



**PSHE
Curriculum
Intent**

By focussing on issues relating to young men in society, this programme will form young men who:

- have a grounding in the issues men face in modern society.
- are local, national and global citizens.
- care for others and the environment.
- are fit to take their place in the 21st Century.
- value their own and others' physical, mental and emotional health.
- have high aspirations and are well prepared for the ever-changing job market.
- are aware of recent Papal teaching.
- will be great sons, husbands, fathers and friends.

**PSHE
Curriculum
Implementation**

- Lessons will be 15-20 minutes in length and delivered by form tutors once a week to Years 7-13
- CPD has been made available to staff.
- PSHE at St Cuthbert's is implemented through a spiral curriculum of 6 units which are built upon each academic year. Each Unit has a 'Big Question'.
- At the end of each unit in Years 7-12, a Contextual safeguarding lesson will be delivered focussed on serious issues in the local community and will be planned in conjunction with police and safeguarding specialists.
- Each lesson PPT/plan (where applicable) will contain links to websites/resources which will be sent home in the weekly Families Update so they can be used by the pupils/students and their families following the session (PSHE at Home).

**PSHE
Curriculum
Impact**

By taking part in this PSHE programme our young men will:

- be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life.
- appreciate difference and diversity.
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- be able to understand and manage their emotions.
- be able to look after their mental health and well-being.
- have respect for themselves and others.
- have positive self-esteem.



PSHE Assessment Intent

- DoE statutory guidance states that: *Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed and assessments used to identify where pupils need extra support or intervention. Whilst there is no formal examined assessment for these subjects, there are some areas to consider in strengthening quality of provision, and which demonstrate how teachers can assess outcomes. For example, tests, written assignments or self-evaluations, to capture progress.* <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/delivery-and-teaching-strategies>
- Assessment data shared with home will enable families to further support their son's knowledge of the PSHE curriculum.

PSHE Assessment Implementation

Formal Assessment

- At the start of each unit of work, next to the title question, pupils will self-assess their own prior knowledge on the unit of work and write down a score out of 10.
- PSHE and RSE assessments will take place during DEAR of weeks 7, 14, 21, 28 and 35.
- Each assessment will consist of 10 multiple choice questions and pupils will also re-self assess their prior knowledge to help judge progress.
- Pupils will peer mark.
- Tutor to record score out of 10 in mark book on SIMS.
- Tutor to keep assessment papers in red tutor file.

Regular Feedback

- Pupils will receive regular immediate and verbal feedback in PSHE lessons.
- A knowledge recall task will take place at the end of every PSHE lesson in the form of pupils answering the lesson title question in their planners. Planners will be quality assured throughout the course of the academic year.

PSHE Assessment Impact

Regular Feedback and Formal Assessment in PSHE will enable:

- the school to inform and develop future planning as pupil's knowledge of the PSHE curriculum changes and is influenced by society and home.
- pupils to become more self-aware of their knowledge of PSHE curriculum.
- pastoral staff to provide appropriate support and interventions.

Sixth Form

- In the Sixth Form PSHE curriculum, there will be no formal assessment.
- Following student voice collated at the end of the 2022-2023 academic year, there will be an increased focus on debate and signposting to support.
- Regular feedback will still be given as above.



KS3 and KS4

2023-2024 Highlights:

- Year 8 Unit 3 changed from *'What rights do I have?'* to *'Why should I respect Emergency Services?'*. This is due to high level of attacks on emergency services in West End of Newcastle in recent months and will coincide with some Y8 pupils visiting the interactive centre *'Safetyworks'* which is run by Police and Fire services.
- Year 8 Unit 4 Week 27 changed from *'What is drug addiction and how can I avoid it?'* to *'Why might young people be influenced to vape? Advertising and gangs'*. This change was made due to national concerns over increasing numbers of young people vaping and local Police and Trading Standards intelligence that illegal vapes are being sold in the school's vicinity and that local gangs are using vapes as currency.
- Assessments to inform and develop future planning, to make pupils more self-aware of their knowledge and to enable facilitation of appropriate support and interventions from pastoral staff.

