

## Where Beyond the Surface Productions meet PSHE Association Guidelines

KS 3 / 4

### “Bullied Britain”

This project examines the complicated issue of bullying and the vary forms it can take it in our lives. The production examines some of the roots and causes of bullying as well as the different impacts it can have, including some examples of extreme cases. We also look at how certain areas of our lives may encourage negative behaviour. The key aspect of this project (show and workshops combined) is to look at what bullying means and what personal choices and responsibility we can take to make a positive difference.

This project meets the following PSHE Association’s suggested programme of study for,

Core Theme 1: Health and Wellbeing for KS 3:

2. to recognize that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem.
16. how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self.

Core Theme 2: Relationships for KS 3:

1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
7. that the media portrayal of relationships may not reflect real life
13. to understand the importance of friendship and begin to consider love and sexual relationships in this context
26. about the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so.
27. to recognize bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted.
29. to recognize peer pressure and have strategies to manage it

Core Theme 3: Living in the Wider World for KS 3:

1. to recognize, clarify and if necessary challenge their own core values and how their values influence their choices.
3. the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities

**“Connected Britain”**

This project meets the following PSHE Association’s suggested programme of study for,

**Core Theme 1: Health and Wellbeing for KS 3:**

1. to recognize their personal strengths and how this affects their self-confidence and self-esteem.
3. to be able to accept helpful feedback and reject unhelpful criticism
16. how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self.
18. ways of recognizing and reducing risk, minimizing harm and getting help in emergency and risky situations
20. to understand risk within the context of personal safety.

**Core Theme 1: Health and Wellbeing for KS 4:**

13. about personal safety and protection, reducing risk and minimizing harm in different settings (including social settings, the street, on roads and during travel)

**Core Theme 2: Relationships for KS 3:**

1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness
5. that relationships can cause strong feelings and emotions (including sexual attraction)
6. the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships
7. that the media portrayal of relationships may not reflect real life
8. different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
22. to recognize the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people)
27. to recognize bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted.
29. to recognize peer pressure and have strategies to manage it
34. the safe and responsible use of information communication technology (including safe management of own and others personal data including images)

**Core Theme 3: Living in the Wider World for KS 3:**

1. to recognize, clarify and if necessary challenge their own core values and how their values influence their choices.
3. the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities.

## “Addicted Britain”

This project meets the following PSHE Association’s suggested programme of study for,

### Core Theme 1: Health and Wellbeing

5. the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up (including consolidation and reinforcement of KS 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)
21. the positive and negative roles played by drugs in society (including alcohol)
22. factual information about legal and illegal substances, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse
23. to recognize and manage different influences on their decisions about the use of substances, (including clarifying and challenging their own perceptions values and beliefs) including managing peer influence
24. the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second hand smoke
25. the safe use of prescribed and over the counter medicines
26. the risks and consequences of ‘experimental’ and ‘occasional’ substance use and the terms ‘dependence’ and ‘addiction’.
28. about cancer and cancer prevention, including healthy lifestyles, acknowledging that childhood cancers are rarely caused by lifestyle choices.

### Core Theme 2: Relationships:

29. to recognize peer pressure and have strategies to manage it
30. to understand the feelings and pressure that the need for peer approval, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours, can generate
31. to understand the terms ‘habit’, ‘dependence’ and ‘addiction’ in relation to substance use and to whom to talk if they have concerns

### Core Theme 3: Living in the Wider World

1. to recognize, clarify and if necessary challenge their own core values and how their values influence their choices.

## “Changing Britain”

This project meets the following PSHE Association’s suggested programme of study for,

Core Theme 1: Health and Wellbeing for KS 3:

5. the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up (including consolidation and reinforcement of KS 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)
7. the importance of taking increased responsibility of their own personal hygiene

Core Theme 2: Relationships for KS 3:

9. the nature of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children
10. that marriage is a commitment, entered into freely, never forced through threat or coercion and how to safely access sources of support for themselves or their peers should they feel venerable.
12. how to deal with the breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement
14. to understand what expectations might be of having a girl/boyfriend
22. to recognize the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people)
29. to recognize peer pressure and have strategies to manage it

Core Theme 3: Living in the Wider World for KS 3:

1. to recognize, clarify and if necessary challenge their own core values and how their values influence their choices.
2. the knowledge and skills needed for setting realistic and challenging personal targets and goals

## “Conflict Britain”

This project meets the following PSHE Association’s suggested programme of study for,

Core Theme 1: Health and Wellbeing for KS 3:

1. to recognize their personal strengths and how this affects their self-confidence and self-esteem.
2. to recognize that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem.
3. to be able to accept helpful feedback and reject unhelpful criticism
4. to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.
16. how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self.

Core Theme 2: Relationships for KS 3:

1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
2. to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise.
3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness
4. to explore the range of positive qualities people bring to relationships
5. that relationships can cause strong feelings and emotions (including sexual attractive)
6. the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships
7. that the media portrayal of relationships may not reflect real life
13. to understand the importance of friendship and begin to consider love and sexual relationships in this context
26. about the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so.
27. to recognize bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted.
29. to recognize peer pressure and have strategies to manage it

Core Theme 3: Living in the Wider World for KS 3:

1. to recognize, clarify and if necessary challenge their own core values and how their values influence their choices.
3. the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities.