

## PSHCE Programme Overview Year 7

| Competencies                                                                                                                                             | Lessons | Topic                                                                                                                                                                                                                     | In this unit of work, students learn...                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Introduction to PSHCE                                                                                                                                    | 1       | <b>What is PSHCE?</b><br><b>How will we work together?</b>                                                                                                                                                                | What is PSHCE? How will we work together?<br><ul style="list-style-type: none"> <li>how to safeguard their and others' human dignity in PSHCE lessons</li> </ul>                                                                                                                                                                                                                                                                                                        |
| Independence and vocation<br><br><br>Human Dignity                      | 2       | <b>Developing goal setting, organisation skills and self-awareness:</b> <ul style="list-style-type: none"> <li>Personal identity and values</li> <li>Learning skills and teamwork</li> <li>Respect in school</li> </ul>   | Transition to comprehensive school <ul style="list-style-type: none"> <li>about school rules and people who can help with transition</li> <li>define respect and understand its link to human dignity</li> <li>how to demonstrate respect in the school community</li> </ul>                                                                                                                                                                                            |
|                                                                                                                                                          | 3       |                                                                                                                                                                                                                           | Goal setting <ul style="list-style-type: none"> <li>consider definitions of some key Catholic values</li> <li>how identity and values can support goal setting for the future</li> <li>skills to support learning e.g. teamwork and organisation</li> <li>to see their gifts and aspirations as part of their developing vocation and contribution to others</li> </ul>                                                                                                 |
|                                                                                                                                                          | 4       |                                                                                                                                                                                                                           | Who am I? <ul style="list-style-type: none"> <li>developing self-awareness through exploring their personal identity as a child fully loved by God</li> <li>setting goals using their identified core values from the previous lesson</li> </ul>                                                                                                                                                                                                                        |
| Identity and advocacy<br><br><br>Peace, Reconciliation and Solidarity | 5       | <b>Developing empathy, compassion and communication:</b> <ul style="list-style-type: none"> <li>Making and maintaining friendships</li> <li>Identifying and challenging bullying</li> <li>Communicating online</li> </ul> | <b>Making Friends</b> <ul style="list-style-type: none"> <li>understand the importance of friendships for us as relational beings made in the image of a relational God (links to CST)</li> <li>skills to make and maintain new friendships</li> <li>how to empathise with, and show compassion for peers</li> <li>to recognise loneliness and isolation, and strategies to include others</li> </ul>                                                                   |
|                                                                                                                                                          | 6       |                                                                                                                                                                                                                           | <b>Hurtful Behaviour</b> <ul style="list-style-type: none"> <li>Recognise bullying in all its forms (including online and prejudice-based) and explain how it contradicts the belief that every person is made in the image of God — harming both Human Dignity and the Common Good.</li> <li>Practise compassionate, courageous ways to challenge bullying as upstanders, seeking justice and restoration that build Peace, Reconciliation &amp; Solidarity</li> </ul> |

| Competencies                                                                                                                                          | Lessons | Topic                                                                                                                                                                                                                            | In this unit of work, students learn...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                                                                                                                                                       | 7       |                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Identify appropriate ways to communicate concerns about friendships and bullying (using trusted adults and school safeguarding routes), taking shared responsibility for a safe community</li> </ul> <b>Healthy Online Relationships</b> <ul style="list-style-type: none"> <li>Communicate safely online as followers of Jesus—choose truth and kindness, protect privacy/consent, and respect God's image in everyone.</li> <li>Challenge bullying (including online) with courage and compassion—be an upstander, include the excluded, save/report evidence, and seek adult help for justice and peace.</li> <li>Share concerns about friendships or bullying through the right routes—use clear, respectful truth via school safeguarding and platform tools.</li> </ul> |
| <b>Influence and discernment</b><br><br><br><b>Care for Creation</b> | 8       | <b>Developing agency, strategies to manage influence and decision making:</b> <ul style="list-style-type: none"> <li>Regulating emotions</li> <li>Diet and exercise</li> <li>Hygiene and dental health</li> <li>Sleep</li> </ul> | Managing emotions <ul style="list-style-type: none"> <li>how to recognise, express and manage emotions to promote daily wellbeing</li> <li>how care for their own wellbeing and compassion for others reflect the dignity of every person</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                                                                       | 9       |                                                                                                                                                                                                                                  | Diet and exercise <ul style="list-style-type: none"> <li>about influences on diet and exercise choices</li> <li>how caring for the body can be understood as responsible stewardship of a God-given gift</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                                                                                                                       | 10      |                                                                                                                                                                                                                                  | Dental hygiene and sleep <ul style="list-style-type: none"> <li>how to make healthy and informed decisions about maintaining hygiene and dental health</li> <li>about the importance of sleep and maintaining healthy sleep habits</li> <li>how taking responsibility for personal health is part of caring for the whole person</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Independence and vocation</b><br><br>                           | 11      | <b>Developing self-confidence and self-worth:</b> <ul style="list-style-type: none"> <li>Puberty and managing change</li> <li>Body satisfaction and self-concept</li> </ul>                                                      | <b>Puberty - Emotional changes</b> <ul style="list-style-type: none"> <li>ways to develop self-confidence and feelings of self-worth</li> <li>about the impact of puberty on emotional wellbeing and self-concept, and ways to manage this</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| Competencies                                                                                                                                              | Lessons | Topic                                                                                                                                                                                                                                                                                    | In this unit of work, students learn...                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Dignity at Work and Participation</b>                                                                                                                  | 12      |                                                                                                                                                                                                                                                                                          | <b>Puberty - Physical changes</b> <ul style="list-style-type: none"> <li>about the physical changes that occur during puberty, including periods and wet dreams</li> <li>about menstrual wellbeing and strategies to manage it</li> </ul>                                                                                                                                                                                                                                     |
|                                                                                                                                                           | 13      |                                                                                                                                                                                                                                                                                          | <b>Body image in a digital world</b> <ul style="list-style-type: none"> <li>how to manage influences on body satisfaction e.g. online media</li> </ul>                                                                                                                                                                                                                                                                                                                        |
| <b>Influence and discernment</b><br><br><br><b>Common Good</b>           | 14      | <b>Developing agency and decision making skills:</b> <ul style="list-style-type: none"> <li><i>Drugs, alcohol and tobacco</i></li> <li><i>Safety and first aid</i></li> </ul>                                                                                                            | Vaping and tobacco <ul style="list-style-type: none"> <li>learning that because our bodies are temples of the Holy Spirit, they merit care, respect, and protection and how substance abuse violates this sacred trust</li> <li>how to manage peer influence in relation to substances, including energy drinks, nicotine and alcohol</li> <li>skills and strategies to make responsible decisions and manage situations in relation to drugs, alcohol and tobacco</li> </ul> |
|                                                                                                                                                           | 15      |                                                                                                                                                                                                                                                                                          | First aid <ul style="list-style-type: none"> <li>how first aid helps uphold the Catholic principle of cherishing human life by acting with compassion, respect for the dignity of every person, and courage in moments of crisis</li> <li>how to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuries</li> <li>to assess when to contact emergency services</li> </ul>                                                |
|                                                                                                                                                           | 16      |                                                                                                                                                                                                                                                                                          | Safe communities <ul style="list-style-type: none"> <li>about the rights and responsibilities of those living in communities and how to respect and advocate for them, bearing in mind the Catholic Social Teaching principle of the Common Good</li> <li>how to safely access help for themselves or others if concerned</li> </ul>                                                                                                                                          |
| <b>Identity and advocacy</b><br><br><br><b>Option for the Poor and</b> | 17      | <b>Developing assertive communication, risk management and support-seeking skills:</b> <ul style="list-style-type: none"> <li><i>Rights in the community</i></li> <li><i>Relationship boundaries</i></li> <li><i>Unwanted contact</i></li> <li><i>FGM and forced marriage</i></li> </ul> | Growing independence <ul style="list-style-type: none"> <li>about personal safety in increasingly independent contexts e.g. travel safety</li> <li>how growing independence includes responsibility for others and contributing to the common good</li> </ul>                                                                                                                                                                                                                 |

| <b>Competencies</b> | <b>Lessons</b> | <b>Topic</b> | <b><i>In this unit of work, students learn...</i></b>                                                                                                                                                                                                                               |
|---------------------|----------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vulnerable</b>   | <b>18</b>      |              | <b>Relationship boundaries</b> <ul style="list-style-type: none"> <li>• about the relationship between personal boundaries and human rights</li> <li>• how to assertively communicate and negotiate boundaries with friends and in other relationships, including online</li> </ul> |
|                     | <b>19</b>      |              | <b>Unwanted contact, FGM and forced marriage</b> <ul style="list-style-type: none"> <li>• about the importance of consent</li> <li>• how to seek help for themselves or others, in relation to unwanted contact</li> <li>• about FGM or forced marriage</li> </ul>                  |

## PSHCE Programme Overview Year 8

| Competencies                                                                                                                                             | Lessons | Topic                                                                                                                                                                                                                    | In this unit of work, students learn...                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introduction to PSHCE                                                                                                                                    | 1       | <b>How will we work together?</b><br><b>Managing routines</b><br><b>Expectations at St Bede's</b>                                                                                                                        | What is PSHCE? How will we work together?<br><ul style="list-style-type: none"> <li>how to safeguard their and others' human dignity in PSHCE lessons</li> <li>about the expectations for work and behaviour at St Bede's</li> </ul>                                                                                                                                |
| Independence and vocation<br><br><br>Common Good                        | 2       | <b>Developing risk management skills, analytical skills and strategies to identify bias:</b><br><ul style="list-style-type: none"> <li>Managing online presence</li> <li>Digital and media literacy</li> </ul>           | Fake News<br><ul style="list-style-type: none"> <li>that information online can be manipulated, misrepresented or fake</li> <li>how truthfulness and discernment help us use information responsibly and serve the common good</li> </ul>                                                                                                                           |
|                                                                                                                                                          | 3       |                                                                                                                                                                                                                          | Reliability of Online Content<br><ul style="list-style-type: none"> <li>how to critically analyse different sources of information</li> <li>how to assess the reliability of media sources and critique social media content</li> <li>how to be discerning consumers of online information, including social media, and consider their digital footprint</li> </ul> |
|                                                                                                                                                          | 4       |                                                                                                                                                                                                                          | Online Safety<br><ul style="list-style-type: none"> <li>how to safely manage personal information online</li> <li>strategies to maintain a positive presence online</li> <li>about the law relating to sharing images and how to use technology safely and responsibly</li> </ul>                                                                                   |
| Identity and advocacy<br><br><br>Peace, Reconciliation and Solidarity | 5       | <b>Developing respect for beliefs, values and opinions and advocacy skills:</b><br><ul style="list-style-type: none"> <li>Stereotypes, prejudice and discrimination</li> <li>Promoting diversity and equality</li> </ul> | <b>Equality and Diversity</b><br><ul style="list-style-type: none"> <li>about the importance of equality and diversity and how to celebrate these</li> </ul>                                                                                                                                                                                                        |
|                                                                                                                                                          | 6       |                                                                                                                                                                                                                          | <b>Respecting Our Differences</b><br><ul style="list-style-type: none"> <li>how to show respect for – or respectfully challenge when necessary – the values, beliefs and opinions of others</li> <li>strategies to communicate concerns</li> </ul>                                                                                                                  |
|                                                                                                                                                          | 7       |                                                                                                                                                                                                                          | <b>Stereotypes and Discrimination</b><br><ul style="list-style-type: none"> <li>how to recognise and challenge stereotypes</li> <li>the impact of stereotypes on perceptions of others</li> </ul>                                                                                                                                                                   |