Unit 1



ST CUTHBERT'S
— CATHOLIC HIGH SCHOOL —

How do I become a 'man for others'?

WEEK (according to school calendar)	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
	Why should I care for others?	Why should I celebrate differences?	What is Catholic Social Teaching?	What is Laudato Si about?	What is Fratelli Tutti about?
2	What are the benefits of being kind to others?	Why should I avoid stereotypes?	What is CST?	What is climate change and what is Laudato Si?	What is Fratelli Tutti?
3	How can I be a good friend?	Why should I celebrate different ethnicities?	How do I treat others with dignity and show solidarity?	How are the poor disproportionately affected by climate change?	What does Pope Francis think is wrong with the world? Ch1
4	How can I be a good son?	Why should I celebrate people with disabilities?	How can I help to create a healthy community where the poor and vulnerable come first?	What does Pope Francis mean when he writes "Less is more"?	How can I have a heart open to the world? Ch4
5	How can I be a good husband?	Why should I celebrate the LGBTQ+ community?	What can CST teach us about work and participation?	How does indifference and selfishness worsen environmental problems?	How can I create a 'better kind of politics'? Ch5
6	How can I be a good dad?	Why should I celebrate different religions?	Why should I care for God's creation?	How does Laudato Si offer a 'systematic' approach to environmental problems?	How can I promote peace? Ch7
7	Contextual Safeguarding Bonus Lesson = Racism in the West End of Newcastle				

Unit 2



How do I become a man fit for the 21st Century?

WEEK (according to school calendar)	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
	How can I keep myself and others safe online?	What qualities and behaviours make a modern man?	What are the global issues I need to know about?	How can I tell the difference between real and fake news?	How can I take care of myself financially?
8	What is cyber bullying and what effect can it have on people?	How can I live with honour? (<i>Integrity, morality, loyalty, reliability, responsibility</i>)	What are the issues around climate change?	What is fake news and why is it an issue?	How do I budget effectively?
9	What kind of digital citizen am I and how do I deal with cyberbullying?	How can I be my own man?	What is COP26?	How can I spot fake news?	What is debt and how can I avoid it?
10	Why is my online reputation (digital footprint) important?	What are good manners and why are they important?	How do vaccinations work and how are they tested?	How does online news target me?	Credit and debt- what happens when I borrow money?
11	What do I need to know about Live Streaming and what should I do if I've seen something online that's upset me?	What does it mean to be chivalrous?	How might Brexit impact my life?	How do I know the difference between fact and opinion?	Should I rent or get a mortgage?
12	How can I protect myself from online grooming?	What is the art of conversation?	Is there still a refugee crisis?	How do I know that a news article is balanced?	What is tax and why will I pay it?
13	What is radicalisation and how can I avoid it?	Is it OK for men to be emotional?	What are human rights and where are they being violated?	How can I analyse bias in the news?	What is a pension and why are they important?
14	Contextual Safeguarding Bonus Lesson = Prevent agenda				

Unit 3



How do I become a responsible British Citizen?

WEEK (according to school calendar)	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
	What are British Values?	Why should I respect Emergency Services?	How does the world of UK politics work?	What laws do I need to know about?	What crimes should I be aware of?
15	What does it mean to be British? (Introduce the 5 values)	Why should I respect the Police?	What is Parliament and how does it work today?	What is the Equality Act 2010?	What is Anti-Social Behaviour?
16	What is democracy?	Why should I respect the Fire Service?	How do General Elections work? (Inc. main political parties)	What do I need to know about the Education Act and other statutes?	What is Drug Crime and what other crimes are related to it?
17	What is the rule of law?	Why should I respect the Ambulance Service?	Why and how should I vote?	What is the Data Protection Act 2018? (GDPR)	What is County Lines crime?
18	What is individual liberty?	Why should I respect the Coastguard?	What is the role of the Monarchy in politics?	What does the Sexual Offences Act 2003 say about Consent?	What is Modern Slavery?
19	What is mutual respect?	Why should anti-social behaviour towards Emergency Services never be tolerated?	What other systems/forms of government are there?	What does the Sexual Offences Act 2003 say about Stealthing?	What is Gun and Gang Crime?
20	What is tolerance of beliefs?	How do I make a call to Emergency Services?	How are laws made?	What is Section 60 of the Criminal Justice and Public Order Act 1994? (stop and search)	What is Joint Enterprise?
21	Contextual Safeguarding Bonus Lesson = Knife crime in Newcastle				

Unit 4



ST CUTHBERT'S
CATHOLIC HIGH SCHOOL

How can I keep my body healthy?

