit local tip or recycling centre
4-5 Fairness Respect	Internet safety	How to remain safe on the internet. Discussion on online gaming & 'talking parties' NSPCC social media ratings	
6 Integrity	Film Ratings	BBFC Ratings	
7 – 8 Independence	Independent research on school's chosen charity	Research by the boys and then presentation to the group.	
9 Respect Kindness	Anti-Bullying	Anti-bullying week resources & topics	

10 RSE Kindness	Self Esteem	Self-esteem – positive self-image; Relationships Loyalty & Friendship;	
11 Cooperation Integrity	Manners	Manners Why do we use manners?	
12 Independence	Current Affaires	International news-based topical discussions as cases arise	

Scheme of work Year 6 Spring

week	Unit of study	Core development	Extension
1 Fairness Integrity Independence	Making Decisions	Truth & Honesty; Decisions & choices – What is right? What is wrong? Choosing for yourself. Choosing for others. Moral dilemmas	
2-3 Respect Commitment	Good Health	<ul style="list-style-type: none"> • Good health – Eating. Drinking. Working. Resting. 	
4-5 Respect Commitment	Safety	<ul style="list-style-type: none"> • Safety – in the home, in the street, at work, at play, at school, in/on/near water, road safety. • Dealing with Emergencies 	
6 Respect Kindness	Special Days	<ul style="list-style-type: none"> • Discussion of special days, eg patron saints' days & special days to children of other faiths • Tolerance 	

7 Endeavour Commitment	Dealing with Success & Failure	Discussion on the quote 'you never succeed without the possibility of failure'.	
8-10	Friendships	Relationships with Parents & Siblings Nature of Friendship RSE	

Scheme of work Year 6 Summer

week	Unit of study	Core development	Extension
1-2 Independence Endeavour	Positive Thinking	a, How does your brain work? b, What the brain needs to work properly c, Positive thinking d, Positive words e, How I see myself, how others see me f, Successful Me g. Perseverance; Bravery & Courage h. Stress	Positive thinking exercise
3 – 4 Independence Endeavour	Time Management	a, Use of time for work and leisure b, Can you manage your time successfully	Mad Monday Exercise
5 - 6 Independence Endeavour Commitment	Exam preparation	a, Purpose of exams, are these more important than other years b, The need for revision and how to go about it c, Need for free time, exercise and fun d Plan revision timetable e, Discuss worries and fears	
7	Exams		
8 – 9 Independence Fairness	Taking Control	a, Being aware b, How to say no c, How do I feel about myself	
9-12 Respect Fairness Integrity	Citizenship and Law *FBV – Rule of Law	a, Making and breaking the law – FBV – laws protect individual citizens b, What happens in court – FBV – the court system based on fairness and equality	

Year 7

Scheme of Work Year 7 Autumn

week	Unit of study	Core development	Extension
1	Aldwickbury Values	Discuss new term's values FBV Seeking Help	
2-3 Independence Endeavour	Natural Disasters	In broad terms Why Examples – Including Independent research	Presentation skills
4 Commitment Endeavour Kindness Respect	Dealing with Success & Failure	Is failure always bad? Discuss examples of how failure has resulted in future success. What is success? Can it change dependant on who you are? How should you celebrate success? Developing self compassion Understanding that success does not necessarily correspond to good mental health Acceptance of failure Acceptance of 'zero sum' situations This is a big topic in terms of weeks allocated...	
5 Cooperation	Equality	Right to Equality; Freedom from Hunger, right to shelter Universal declaration of Human Rights. Questioning assumptions. Should you treat all people the same? Are there universal ethics?	
6-7 Fairness Respect Cooperation	Democracy *FBV - Democracy	History Other systems of government Why is democracy important? – FBV = the influence of all the citizens in the democratic process	Internet research Debates Essays Pros & Cons

Integrity		Negotiation The limits to democracy (Is the expert wrong if everybody disagrees?) The limits to adversarial debating systems (Could working together be better?)	
8 Integrity Fairness	Justice & Injustice	Anti-Social Behaviour; Right & Wrong Dealing with injustice. Different codes of justice (Ancient old testament eye for an eye vs Turn the other cheek. Link to RS) Understanding our own and other systems of justice FBV Examples of blurring of right and wrong. War? Death penalty?	
9 Kindness Integrity	Anti-bullying RSE	Discussion on anti-bullying week How to act against bullying Understanding why it happens	
7-12 Integrity	Moral dilemmas *FBV – Tolerance / Mutual Respect -connection to extremism	Link to current affairs What would you do? – FBV = Tolerance/combating discrimination (race, belief, sexuality, disability etc) – We are all different and have different values/beliefs, therefore we deal differently to situations. Neither is right or wrong Difference between morals and ethics?	Debates Essays

Scheme of Work Year 7 Spring

week	Unit of study	Core development	Extension
1-5 Independence Fairness	Money Basic Issues of Financial Management	History – links to History curriculum Value Using a bank Mortgages	
6-8 Kindness	Charity work	Looking at how different charities operate and thinking about ways in which we could support them.	Internet research Discussions