| Competencies                                                                                                                                                               | Lessons | Topic                                                                                                                                                                                                                                                                                                                                       | In this unit of work, students learn...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Influence and discernment</b><br><br><br><br><b>Option for the Poor and Vulnerable</b> | 8       | <b>Developing agency and strategies to manage influence and access support:</b> <ul style="list-style-type: none"> <li>• <i>Drugs and alcohol</i></li> <li>• <i>Introduction to contraception</i></li> <li>• <i>Resisting peer influence</i></li> <li>• <i>Online choices and influences</i></li> </ul>                                     | Smoking, Drugs and Alcohol <ul style="list-style-type: none"> <li>• how to make positive, informed decisions relating to substances, including drugs, alcohol and nicotine use</li> <li>• about the laws relating to substances</li> <li>• strategies to manage influence in relation to substances</li> </ul>                                                                                                                                                                                                                                                              |
|                                                                                                                                                                            | 9       |                                                                                                                                                                                                                                                                                                                                             | <b>Relationships and Contraception</b> <ul style="list-style-type: none"> <li>• about contraception and how to access advice and support in relation to sexual health</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                                                                            | 10      |                                                                                                                                                                                                                                                                                                                                             | Managing online activity <ul style="list-style-type: none"> <li>• how to balance time online with other activities</li> <li>• how to recognise and manage influences online</li> <li>• how excessive time online can affect physical and mental wellbeing</li> </ul>                                                                                                                                                                                                                                                                                                        |
| <b>Independence and vocation</b><br><br><br><br><b>Dignity at Work and Participation</b>  | 11      | <b>Developing goal setting, motivation and self-awareness:</b> <ul style="list-style-type: none"> <li>• <i>Aspirations for the future</i></li> <li>• <i>Career choices</i></li> <li>• <i>Identity and the world of work</i></li> </ul>                                                                                                      | Identifying vocation, strengths, skills and attributes <ul style="list-style-type: none"> <li>• how to develop self-awareness by identifying personal and academic strengths and interests</li> <li>• to recognise their gifts, strengths and interests as part of discerning vocation and service</li> </ul>                                                                                                                                                                                                                                                               |
|                                                                                                                                                                            | 12      |                                                                                                                                                                                                                                                                                                                                             | Setting goals at work <ul style="list-style-type: none"> <li>• to increase motivation by setting aspirational goals</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                            | 13      |                                                                                                                                                                                                                                                                                                                                             | Careers <ul style="list-style-type: none"> <li>• about different careers and routes to employment</li> <li>• about employment trends and how they can inform decision making</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Identity and advocacy</b><br><br><br><br><b>Human Dignity</b>                        | 14      | <b>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</b> <ul style="list-style-type: none"> <li>• <i>Healthy relationships</i></li> <li>• <i>Boundaries and consent</i></li> <li>• <i>LGBT+ inclusivity</i></li> <li>• <i>'Sexting'</i></li> <li>• <i>Managing conflict</i></li> </ul> | <b>Sharing nudes</b> <ul style="list-style-type: none"> <li>• while maintaining a focus on our innate human dignity and intimacy as a gift from God, consider strategies to assess readiness and manage relationship pressure</li> <li>• learn how to stay safe and manage requests to share intimate images, including where, when and how to report concerns</li> <li>• about sources of support and how to access them</li> <li>• how intimate images can be manipulated or generated using AI, including deepfakes, and how to respond, report and seek help</li> </ul> |

| Competencies                                                                                                                                            | Lessons | Topic                                                                                                                                                                                                             | In this unit of work, students learn...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                                                                                                                                                         |         |                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• how threats involving intimate images can be used for coercion or financial exploitation (sextortion), and how to report concerns and access support</li> </ul>                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                         | 15      |                                                                                                                                                                                                                   | <b>Relationships</b> <ul style="list-style-type: none"> <li>• about the Catholic theology of relationships</li> <li>• about the features of healthy and unhealthy relationships, including online</li> <li>• how to maintain respectful relationships, remembering the dignity of all humans</li> <li>• about the nature and importance of marriage, including Catholic sacramental marriage, civil marriage, civil partnerships and other stable long-term relationships</li> </ul>                                                                                            |
|                                                                                                                                                         | 16      |                                                                                                                                                                                                                   | <b>Personal identity and consent</b> <ul style="list-style-type: none"> <li>• considering our individual and others' identities as children of God and the impact of this on how we treat others</li> <li>• referencing key terminology around sexual orientation, gender identity and diversity in sexual attraction</li> <li>• how to assertively and respectfully communicate and negotiate boundaries in relationships with skills and strategies to manage conflict</li> <li>• about the UK law relating to consent and how to seek, give, and not give consent</li> </ul> |
| <b>Influence and discernment</b><br><br><br><b>Care for Creation</b> | 17      | <b>Developing agency and strategies to manage influence and access support:</b> <ul style="list-style-type: none"> <li>• Maintaining positive mental health</li> <li>• Importance of physical activity</li> </ul> | Mental wellbeing <ul style="list-style-type: none"> <li>• about the link between physical and mental wellbeing</li> <li>• about the importance of positive mental health and emotional wellbeing and how to maintain these</li> </ul>                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                         | 18      |                                                                                                                                                                                                                   | Attitudes to mental wellbeing <ul style="list-style-type: none"> <li>• about attitudes towards mental health and how to challenge stigma and misconceptions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                         | 19      |                                                                                                                                                                                                                   | Physical wellbeing <ul style="list-style-type: none"> <li>• how to recognise and manage influences and make healthy, informed decisions about maintaining physical health</li> <li>• how to access appropriate support in relation to mental and physical health</li> </ul>                                                                                                                                                                                                                                                                                                     |

| <i>Competencies</i> | <i>Lessons</i> | <i>Topic</i> | <i>In this unit of work, students learn...</i>                                                                                                                  |
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|                     |                |              | <ul style="list-style-type: none"><li>• how taking increasing responsibility for physical health reflects respect for their own dignity and wellbeing</li></ul> |

## PSHCE Programme Overview Year 9

| Competencies                                                                                                                                                              | Lessons | Topic                                                                                                                                                                                                                                                       | In this unit of work, students learn...                                                                                                                                                                                                                                                                                                                                                                                  |
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| Introduction to PSHCE                                                                                                                                                     | 1       | <b>How will we work together?</b><br><b>Expectations at St Bede's</b>                                                                                                                                                                                       | What is PSHCE? How will we work together?<br><ul style="list-style-type: none"> <li>how to safeguard their and others' human dignity in PSHCE lessons</li> <li>about the expectations for work and behaviour at St Bede's</li> </ul>                                                                                                                                                                                     |
| <b>Independence and vocation</b><br><br><br><br><b>Dignity at Work and Participation</b> | 2       | <b>Developing goal-setting, analytical skills and decision making:</b> <ul style="list-style-type: none"> <li>GCSE options</li> <li>Sources of careers advice</li> <li>Employability</li> </ul>                                                             | Employability skills 1<br><ul style="list-style-type: none"> <li>skills for enterprise and employability</li> <li>how work can be understood as vocation: using gifts and skills to contribute to others and the common good</li> </ul>                                                                                                                                                                                  |
|                                                                                                                                                                           | 3       |                                                                                                                                                                                                                                                             | Employability skills 2 and Employment rights and laws<br><ul style="list-style-type: none"> <li>skills for enterprise and employability</li> <li>laws and rights relating to young people's employment</li> </ul>                                                                                                                                                                                                        |
|                                                                                                                                                                           | 4       |                                                                                                                                                                                                                                                             | Preparing for GCSE options<br><ul style="list-style-type: none"> <li>to evaluate influences on, and sources of advice for GCSE options and careers</li> <li>how to make informed decisions about GCSE options in relation to future goals</li> </ul>                                                                                                                                                                     |
| <b>Identity and advocacy</b><br><br><br><br><b>Option for the Poor and Vulnerable</b>  | 5       | <b>Developing self-confidence, risk management and strategies to manage influence:</b> <ul style="list-style-type: none"> <li>Friendship challenges</li> <li>Gangs and violent crime</li> <li>Drugs and alcohol</li> <li>Assertive communication</li> </ul> | <b>Friendship challenges</b><br><ul style="list-style-type: none"> <li>how to manage difficulties and challenges in friendships</li> <li>how to assertively communicate values and beliefs in challenging situations</li> </ul>                                                                                                                                                                                          |
|                                                                                                                                                                           | 6       |                                                                                                                                                                                                                                                             | Gangs and violent crime<br><ul style="list-style-type: none"> <li>strategies to manage pressure to join a gang and/or engage in substance use, anti-social behaviour or violent crime</li> </ul>                                                                                                                                                                                                                         |
|                                                                                                                                                                           | 7       |                                                                                                                                                                                                                                                             | Drugs, alcohol and risky behaviour<br><ul style="list-style-type: none"> <li>to evaluate attitudes and social norms in relation to substance use</li> <li>the risks and consequences of substance misuse</li> <li>exit strategies in risky or dangerous situations and how to access support</li> <li>about the facts and risks associated with smoking, nicotine products, vaping, alcohol and illegal drugs</li> </ul> |

| Competencies                                                                                                                                                             | Lessons | Topic                                                                                                                                                                                                                                                                                  | In this unit of work, students learn...                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Influence and discernment</b><br><br><br><b>Peace, Reconciliation and Solidarity</b> | 8       | <b>Developing empathy, compassion and strategies to access support:</b> <ul style="list-style-type: none"> <li>• <i>Mental health (including self-harm and eating disorders)</i></li> <li>• <i>Change, loss and bereavement</i></li> <li>• <i>Healthy coping strategies</i></li> </ul> | Change, loss and bereavement <ul style="list-style-type: none"> <li>• to build digital resilience for emotional wellbeing</li> <li>• about maintaining mental health and emotional wellbeing, including healthy coping strategies</li> </ul>                                                                                                                                                |
|                                                                                                                                                                          | 9       |                                                                                                                                                                                                                                                                                        | Healthy coping strategies <ul style="list-style-type: none"> <li>• to recognise warning signs of unhealthy coping strategies, including self-harm and eating disorders</li> <li>• how to access help and support in relation to mental health and emotional wellbeing</li> </ul>                                                                                                            |
|                                                                                                                                                                          | 10      |                                                                                                                                                                                                                                                                                        | Attitudes to mental health <ul style="list-style-type: none"> <li>• to recognise new opportunities that change can bring</li> <li>• strategies for managing loss and change and how to empathise with, and show compassion for peers</li> </ul>                                                                                                                                             |
| <b>Independence and vocation</b><br><br><br><b>Common Good</b>                          | 11      | <b>Developing analytical skills and strategies to identify bias and manage influence:</b> <ul style="list-style-type: none"> <li>• <i>Financial decisions</i></li> <li>• <i>Saving and borrowing</i></li> <li>• <i>Gambling, financial choices and debt</i></li> </ul>                 | Saving and borrowing <ul style="list-style-type: none"> <li>• how to recognise and manage the impact of the media and advertising on decision making, including online</li> <li>• about saving, borrowing and how to manage money</li> </ul>                                                                                                                                                |
|                                                                                                                                                                          | 12      |                                                                                                                                                                                                                                                                                        | Financial decisions <ul style="list-style-type: none"> <li>• how to make informed financial choices and where and how to seek help, advice and support if needed about the risks related to gambling behaviours and chance based transactions, including online</li> <li>• <b>how responsible financial choices can reflect stewardship, justice and concern for others</b></li> </ul>      |
|                                                                                                                                                                          | 13      |                                                                                                                                                                                                                                                                                        | Gambling, financial choices and debt <ul style="list-style-type: none"> <li>• to identify common forms of fraud and online scams</li> <li>• how to access help in relation to gambling harms or fraud</li> </ul>                                                                                                                                                                            |
| <b>Identity and advocacy</b><br><br><br><b>Human Dignity</b>                          | 14      | <b>Developing assertive communication, clarifying values and strategies to manage influence:</b> <ul style="list-style-type: none"> <li>• <i>Healthy/unhealthy relationships</i></li> <li>• <i>Consent</i></li> <li>• <i>Relationships and sex in the media</i></li> </ul>             | <b>Healthy/unhealthy relationships</b> <ul style="list-style-type: none"> <li>• about the features of healthy, intimate relationships, including that they should be equitable, pleasurable and not simply about personal fulfillment but a partnership in God's ongoing work of love and redemption.</li> <li>• how to recognise healthy and unhealthy relationship behaviours.</li> </ul> |