WEEK (according to school calendar)	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
	How do I administer First Aid?	What are the most common addictions facing young men and how do I avoid them?	What are illegal drugs and why are they dangerous?	What is the NHS and how does it keep me healthy?	What can I do to take care of my body?
22	How do I give someone CPR?	What is Social Media addiction and how can I avoid it?	What are illegal drugs and why are they dangerous?	What is the NHS and where did it come from?	How can eating well keep me healthy?
23	How do I put someone in the recovery position and use a defibrillator?	What is gambling addiction and how can I avoid it?	What is Cannabis and why is it dangerous?	What careers are in the NHS?	How can sleeping well keep me healthy?
24	How can I treat bleeding and burns?	What are the negative effects of alcohol and how to handle peer pressure?	What is Ecstasy and why is it dangerous?	How does our healthcare system work?	How can daily exercise keep me healthy?
25	What should I do if someone breaks a bone or has a soft tissue injury?	What is binge drinking and how can it be dangerous?	What is Cocaine and why is it dangerous?	What should I do if I need help?	Why is personal hygiene important?
26	How can I deal with head and spinal injuries?	What is smoking/vaping addiction and how can I avoid it?	What is Spice and why is it dangerous?	What is blood and organ donation? (Part 1)	What is testicular cancer and how do I look out for it?
27	How can I help someone who is choking, or, having an asthma attack?	Why might young people be influenced to vape? Advertising and gangs.	What is Nitrous Oxide and why is it dangerous?	What is blood and organ donation? (Part 2)	How do I perform a testicular examination and what do I do if I find a problem?
28	Contextual Safeguarding Bonus Lesson = Drug crime in Newcastle				

Unit 5



How can I keep my mind healthy?

WEEK (according to school calendar)	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
	What is mindfulness and how do you practice it?	How can I improve my mental health and emotional wellbeing?	How can I learn to control my feelings and emotions?	How can I improve my mental health and emotional wellbeing?	Exam Revision
29	How is my mind connected to my body?	An introduction to mental health: What have I learnt that's new?	What is stress and how can I control it?	How can I adapt to overcome new challenges?	Year 11 Pupils to revise in Form Time during the exam season.
30	How can I live in the present?	Why is it important for males to talk about their mental health?	Is it OK to feel sad?	How do I reframe setbacks so I become more resilient?	
31	How do I 'do a .b'?	Why do males battle with body image?	How can I manage my anger?	How do I recognise mental ill health?	
32	How and why do sportsmen and women use mindfulness?	What are the facts around eating disorders and self harm?	How can I deal with worry?	What support is available for someone with mental ill health?	
33	15 minutes of mindfulness.	How might I recognise and deal with unhealthy coping strategies?	How can I improve my self esteem?	What might unhealthy coping strategies look like?	
34	What is the Examen and how can I do it at home?	What are some healthy coping strategies I could develop?	What is a mental health condition? (Research Task)	What can I do to promote my mental/emotional wellbeing?	
35	Contextual Safeguarding Bonus Lesson = Gang crime in Newcastle (<i>Northumbria Police lesson</i>)				

Unit 6



How do I become ready for work?

