

# St Robert of Newminster

Catholic School & Sixth Form College

## PSHE: Substantive Knowledge

Let Your Light Shine



**Bishop Wilkinson**  
Catholic Education Trust  
Through Christ, in Partnership

## School Vision & Mission

At St Robert of Newminster we recognise that each individual member of our community is created in God's image with unique talents and abilities. We nurture each person through loving relationships and rich daily experiences centred on the teachings of Christ. We affirm the dignity of each individual and our values underpin everything we do across our school, with and for each student and member of staff to enable them to 'Let their light shine'.

### **St Robert's Values:**

#### **Faith**

A prayerful community rooted and **guided** by the teachings of **Jesus**

#### **Respect**

A diverse community, created in the image of God, whose members are treated with **respect** and **dignity**

#### **Vocation**

A **hard-working** community that helps people recognise their own **unique purpose**

#### **Excellence**

A **dedicated** community that strives for excellence in our **learning** and **conduct**

#### **Aspiration**


A community built upon high **expectations** of ourselves and others

#### **Integrity**

A just community with a firm understanding of what is **right**, that acts with **honesty** and **kindness**



## Let Your Light Shine

FAITH	RESPECT	VOCATION	EXCELLENCE	ASPIRATION	INTEGRITY
					
<p><b>A prayerful community rooted and guided by the teachings of Jesus</b></p>	<p><b>A diverse community, created in the image of God, whose members are treated with respect and dignity</b></p>	<p><b>A hard working community that helps people recognise their own unique purpose</b></p>	<p><b>A dedicated community that strives for excellence in our learning and our conduct</b></p>	<p><b>A community built upon high expectations of ourselves and others</b></p>	<p><b>A just community with a firm understanding of what is right that acts with honesty and kindness</b></p>
<p>“Holiness doesn't mean doing extraordinary things, but doing ordinary things with love and faith.”</p> <p style="text-align: center;"><i>Pope Francis</i></p>	<p>“Treat people the same way you want them to treat you.”</p> <p style="text-align: center;"><i>Luke 6:31</i></p>	<p>“Let us seek to live in a way that is always worthy of our Christian vocation”</p> <p style="text-align: center;"><i>Pope Francis</i></p>	<p>“Dear young people, do not bury your talents, the gifts that God has given you! Do not be afraid to dream of great things!”</p> <p style="text-align: center;"><i>Pope Francis</i></p>	<p>“In the same way, let your light shine before others, so that they may see your good works”</p> <p style="text-align: center;"><i>Matthew 5:16</i></p>	<p>“Dear children, let us not love with words or speech but with actions and in truth”</p> <p style="text-align: center;"><i>1 John 3:18</i></p>

Year 7 Substantive Knowledge

By the end of the PSHE units in Year 7 pupils should be able to demonstrate knowledge of:

**1. Emotional and Mental Health**

- Being unique, self-esteem and health
- How to better manage disappointment
- How to talk about their feelings
- The link between feelings & behaviour
- Learning from mistakes
- How to boost their mood
- Feeling low and what strategies can improve this

**2. Keeping Safe**

- Travel safety (road safety is an important part of our contextual safeguarding)
- Verbal bullying and banter and what is not acceptable at St Robert's
- What is meant by grooming and how to keep safe?
- Tobacco, Vaping and Cannabis
- Attitudes of young people toward alcohol

**3. Online Life & Media**

- Body image and the impact of social media on this
- My online life and personality
- Online privacy and how to keep safe/secure
- Social media as a positive influence

**4. Values, Rights & Responsibilities**

- Challenging stereotypes (know what is meant by stereotypes)
- Difference and diversity in the community
- A welcoming and inclusive school
- Reducing my carbon footprint
- Impact of prejudice and discrimination
- Importance of mutual respect (British & School Value)

**5. Careers**

- Exploring careers and career development
- Self-improvement as a learner
- Planning and deciding
- Developing personal financial capability
- Identifying choices and opportunities

## Year 7 Substantive Knowledge (Key Concepts and their meaning)



By the end of the PSHE units in Year 7 pupils should be able to demonstrate knowledge of the following key concepts:

<b>Concept</b>	<b>Definition</b>
<b>Self-Esteem</b>	Having confidence in your own ability and showing yourself respect
<b>Grooming</b>	When a person builds a relationship with a child or young person so that they can manipulate them into doing things.
<b>Body Image</b>	What you believe about your own appearance
<b>Stereotypes</b>	An unfair and untrue belief that someone has about another person's characteristic
<b>Diversity</b>	Embracing differences and including people from all walks of life
<b>Prejudice</b>	Having an opinion about someone or something without any reason or experience
<b>Discrimination</b>	The unjust and unlawful treatment of someone due to their protected characteristics
<b>Mutual Respect</b>	Everyone being valued for who they are and what they do

Year 8 Substantive Knowledge

By the end of the PSHE units in Year 8 pupils should be able to demonstrate knowledge of:

**1. Keeping Safe**

- Online bullying
- Gangs and Knife Crime
- Attitudes toward substance misuse
- Alcohol
- Emergency first aid

**2. Emotional and Mental Health**

- The importance of connecting with others
- Anxiety and depression
- Mental health stigma
- Unhealthy comparisons
- Positive self-talk

**3. Online Life & Media**

- How has technology changed the world
- Media influence
- Substance and the media
- What does the internet know about me?