| Competencies                                                                                                                                            | Lessons | Topic                                                                                                                                                                                                                                       | In this unit of work, students learn...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|                                                                                                                                                         |         |                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>about stable, committed relationships and features of family life, rooted in faithful love, open to life, and sustained by prayer marked by mutual respect, sacrificial service, and joyful solidarity.</li> <li>• how faithful love, mutual dignity, service and responsibility contribute to stable, committed relationships</li> </ul>                                                                                                                                                            |
|                                                                                                                                                         | 15      |                                                                                                                                                                                                                                             | <b>Freedom and capacity to consent</b> <ul style="list-style-type: none"> <li>how authentic human freedom in Catholic teaching is ordered toward the good of the person and grounded in respect for another's dignity, and to understand that genuine consent in relationships reflects both freedom and the inviolable worth of each individual</li> <li>about the legal and moral responsibilities in relation to personal freedom and seeking consent</li> <li>how to recognise factors that might affect capacity to consent</li> </ul> |
|                                                                                                                                                         | 16      |                                                                                                                                                                                                                                             | <b>Relationships and sex in the media</b> <ul style="list-style-type: none"> <li>about personal moral and religious values and their influence on decisions on what media to watch</li> <li>about the influence of the portrayal of sex in the media, including pornography, on self-concept, relationship values and expectations</li> <li>• how online influencers, stereotypes and misogynistic content can shape expectations about sex, relationships and the dignity of others</li> </ul>                                             |
| <b>Influence and discernment</b><br><br><br><b>Care for Creation</b> | 17      | <b>Developing decision making, risk management and support-seeking skills:</b> <ul style="list-style-type: none"> <li>Sexually transmitted infections (STIs)</li> <li>Contraception</li> <li>Cancer awareness</li> <li>First aid</li> </ul> | <b>Sexually transmitted infections (STIs) and contraception</b> <ul style="list-style-type: none"> <li>how to make informed decisions about sexual health and access reliable advice and support</li> <li>about sexually transmitted infections and how to reduce chances of transmission</li> <li>how to choose and access contraception, including the views of the Catholic church on sexual relationships and contraception</li> <li>about how to access appropriate support</li> </ul>                                                 |
|                                                                                                                                                         | 18      |                                                                                                                                                                                                                                             | <b>Cancer awareness</b> <ul style="list-style-type: none"> <li>about health prevention measures, cancer awareness and the importance of self-examination, especially for early detection of testicular cancer</li> </ul>                                                                                                                                                                                                                                                                                                                    |

| <b>Competencies</b> | <b>Lessons</b> | <b>Topic</b> | <b><i>In this unit of work, students learn...</i></b>                                                                                                               |
|---------------------|----------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     |                |              | <ul style="list-style-type: none"> <li>• how taking responsibility for monitoring health reflects care for the dignity and wellbeing of the whole person</li> </ul> |
|                     | 19             |              | First Aid <ul style="list-style-type: none"> <li>• to revisit and further develop first aid and life-saving skills</li> </ul>                                       |

## PSHCE Programme Overview Year 10

| Competencies                                                                                                                                          | Lessons | Topic                                                                                                                                                                                                                                                                              | In this unit of work, students learn...                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introduction to PSHCE                                                                                                                                 | 1       | <i>How will we work together?<br/>Expectations at St Bede's</i>                                                                                                                                                                                                                    | <p>What is PSHCE? How will we work together?</p> <ul style="list-style-type: none"> <li>• how to safeguard their and others' human dignity in PSHCE lessons</li> <li>• about the expectations for work and behaviour at St Bede's</li> </ul>                                                                                                                                                                                                                                                                         |
| <b>Independence and vocation</b><br><br><br><b>Care for Creation</b> | 2       | <b>Developing self-awareness, goal-setting, adaptability and organisation skills:</b> <ul style="list-style-type: none"> <li>• Managing transition to key stage 4 including learning skills</li> <li>• Managing mental health concerns</li> </ul>                                  | <p>Skills for KS4 learning</p> <ul style="list-style-type: none"> <li>• skills to improve adaptability and resilience during periods of change or transition and strategies to manage change</li> <li>• learning skills for key stage 4, e.g. organisation, time management and goal setting</li> <li>• how resilience, purposeful effort and use of their gifts support personal growth and vocation</li> </ul>                                                                                                     |
|                                                                                                                                                       | 3       |                                                                                                                                                                                                                                                                                    | <p>Mental health concerns</p> <ul style="list-style-type: none"> <li>• about common mental health concerns, such as anxiety, depression and stress and how to respond to early warning signs of unhealthy coping strategies</li> <li>• strategies for managing common mental health concerns, including stress management techniques</li> <li>• how to recognise when someone may be experiencing suicidal thoughts, respond safely by listening and telling a trusted adult, and access appropriate help</li> </ul> |
|                                                                                                                                                       | 4       |                                                                                                                                                                                                                                                                                    | <p>Impact of substance abuse</p> <ul style="list-style-type: none"> <li>• about the impact and consequences of substance use, including addiction, on physical and mental health, life chances and personal safety</li> <li>• about the facts and risks associated with smoking, nicotine products, vaping, alcohol and illegal drugs</li> </ul>                                                                                                                                                                     |
| <b>Identity and advocacy</b><br><br><br><b>Option for the</b>      | 5       | <b>Developing empathy and compassion, strategies to manage influence and assertive communication:</b> <ul style="list-style-type: none"> <li>• Relationship expectations</li> <li>• Impact of pornography</li> <li>• Identifying and responding to abuse and harassment</li> </ul> | <p><b>Pornography</b></p> <ul style="list-style-type: none"> <li>• about relationship expectations and how to identify and evaluate own beliefs and values in relation to these</li> <li>• how to assertively communicate relationship expectations</li> <li>• how to evaluate and manage the influence of pornography</li> <li>• how pornography can reinforce misogyny, harmful stereotypes and distorted expectations of sex and relationships</li> </ul>                                                         |

