

ST. BEDE'S CATHOLIC COLLEGE



Year 7 PSHCE Term 5



Name: _____

Class: _____

Rules to safeguard everyone

<p>Openness: We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss general situations as examples but will not use names or descriptions which could identify anyone. We will not put anyone "on the spot"</p>	<p>Make no assumptions: We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.</p>
<p>Non-judgemental approach: It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will "challenge the person".</p>	<p>Listen to others: We will listen to the other person's point of view and expect to be listened to.</p>
<p>Keep the conversation in the room: We feel safe discussing general issues relating to mental health within this space, and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy</p>	<p>Using language: We will use the correct terms for the things we will be discussing rather than the slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.</p>
<p>Seeking help and advice: If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community. We will encourage friends to seek help if we think they need it.</p>	<p>Asking questions: We know that there are no stupid questions. We do not ask questions to deliberately try to embarrass anyone else. There is a question box for anonymous questions.</p>
	<p>Right to pass: Taking part is important. However, we have the right to pass on answering a question or participating in an activity.</p>

PSCHE Programme Overview Year 7 Terms 5

Competencies	Lesson	Topic	In this unit of work, students learn...
<p>Influence and discernment</p> <div style="text-align: center;">  <p>Common Good</p> </div>	14	<p>Developing agency and decision making skills:</p> <ul style="list-style-type: none"> • Drugs, alcohol and tobacco • Safety and first aid 	<p>Vaping and tobacco</p> <ul style="list-style-type: none"> • 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 • how to manage peer influence in relation to substances, including energy drinks, nicotine and alcohol • skills and strategies to make responsible decisions and manage situations in relation to drugs, alcohol and tobacco
	15		<p>First aid</p> <ul style="list-style-type: none"> • 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 • how to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuries • to assess when to contact emergency services
	16		<p>Safe communities</p> <ul style="list-style-type: none"> • 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 • how to safely access help for themselves or others if concerned

Lesson 14 – Personal safety: Smoking / vaping

DO NOW: Values reflection

Place numbers where you think each falls on the continuum.

STRONGLY AGREE

STRONGLY DISAGREE



1. People overstate the risks of using alcohol and tobacco.	2. When people take drugs, they never really know what they are taking.	3. Making healthy choices regarding drugs, alcohol and tobacco is easy.
4. It is important for people to make their own mind up about taking substances.	5. Medications have been well evaluated so there are no risks when taking them.	6. Young people like taking risks and find smoking and drinking exciting.
7. Young people mostly use drugs because their friends do.	8. If adults didn't drink or smoke as much, young people wouldn't either.	9. Fewer school children are using drugs, alcohol and tobacco.

Task 1: Values reflection

Write down what you think the answers might be to the questions below:

1. What percentage of young people aged 11-13 have never tried smoking cigarettes?
2. What percentage of young people aged 11-13 say they are regular smokers?
3. What percentage of young people aged 11-13 are regular users of e-cigarettes/vapes?
4. What percentage of young people aged 11-13 said they had never taken drugs?

Task 2: Tobacco effects

In pairs, categorise the risks into physical, mental/emotional and social/legal effects of using tobacco.

Consider:

- Are there any risks that could fall under more than one category?
- Are there any short-term risks that may lead to other longer-term risks?
- Why do you think tobacco has a legally imposed age restriction?
- Why do you think the number of young people who smoke cigarettes has decreased year on year for the last 30 years?

Effect	Type	Effect	Type
Tooth and gum disease		High blood pressure	
Increased risk of different types of cancer		Wanting to smoke more frequently	
Decreased ability to taste and smell		Harm to sperm, which may lead to infertility	

Increased risk of fires		Cravings causing stress	
Police can confiscate tobacco products if someone is under 16		Struggling to exercise or participate in physical activity	
Lung and breathing problems e.g. bronchitis		Increased worry about how to give up smoking	
Others can be affected by second-hand / passive smoke		Heart problems e.g. increased risk of heart attack in the future	
Friends not wanting to spend time with someone who smokes		Increased worry about some of the physical and social risks	
Smoking tobacco leads to clothes, hair and fingers smelling of cigarette smoke		Spending money on costly cigarettes means less to spend on other things	
Low confidence if struggling to quit smoking		Stale breath and stained teeth	
Wrinkling of the skin		Increased risk of experiencing stroke	
Nicotine cravings can reduce concentration between cigarettes		Some people find smoking unattractive in potential partners	

Task 3: Managing peer influence

Read the scenario you have been given:

- What type of influence might they be experiencing?
- What advice would you give about how the character could manage the influence?
- How might the character in statement 2 say “no” in response to peer influence? Write down 3 ideas in your booklet.

peer influence	impressing someone older	culture	celebrities
taste and smell	worrying what people might think	family influence	

1. I've never smoked anything before but my dad used to smoke cigarettes and is trying to quit. The other day, I found one of his e-cigarettes and thought I might give it a try.