WEEK (according to school calendar)	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
	All about me; a consideration of my skills, qualities and personality and how does this link to my future goals?	Skills Builder; How can I develop the required skills for education & employment?	Future Me; where do I want to go and how do I get there?	How can I prepare myself for next steps after Year 11 and beyond?	Weeks 36/37/38 to be amalgamated into Bridging Week.
36	A - Z of Jobs challenge and a review of my skills and qualities.	The importance of Listening with Patricia, a Subject Matter Expert at KPMG	Further, Higher Education or Apprenticeships; which is the right route for me?	What is a CV and what will I include on mine?	<p>Sessions for the bridging week will be:</p> <ul style="list-style-type: none"> • Next steps; progression post 16
37	'Top Dog'; what does success look like to you, who would you say is successful? Can you give examples? What makes them successful?	The importance of Speaking with Bethany, an Events and Hospitality Associate at KPMG	My pathway; thinking about my strengths and interests, what is a job role in a business sector that I would be interested in as a future career?	How can I prepare for an interview and why should I be chosen for opportunities that come my way?	<ul style="list-style-type: none"> • Future Me; further & higher education • Amazing Apprenticeships • CV writing & interview preparation
38	The Buzz; a personality quiz linking skills and qualities to future pathways.	Choosing my options; how will my GCSE courses & co-curricular activities will help to shape my future?	Global Bridge; how recruitment works and developing my profile. How can my online appearance impact upon my future?	Work experience; the opportunity to engage in virtual and real world experience over the Summer break.	<ul style="list-style-type: none"> • Dealing with change • Goal setting
39	Contextual Safeguarding Bonus Lesson = County Lines				



Year 12

2023-2024 Sixth Form PSHE Highlights:

- Sixth Form PSHE brand new for 2023-24.
- Lesson topics chosen following feedback from student and staff voice at the end of the 2022-2023 academic year.
- Same 6 Unit Headings with different lengths and taught in a different order to KS3 and KS4.
- No formal assessment (as there now is with KS3 and KS4) as, following student voice, there will be an increased focus on debate and signposting to support.

Year 12 specific Highlights:

- Starts Week 2 and ends Week 39.
- Same contextual safeguarding lessons as KS3 and KS4- these are of equal importance to all years.
- Strong emphasis on mental health with Unit 2- '*How can I keep my mind healthy?*'- coinciding with Movember where students will raise awareness and lead on fundraising activities. This is also tied into the Sixth Form assembly programme.
- Half of Unit 2 lessons will focus on suicide prevention as the latest data tells us that 75% of UK suicides are male and the North East of England has the highest suicide rate in the UK.

Unit 1



How can I keep my body healthy?

YEAR 12

WEEK (according to school calendar)

What do young men need to know about physical health?

2

Why is dental hygiene important?

3

How do men battle with body image?

4

What do I need to know about Prostate Cancer?

5

Testicular Cancer Recap- 'Know thy nuts'

6

Contextual Safeguarding Bonus Lesson

How can I keep my mind healthy?

WEEK (according to school calendar)

YEAR 12

What do young men need to know about mental health?

7

Why don't men talk?

8

Movember Launch

How can I spot a bro who's feeling low?

9

Movember conversations- How can ALEC help me to help a friend?

10

Suicide prevention- Let's Talk

11

TedX- 'We need to talk about male suicide'

12

Movember End

How are societal expectations of men linked to suicide?

13

Why is it important to 'disagree agreeably'?

14

Contextual Safeguarding Bonus Lesson

Unit 3



ST CUTHBERT'S
CATHOLIC HIGH SCHOOL

How do I become a responsible British Citizen?

WEEK (according to
school calendar)

YEAR 12

What makes a responsible British Citizen?

15

Why should we bother voting?

16

Should the House of Lords be abolished?

17

Is Britain better off after Brexit?

18

What is extremism and what forms could it take?

19

What are my rights if I get arrested?

20

'Cancel Culture'- Should people be cancelled for expressing an opinion?

21

Where does free speech end and hate speech begin?

22

Contextual Safeguarding Bonus Lesson

How do I become a man fit for the 21st Century?

YEAR 12

WEEK (according to
school calendar)

How can I stay safe online?

23

What is a digital footprint and what impact could mine have on my future employment?

24

What are the implications of ChatGTP on education?

25

How can I ensure my cyber security?

26

How can I stay safe from online blackmail?

27

What do I need to know about harmful content?

28

How can I stay safe from radicalisation?

29

Contextual Safeguarding Bonus Lesson

Unit 5



ST CUTHBERT'S
— CATHOLIC HIGH SCHOOL —

How do I become ready for work?

YEAR 12

WEEK (according to
school calendar)

How can I stand out from the crowd?