| Competencies                                                                                                                                     | Lessons | Topic                                                                                                                                                                                                                                     | In this unit of work, students learn...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Poor and Vulnerable</b>                                                                                                                       |         |                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• how online influencers, the manosphere and incel culture can promote harmful attitudes towards women, consent, power and relationships, and how to challenge these messages</li> </ul>                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                  | 6       |                                                                                                                                                                                                                                           | <b>Abuse in relationships</b> <ul style="list-style-type: none"> <li>• how to recognise manipulation and coercion, how to seek and assertively give or not give consent</li> <li>• how to identify the signs of abusive relationships, and where and how to access support and report concerns, including online               <ul style="list-style-type: none"> <li>• that non-fatal strangulation or suffocation is a serious form of abuse, is a criminal offence, and requires urgent help and support</li> </ul> </li> </ul> |
|                                                                                                                                                  | 7       |                                                                                                                                                                                                                                           | <b>Sexual Abuse</b> <ul style="list-style-type: none"> <li>• to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online</li> <li>• how to respond to harassment, including online, and violence; where to seek help</li> </ul>                                                                                                                                                                                                                             |
| <b>Influence and discernment</b><br><br><br><b>Common Good</b> | 8       | <b>Developing agency, decision making and strategies to manage influence and access support:</b> <ul style="list-style-type: none"> <li>• First aid and life-saving</li> <li>• Personal safety</li> <li>• Online relationships</li> </ul> | First aid and lifesaving skills <ul style="list-style-type: none"> <li>• how to identify risky and emergency situations, including online; how and when to seek help</li> <li>• about the importance of seeking help and giving accurate information, even in cases where there may be legal consequences for those involved</li> <li>• to consolidate first aid and life-saving skills</li> </ul>                                                                                                                                 |
|                                                                                                                                                  | 9       |                                                                                                                                                                                                                                           | <b>Personal safety</b> <ul style="list-style-type: none"> <li>• to identify and manage the impact of substance use on personal safety, decision making and sexual behaviour</li> <li>• to evaluate and manage the opportunities and risks of establishing and conducting relationships online</li> </ul>                                                                                                                                                                                                                           |
|                                                                                                                                                  | 10      |                                                                                                                                                                                                                                           | <b>Online relationships</b> <ul style="list-style-type: none"> <li>• how to behave legally, ethically and responsibly online, including in online aspects of relationships</li> <li>• how to assess readiness for sexual intimacy, including online and in new relationships, and to evaluate the possible legal, emotional and social consequences</li> </ul>                                                                                                                                                                     |

| Competencies                                                                                                                                                              | Lessons | Topic                                                                                                                                                                                                                                                              | In this unit of work, students learn...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                                                                                                                                                                           |         |                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• how to use technology safely and discerningly, including managing their digital footprint and understanding the law on sharing images</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Independence and vocation</b><br><br><br><br><b>Dignity at Work and Participation</b> | 11      | <b>Developing goal setting, leadership and presentation skills:</b> <ul style="list-style-type: none"> <li>• Skills for employment</li> <li>• Applying for employment</li> <li>• Online presence and reputation</li> </ul>                                         | CVs and interviews <ul style="list-style-type: none"> <li>• how to create and present a positive personal image and a positive online presence</li> <li>• how to prepare for employment, including how to write a CV, apply for a job and prepare for interviews</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                                                                                           | 12      |                                                                                                                                                                                                                                                                    | Skills for employment <ul style="list-style-type: none"> <li>• about the importance of skills for employability, e.g. leadership, teamwork and presentation skills</li> <li>• how employability can be linked to vocation, service, participation and the dignity of work</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                           | 13      |                                                                                                                                                                                                                                                                    | Goal setting <ul style="list-style-type: none"> <li>• about options available in education, training and employment post-16</li> <li>• how to assess and evaluate strengths to set realistic, aspirational goals</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Identity and advocacy</b><br><br><br><br><b>Peace, Reconciliation and Solidarity</b> | 14      | <b>Developing respect for diversity, risk management and support-seeking skills:</b> <ul style="list-style-type: none"> <li>• Nature of committed relationships</li> <li>• Forced marriage</li> <li>• Diversity and discrimination</li> <li>• Extremism</li> </ul> | <b>The nature of committed relationships</b> <ul style="list-style-type: none"> <li>• Understand that marriage is a sacred commitment freely chosen by both people, and reflect on how to make loving, faith-filled decisions about the future.</li> <li>• Recognise that forced marriage is always wrong, and know how to get help if someone is being pressured or unsafe.</li> <li>• Explore how Catholic teaching values every person, and learn how to challenge harmful stereotypes about gender and relationships.               <ul style="list-style-type: none"> <li>• to distinguish Catholic sacramental marriage and the requirements for canonical validity from civil marriage, civil partnerships and other stable long-term relationships</li> </ul> </li> </ul> |
|                                                                                                                                                                           | 15      |                                                                                                                                                                                                                                                                    | <b>Diversity and discrimination</b> <ul style="list-style-type: none"> <li>• Understand that every person is made in the image of God, and learn how to respect the dignity of all people — regardless of gender identity, sexual orientation, faith, race, or disability.</li> <li>• Recognise our shared responsibility to speak up for justice, challenge bullying or discrimination, and treat others with compassion and fairness.</li> </ul>                                                                                                                                                                                                                                                                                                                                |

| Competencies                                                                                                                                            | Lessons | Topic                                                                                                                                                                                 | In this unit of work, students learn...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                                                                                                                                                         |         |                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Know where to find help and support for themselves or others facing unfair treatment, and reflect on how to live out Catholic values of love, inclusion, and solidarity.               <ul style="list-style-type: none"> <li>about the facts and law relating to biological sex and gender reassignment, including relevant protections from discrimination</li> <li>how to distinguish established facts and law from contested views, while treating every person with dignity, compassion and respect</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                             |
|                                                                                                                                                         | 16      |                                                                                                                                                                                       | <p>Extremism</p> <ul style="list-style-type: none"> <li>Understand how personal data is collected and used, and reflect on how to make wise, informed choices about sharing information online.</li> <li>Learn how to spot misleading or extreme content on social media, and consider how it can affect our thoughts, actions, and relationships with others.</li> <li>Know what extremism is, why it is harmful, and where to go for help if they or someone they know is at risk — promoting peace, truth, and justice in line with Catholic values.               <ul style="list-style-type: none"> <li>that extremism and intolerance, including online bullying, hate speech, physical violence and knife crime, are never acceptable</li> <li>how truth, peace, solidarity and respect for human dignity call us to reject hatred and dehumanisation</li> </ul> </li> </ul> |
| <b>Influence and discernment</b><br><br><br><br><b>Human Dignity</b> | 17      | <b>Developing motivation, organisation, leadership and presentation skills:</b> <ul style="list-style-type: none"> <li>Preparation for, and reflection on, work experience</li> </ul> | <p>Work experience</p> <ul style="list-style-type: none"> <li>how to independently research and apply for work experience opportunities (<b>covered in Unifrog and work experience launch in early Y10</b>)</li> <li>about rights and responsibilities in the workplace, including in relation to health and safety</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                                                         | 18      |                                                                                                                                                                                       | <p>Development for careers</p> <ul style="list-style-type: none"> <li>how to benefit from opportunities online for career development and manage potential challenges</li> <li>positive and safe ways to create and share content online and how to take advantage of the opportunities this may offer</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| <b>Competencies</b> | <b>Lessons</b> | <b>Topic</b> | <b><i>In this unit of work, students learn...</i></b>                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------|----------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | 19             |              | <p>Reflecting on work experience</p> <ul style="list-style-type: none"> <li>• how to evaluate and reflect on work experience and use this evaluation to inform future goal-setting</li> <li>• how to evaluate the changing patterns and trends in the labour market, locally, nationally and internationally</li> <li>• to reflect on work experience in light of their gifts, vocation and contribution to the wider community</li> </ul> |

## PSHCE Programme Overview Year 11

| Competencies                                                                                                                                    | Lessons | Topic                                                                                                                                                                                                                                                                                                      | In this unit of work, students learn...                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Independence and vocation</b><br><br><br><b>Common Good</b> | 1       | <b>Developing resilience and risk management skills:</b> <ul style="list-style-type: none"> <li>• Money management</li> <li>• Fraud and cybercrime</li> <li>• Preparing for adult life</li> </ul>                                                                                                          | Managing money <ul style="list-style-type: none"> <li>• how to make informed choices about money management</li> <li>• how to assess and evaluate the behaviours and influence of role models</li> <li>• how stewardship of money can balance personal aspirations with responsibility towards others and the common good</li> </ul>                                                                               |
|                                                                                                                                                 | 2       |                                                                                                                                                                                                                                                                                                            | Fraud, gambling and cybercrime <ul style="list-style-type: none"> <li>• about the risks of gambling, fraud and cybercrime, how to assess these risks and reduce vulnerability to becoming involved</li> <li>• how personal values influence decisions and behaviour in all aspects of life</li> <li>• how honesty, integrity and respect for others underpin ethical choices and challenge exploitation</li> </ul> |
|                                                                                                                                                 | 3       |                                                                                                                                                                                                                                                                                                            | Staying safe as young adults <ul style="list-style-type: none"> <li>• about the challenges and opportunities transition to adulthood brings</li> <li>• strategies to promote personal safety in new and independent settings, including online</li> <li>• how increasing independence brings responsibility to protect their own dignity and wellbeing and to look out for others</li> </ul>                       |
| <b>Identity and advocacy</b><br><br><br><b>Human Dignity</b> | 4       | <b>Developing communication and negotiation skills, risk management and support-seeking skills:</b> <ul style="list-style-type: none"> <li>• Relationship values</li> <li>• Maintaining sexual health</li> <li>• Sexual health services</li> <li>• Managing relationship challenges and endings</li> </ul> | <b>Relationship values</b> <ul style="list-style-type: none"> <li>• how to communicate personal values in relationships</li> <li>• to recognise the importance of respect, pleasure and equity in intimate relationships</li> <li>• how mutual dignity, respect, trust, consent and care underpin healthy intimate relationships</li> </ul>                                                                        |
|                                                                                                                                                 | 5       |                                                                                                                                                                                                                                                                                                            | <b>Sexual health</b> <ul style="list-style-type: none"> <li>• ways to effectively choose, negotiate and use contraception and maintain sexual health</li> <li>• about sexual health services, locally, nationally and online, and how to use and access them</li> <li>• how respect for their own dignity and the dignity of others should inform decisions about sexual health and relationships</li> </ul>       |
|                                                                                                                                                 | 6       |                                                                                                                                                                                                                                                                                                            | <b>Working out relationships</b> <ul style="list-style-type: none"> <li>• how to manage relationship changes safely and respectfully</li> <li>• about relationship challenges, how to manage strong emotions and communicate effectively at such times</li> </ul>                                                                                                                                                  |