Cooperation	*FBV – service of those in need	Year 8 always support a charity with a fun event after CE. Can they start thinking about which one and how they might raise money? What proportion of your income should you give?	Planning and collaboration
9-10 Independence Integrity Commitment	Smoking, Drugs, Alcohol	History of tobacco Facts of smoking What cigarettes are made of Myths about smoking History of medicines Good drugs Bad drugs Effects of using drugs Drugs and the law Alcohol/non alcohol What is alcohol Strengths of alcohol Why people drink Facts about alcohol Peer Pressure Alcohol and the law	No Smoking poster

Scheme of Work Year 7 Summer

week	Unit of study	Core development	Extension
1-2 Independence Endeavour	Careers	Visiting various careers Decisions & Choices The path in education	World of work talks
3 Independence Endeavour Kindness	Stress	Dealing with stress A, What makes us stressed B, How does stress change/develop overtime Reference to inset on mental health: Thinking traps. Breathing and change of focus to stay calm.	

		Fight or flight mechanism (useful if you are being ambushed by a lion. Not a lot of good against a Latin test!)	
4 Independence Endeavour	Time Management	a, Use of time for work and leisure b, Can you manage your time successfully managing distractions (awareness of time, awareness of distractions) Nourishing and depleting activities. https://www.getselfhelp.co.uk/energisingdraining.htm	
5 - 6 Independence Endeavour Commitment Kindness	Exam preparation	a, Purpose of exams, are these more important than other years b, The need for revision and how to go about it c, Need for free time, exercise and fun d Plan revision timetable e, Discuss worries and fears State of mind going into an exam, how to make sure you are relaxed and alert to perform best Dealing with exams that go wrong	
7	Exams		
8-11 Including exams All the values	Living the Aldwickbury Values: preparation for Year 8	Understanding how we can show each value in our lives now that we are nearing the top of the school. Explaining the criteria for the award of: Sports Captaincy, Head Chorister, Section Captain, Citizenship Colours, other Colours ties.	Leadership Days and speakers. Applying for jobs

Year 8

Scheme of Work Year 8 Autumn

Year 8 PSHCEE is timetabled against Drama so that the boys receive a lesson each week in groups
Talks regarding Careers take place throughout the year (and in Year7) during the world of Work Talks, and the boys have the chance to experience different places of work during the Leavers' programme

week	Unit of study	Core development	Extension
1	Aldwickbury Values Year 8 expectations	Responsibility in Year 8 Discussion on Values	
2 Kindness Respect	Internet safety	Internet safety - WhatsApp	
3 Respect Cooperation	Olympic Games *FBV – Tolerance / Mutual Respect -connection to extremism	Discussion on the Munich Games Twin Towers	
4 Independence	Money	Bank accounts Mortgage Credit cards Loans Debt	
5 Commitment Independence Endeavour	Dealing with Success & Failure	Stress Praise & Criticism	
6 Independence	Current Affairs	Discussion of topical issues instilling a desire to follow the news and what is going on in the world.	

Integrity			
7-12 Independence Commitment	Health	Describe the negative effects of recreational drugs and substance misuse on behaviour health and life processes. Describe the positive effects of exercise and healthy eating. Describe the role of microbes in illness. Describe the role of medicines and hygiene at a personal and community level.	

Spring

week	Unit of study	Core development	Extension
1-5 Integrity Cooperation Respect	Parliament and Government *FBV - Democracy	The three parts of parliament and what they do The differences between parliament and government How elections work – FBV = Democratic process How laws are made	<ul style="list-style-type: none"> • Trip to the Houses of Parliament and the Royal Courts of Justice • Parliament website • End of topic Quiz
6-7 Independence	Jobs	Discussion on job opportunities	<ul style="list-style-type: none"> •
8-10 Respect Fairness Integrity	The Law and our Judicial system *FBV – Rule of Law	Why we have laws - FBV = appreciation that living under the rule of law protects individual citizens. What do the laws protect – FBV = safety, right to faith and belief, Where our laws come from The difference between civil and criminal law How different cases are dealt with by the courts Where is the separation of power - FBV	<ul style="list-style-type: none"> • Trip to the Houses of Parliament and the Royal Courts of Justice • Justice System Project • RS link: trip to St Paul's (All in the Leavers' programme)

Summer

week	Unit of study	Core development	Extension
		Discussion of topical issues instilling a desire to follow the news and what is going on in the world.	
1-6 Independence	Preparing to move on	The challenges of starting in a new school Records of Achievement Relationships with Parents & Siblings Decisions & Choices Anti-Social Behaviour; Right & Wrong Peer Pressure Current Affairs RSE	Visiting members of staff and boys from schools such as St Albans by arrangement

Deputy Head. Reviewed November 2015, October 2017, September 2019