30

How do I build my online reputation in the workplace?

31

What types of interview might I face?

32

How can the STAR model help me to communicate in an interview?

33

How can I practice and perfect my interview technique?

34

Contextual Safeguarding Bonus Lesson

Unit 6



ST. CUTHBERT'S
CATHOLIC HIGH SCHOOL

How do I become a 'man for others'?

YEAR 12

WEEK (according to
school calendar)

How can I help to create a world of 'justice, truth, peace and love'?

35

How do I distinguish between violent extremism and legitimate behaviours in a democracy?

36

How can we reduce the risk of violent extremism?

37

How can I identify techniques used to engage someone with an extremist group?

38

How can I respond if someone may be being radicalised?

39

Contextual Safeguarding Bonus Lesson



Year 13

2023-2024 Sixth Form PSHE Highlights:

- Sixth Form PSHE brand new for 2023-24.
- Lesson topics chosen following feedback from student and staff voice at the end of the 2022-2023 academic year.
- Same 6 Unit Headings with different lengths and taught in a different order to KS3 and KS4.
- No formal assessment (as there now is with KS3 and KS4) as, following student voice, there will be an increased focus on debate and signposting to support.

Year 13 specific Highlights:

- Year 12 topics to be covered in General RE and/or drop down days
- Starts Week 2 and ends Week 26 for post-Easter revision.
- Contextual safeguarding lessons in weeks 4, 22 and 26 due to shortened teaching programme.
- Unit 2 mental health emphasis on exam stress and related issues.
- Unit 3 has a strong emphasis on safety in and after Sixth Form with lessons on, nights out, travelling abroad, driving and tattoos.

Unit 1



ST. CUTHBERT'S
CATHOLIC HIGH SCHOOL

How can I keep my body healthy?

YEAR 13

WEEK (according to
school calendar)

What do young men need to know about physical health?

2

Alcohol and drugs- What are the risks and consequences of substance abuse?

3

Alcohol and drugs- How do I make independent and responsible decisions about alcohol and drugs?

4

Contextual Safeguarding Bonus Lesson

Unit 2



How can I keep my mind healthy?

YEAR 13

WEEK (according to school calendar)

What do young men need to know about mental health?

5

How can I cope with exam stress?

6

How can I recognise and get help for anxiety?

7

How can I recognise and get help for depression?

8

Movember Launch

Movember conversations- ALEC recap (introduction in 23/24)

9

How can I cope with loss and grief?

Unit 3



ST CUTHBERT'S
— CATHOLIC HIGH SCHOOL —

How do I become a responsible British Citizen?

YEAR 13

WEEK (according to
school calendar)

How can I take care of myself in Britain and beyond?

10

How can I stay safe during a 'night out'?

11

How can I stay safe when travelling abroad?

12

How and why should I drive responsibly?

13

What are the dangers involved in gambling?

14

'I'm thinking of getting a tattoo'- What should I know?

Unit 4



ST. CUTHBERT'S
CATHOLIC HIGH SCHOOL

How do I become a man fit for the 21st Century?

YEAR 13

WEEK (according to
school calendar)

How can I help others and myself?

15

First Aid- How can I give basic life support?

16

First Aid- How can I help someone suffering chest pains?

17

What does it mean to have a growth mindset and how can it help me in employment?

18

How can having a growth mindset help me deal with criticism and setbacks?

Unit 5



ST. CUTHBERT'S
CATHOLIC HIGH SCHOOL

How do I become ready for work?

YEAR 13

WEEK (according to
school calendar)

What would be useful to know before I get a job?

19

What is networking and how can it benefit my career?

20

What rights do workers have?

21

How does tax work and why do I pay it?

22

Contextual Safeguarding Bonus Lesson

Unit 6



ST CUTHBERT'S
— CATHOLIC HIGH SCHOOL —

How do I become a 'man for others'?

YEAR 13

WEEK (according to
school calendar)

How can I become a better man?

23

What is anti-Semitism and why is it wrong?

24

Where does toxic masculinity come from and how can it be damaging?

25

What is a good man?

26

Contextual Safeguarding Bonus Lesson