| Competencies                                                                                                                                                                                                                                                        | Lessons | Topic                                                                                                                                                                                                                                                                               | In this unit of work, students learn...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                                                                                                                                                                                                                                                                     |         |                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• how empathy, forgiveness and respect can support healthy responses to relationship change, where appropriate</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Influence and discernment</b><br><br><br><b>Care for Creation</b>                                                                                                               | 7       | <b>Developing confidence, agency and support-seeking skills:</b> <ul style="list-style-type: none"> <li>• Making safe and healthy lifestyle choices</li> <li>• Health promotion and self-examination</li> <li>• Blood, organ, stem cell donation</li> </ul>                         | Making safe and healthy lifestyle choices <ul style="list-style-type: none"> <li>• how to manage influences to make healthy lifestyle choices</li> <li>• how and why to maintain a healthy balance between time online and other activities</li> <li>• how to access health services with confidence, e.g. smoking cessation, dental and GP services</li> <li>• how to take responsibility for avoiding excessive time online and recognise its effects on physical and mental wellbeing</li> <li>• how healthy choices, including physical activity, dental health and avoiding harmful substances, support care of the whole person</li> </ul> |
|                                                                                                                                                                                                                                                                     | 8       |                                                                                                                                                                                                                                                                                     | Health promotion and self-examination <ul style="list-style-type: none"> <li>• how to monitor health, e.g. through self-examination and using screening services</li> <li>• how to assess and manage risks associated with cosmetic and aesthetic procedures, e.g. tattooing, piercings and the use of sunbeds</li> <li>• how to take responsibility for monitoring their health, including appropriate breast or testicular self-examination and screening</li> </ul>                                                                                                                                                                           |
|                                                                                                                                                                                                                                                                     | 9       |                                                                                                                                                                                                                                                                                     | Blood, organ, stem cell donation <ul style="list-style-type: none"> <li>• about blood, organ and stem cell donation and how to make informed decisions in relation to these</li> <li>• how decisions about donation can be explored through human dignity, generosity, informed consent and care for others</li> </ul>                                                                                                                                                                                                                                                                                                                           |
| <b>Independence and vocation</b><br><br><br><b>Option for the Poor and Vulnerable</b><br><br> | 10      | <b>Developing empathy and compassion, clarifying values and support-seeking skills:</b> <ul style="list-style-type: none"> <li>• Families and parenting</li> <li>• Fertility, adoption, abortion</li> <li>• Pregnancy and miscarriage</li> <li>• Managing grief and loss</li> </ul> | <b>Families</b> <ul style="list-style-type: none"> <li>• about different types of relationships and families, including single parents, step parents, same sex parents, blended families, foster and adoptive parents</li> <li>• To consider Catholic marriage as a sacrament and review the principles associated with it</li> <li>• to distinguish Catholic sacramental marriage from civil marriage, civil partnerships and other family or relationship structures, while respecting the dignity of every person</li> </ul>                                                                                                                  |

| Competencies                                                                                                                                                        | Lessons | Topic                                                                                                                                                                                                                                                                                | In this unit of work, students learn...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Peace, Reconciliation and Solidarity</b>                                                                                                                         | 11      |                                                                                                                                                                                                                                                                                      | <b>Fertility and parenthood</b> <ul style="list-style-type: none"> <li>• how to identify and evaluate parenting skills and assess readiness for parenthood</li> <li>• to recognise that fertility changes over time and evaluate the implications of this on fertility choices, with a focus on the views of the Catholic church</li> <li>• to evaluate beliefs, influences and circumstances that inform decisions in relation to fertility and pregnancy, with a focus on the views of the Catholic church</li> <li>• how parenthood can be understood as a vocation of love, responsibility, care and service</li> </ul>                                                           |
|                                                                                                                                                                     | 12      |                                                                                                                                                                                                                                                                                      | <b>Pregnancy outcomes</b> <ul style="list-style-type: none"> <li>• consideration of the responses to unplanned pregnancy with a focus on the legal and Catholic stances on abortion</li> <li>• strategies to manage grief and loss, including bereavement and how to access support for self or others</li> <li>• how to show compassion and empathy for others who are experiencing challenging situations</li> <li>• how to access appropriate advice and support in relation to pregnancy, including miscarriage</li> <li>• how to approach pregnancy outcomes with compassion, accurate knowledge, respect for human dignity and an understanding of Catholic teaching</li> </ul> |
| <b>Identity and advocacy</b><br><br><br><b>Dignity at Work and Participation</b> | 13      | <b>Developing confidence, self-worth, adaptability and decision making skills:</b> <ul style="list-style-type: none"> <li>• <i>Recognising and celebrating successes</i></li> <li>• <i>Transition and new opportunities</i></li> <li>• <i>Aligning actions with goals</i></li> </ul> | Revision techniques <ul style="list-style-type: none"> <li>• Learn that some ways of revising are better than other ways.</li> <li>• Learn that for the best results, your revision needs to take place at the right intervals of time and how to manage time effectively with that in mind.</li> <li>• to recognise their gifts and achievements and discern how these can contribute to future vocation and service</li> </ul>                                                                                                                                                                                                                                                      |
|                                                                                                                                                                     | 14      |                                                                                                                                                                                                                                                                                      | Exam stress <ul style="list-style-type: none"> <li>• learning about the potential effects of exam stress on our physical and emotional wellbeing, and ways to manage it.</li> <li>• identify signs of exam stress in yourself and spot the signs of it in others</li> <li>• know who to ask for advice and where to look for guidance on exam stress,</li> </ul>                                                                                                                                                                                                                                                                                                                      |

| <i>Competencies</i> | <i>Lessons</i> | <i>Topic</i> | <i>In this unit of work, students learn...</i>                                                                                                                                                                                                         |
|---------------------|----------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     |                |              | <ul style="list-style-type: none"> <li>• select and use strategies to help them manage exam stress, including revision techniques.</li> <li>• how hope, self-care, support for others and asking for help reflect care for the whole person</li> </ul> |