Type of influence:

Advice:

2. I've known for a while that a friend smokes. Yesterday they offered me a cigarette on our walk home from school. The rest of our group tried one and then it felt like it was my 'go'.

Type of influence:

Advice:

Three ways to say “no”:

3. Last week, I was at my best friend's party and walked into his older sister's bedroom. The air was full of smoke and she and her friends were all sitting in a circle smoking. They invited me to join them.

Type of influence:

Advice:

4. I went to my auntie's wedding which was held at a shisha bar. My cousin called it a “hookah lounge” and said they are part of our cultural heritage. There was a hookah at each table. Lots of people were smoking from them.

Type of influence:

Advice:

5. I've never smoked anything before but recently my favourite YouTuber was seen smoking a vape. I've noticed the fruity, sweet smell when I've walked past people on the street vaping. I'm starting to think vaping isn't a big deal.

Type of influence:

Advice:

Task 4: Consequences of vaping

Decide which category each fact should come under - environmental, health, legal or other impact.

Statement	Category
In the UK, two disposable vapes are thrown away every second. Over a year, this is enough lithium to make around 1,200 electric car batteries (lithium is needed for batteries, decreasing reliance on fossil fuels).	
Vaping still exposes users to some toxins. Nicotine is an addictive substance and evidence suggests it may be more risky for young people than for adults.	
Organisations are free to make their own policies about where people can vape. This may mean that someone has to separate from their friends/family and go to a designated area where they are allowed to vape.	

It is not illegal to smoke or vape underage, but anyone who sells cigarettes or vapes to under-18s, or buys them on behalf of anyone under 18, is breaking the law.	
The long-term risks of vaping are unclear. While vaping is far less harmful than smoking (the risks from which are well-evidenced), it is not risk free.	
More than half of people who buy single-use vapes bin them and some of the biggest vaping brands do not take any specific steps to promote recycling.	
Vapes can help someone to quit smoking, by providing a replacement source of nicotine for those who want to quit smoking (although they are not recommended for non-smokers).	
The liquid and vapour in vapes contain some chemicals found in cigarette smoke (although at lower levels) that may be harmful.	

Plenary: Consequences of vaping: personal reflection

Privately reflect on what you think the most significant impact is.

Think about which consequences would be most likely to influence your own decisions about vaping. Consider how taking part in these activities can impact the **common good** of humanity by putting pressure on our already stretched National Health Service (NHS) and social services sectors.

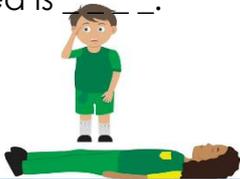
Lesson 15 – First Aid

DO NOW: When things go wrong

Think of things that could happen to make someone unresponsive.

Task 1: Primary Survey

Use your current first aid knowledge to explain what you could do for each of the 6 steps.

<p>Step 1.</p> <p>Check for d_____</p> <p>Always make sure the area is _____.</p> 	<p>Step 2.</p> <p>R_____</p> <p>Check the casualty's response. Ask q_____s and gently tap shoulder. Say, "_____!"</p> 	<p>Step 3.</p> <p>Shout for h_____</p> <p>Anyone nearby can a_____ you.</p>
<p>Step 4.</p> <p>A_____</p> <p>If not c_____ then</p>	<p>Step 5.</p> <p>B_____</p> <p>Check for n_____</p>	<p>Step 6.</p> <p>C_____ (only if breathing normally)</p>

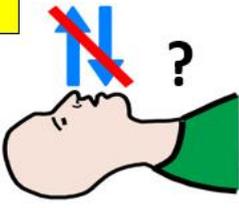
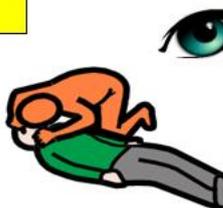
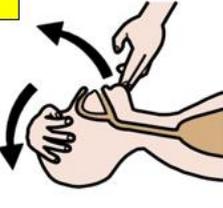


Task 2: Recovery position

<p>1. Kneel by the side of your casualty.</p> 	<p>2. Angle arm nearest to you to make a right angle, palm facing upwards.</p> 	<p>3. Hand to cheek - bring the arm furthest away across the chest. Place the back of their hand against the cheek nearest to you. Hold it there.</p> 
<p>4. Knee bend - With other hand, bend their far knee up so that the foot is flat on the floor.</p>	<p>5. Knee pull - Pull on the knee to roll the casualty towards you onto their side. Adjust them as necessary.</p> 	<p>6. Ensure airway is open - Recheck breathing; call 999/112; stay and monitor casualty until help arrives.</p>

Task 3: CPR

Number the steps 1-15 to show the correct order for CPR.

			<p>"HELP!"</p>	
				
<p>5-6cm x30</p> 		<p>X2</p> 	<p>999 112</p> 	

Task 4: AED

Fill in the gaps about connecting the AED pads.

- Ensure that the _____ is _____.
- Use the _____ that come with the AED, they are _____ to _____.
- _____ the pads onto the chest as _____ on the pads.

- Ensure each pad is _____.

Task 5: Roll the dice

1. Identify something you have learnt from this session.
2. State why the primary survey is important and describe each part of it.
3. Explain the chain of survival.
4. What is the first thing somebody should do if they found an unresponsive casualty and why?
5. What could somebody do with a casualty who was unresponsive and breathing normally?
6. How would somebody know if a casualty required CPR?

Plenary: Casualty care

Pause for thought...

Which actions do you think are most important when caring for a casualty? Bear in mind the principles of **human dignity and the common good**.



Check your learning

I am able to:



Do a primary survey.

I can place an unresponsive casualty who is breathing normally into the recovery position.

I know when and how to deliver CPR to an unresponsive casualty who is not breathing normally (or get help and tell someone else how to do it).

Lesson 14 – Safe communities

DO NOW: Personal safety kit

Imagine you are creating a personal safety kit for a year 7 student.

**What safety tips
would they need to
know?**

**What items or
objects might you
include?**



**Who or where
could they get
help from if they
need it?**

**Anything else it
would be useful to
share with them?**

Task 1: The effects of respect

Work in pairs to read the scenarios and answer the discussion questions.

A. Between classes, two year 8 students are pushing past others in the corridor and shouting.

B. Walking with friends near school, one student drops some litter. A passer-by asks them to pick it up, but the student insults them.

C. Vita and Joshua are new to year 7. They agreed to meet at Joshua's locker so they could find the Science block together, but Vita has gone with other friends instead.

- What effect might this have?
- What could this person have done differently?

Task 2: Why does safety matter?

In a small group, look at schools A and B. Discuss any words you'd associate with being a student at that school. Agree your ideas as a group, and jot these down on your booklet below around the images.



School A

School B

The school rules are created with input from students. They focus on making sure everyone is treated fairly and that everyone is able to learn. Rules and policies also focus on safety, such as ensuring students move around the school safely. Students and staff respect one another, and respect each other's time – for example, arriving promptly at lessons and completing work on time. Students know where they can get help if they need it, and they report feeling safe and happy at school.

Lots of students don't follow the school rules, and some newer teachers don't always enforce them either. For example, phones are meant to be kept in lockers, but sometimes students use them in corridors and don't look where they're going. Some students have also received nasty messages from peers. Students and staff don't have respect for each other – for example, sometimes **they turn up to lessons late and students take little care in their work. Students report that sometimes they don't feel safe or happy at school.**

Task 3: Our local community

Think about the community outside of school. How do these groups work to keep this local community safe? Can you think of:

Things the police do to help keep the community safe?	Ways in which the local council help to create a safer community? (e.g. local facilities or schemes)
Actions that members of the community take to show respect and keep each other safe?	 Star the idea that you think is most effective in creating a safe community.

Police	Local council	Members of the community

Plenary: Reflecting on respect and the community

Without sharing, reflect on:

- An action you can take to show respect to your community (school or wider).

- How your school or wider community can show you respect.

- How yours and others' actions can contribute to the **common good** of those living in our communities.