**4. Careers**

- Self-awareness
- Investigating work and working life
- Investigating jobs and labour market information (LMI)
- Self-improvement as a learner
- Making the most of careers information, advice and guidance (CEIAG)
- Identifying choices and opportunities

**5. Values, Rights and Responsibilities**

- Extremism
- What young people can do to promote community cohesion
- Challenging unfair or cultural expectations
- Environmental impact of fast culture
- My rights and responsibilities as a consumer
- Taking responsibility for my health

## Year 8 Substantive Knowledge (Key Concepts and their meaning)



By the end of the PSHE units in Year 8 pupils should be able to demonstrate knowledge of the following key concepts:

<b>Concept</b>	<b>Definition</b>
<b>Alcohol</b>	A substance that is often consumed in drinks and can lead to intoxication
<b>Anxiety</b>	A feeling of unease, like worry or fear, that can cause changes in behaviour
<b>Depression</b>	A low mood that can affect your everyday life
<b>Mental Health</b>	An individual's level of wellbeing which can affect a person's mood and thoughts
<b>Stigma</b>	A strong lack of respect for a person or group of people
<b>Self-Talk</b>	Talking to yourself either out loud or in your head to try and improve your mental health and well-being
<b>Media</b>	The main way in which news and information is shared
<b>Internet</b>	A network or system that connects millions of computers worldwide

Year 9 Substantive Knowledge

By the end of the PSHE units in Year 9 pupils should be able to demonstrate knowledge of:

**1. Keeping Safe**

- Abusive behaviour
- Bullying and mental health
- Illegal drugs and the law
- Medicine safety
- National and international law/consequences on substance abuse
- Personal and social consequences of gang and knife crime
- Recreational drug use
- Substance misuse and emergency help

**2. Careers**

- How to make the correct decisions
- Exploring the skills needed within the world of work
- Investigating the range of career opportunities on offer
- Investigating jobs and labour market information (LMI)
- Making the most out of careers information, advice, and guidance (CEIAG)
- Sector Specific opportunities – Decision Making

**3. Values, Rights and Responsibilities**

- Working part time rights and responsibilities
- Illegal employment and modern-day slavery
- Impact of climate change on animals
- Championing the LGBTQI+ community

**4. Online Life & Media**

- Positive use of social media
- Sexting (sending indecent images/sexualisation)
- Different online behaviour
- Pornography
- Problem solving

**5. Emotional and Mental Health**

- What effects mental health
- Managing peer approval
- Isolation and mental health
- Support for mental health
- Influences on physical activity
- Sleep and relaxation
- Prevention of infection



## Year 9 Substantive Knowledge (Key Concepts and their meaning)



By the end of the PSHE units in Year 9 pupils should be able to demonstrate knowledge of the following key concepts:

<b>Concept</b>	<b>Definition</b>
<b>Abuse</b>	Repeated cruel treatment of a person (this can be both physical and emotional)
<b>Bullying</b>	The repetitive, intentional hurting of one person or group by another person or group
<b>Illegal Drugs</b>	Drugs which people are not allowed to own or use by law
<b>Knife Crime</b>	Criminal offence committed using a knife as a weapon
<b>Substance Misuse</b>	The continued use of alcohol, illegal drugs or the misuse of prescription drugs with negative consequences
<b>Modern Day Slavery</b>	When an individual is exploited by others for personal or commercial gain
<b>Climate Change</b>	Long term shifts in weather patterns and temperatures
<b>Sexting</b>	Sending sexually explicit photographs or messages via a mobile phone

Year 10 Substantive Knowledge

By the end of the PSHE units in Year 10 pupils should be able to demonstrate knowledge of:

**1. Careers**

- Making the most of careers information, advice and guidance (CEIAG)
- Preparing for employability
- Self-improvement as a learner
- Learning about safe working practices and environments
- Preparing for employability
- Finding and Organising a Work Placement
- How to make a good impression
- Preparing for Interview

**2. Online Life & Media**

- Reliance on social media
- Managing your online profile
- Sexting
- Different online behaviours
- Online pornography

**3. Emotional & mental Health**

- Developing self-esteem and confidence
- Preparing for change
- Stress, anxiety, and depression
- Unhealthy coping and warning signs

**4. Keeping Safe**

- Domestic abuse
- Radicalisation and Extremism
- Managing unwanted attention
- Impact of substance misuse on family
- Safety and body enhancements
- Why some young people choose crime?

**5. Values, Rights and Responsibilities**

- Freedom of expression
- Hate crime
- Black history
- What can I do about climate change?
- Budgeting skills
- Growth mindset
- LGBTQI+ History

## Year 10 Substantive Knowledge (Key Concepts and their meaning)



By the end of the PSHE units in Year 10 pupils should be able to demonstrate knowledge of the following key concepts:

<b>Concept</b>	<b>Definition</b>
<b>Extremism</b>	Holding extreme political and religious views
<b>Anxiety</b>	A feeling of unease, like worry or fear, that can cause changes in behaviour
<b>Depression</b>	A low mood that can affect your everyday life
<b>Domestic Abuse</b>	Repeated cruel treatment of a person in any relationship (this can be both physical and emotional)
<b>Substance Misuse</b>	The continued use of alcohol, illegal drugs, or the misuse of prescription drugs with negative consequences
<b>Self-Talk</b>	Talking to yourself either out loud or in your head to try and improve your mental health and well-being
<b>Growth Mindset</b>	A belief that basic abilities are not fixed, and that intelligence can be developed over time
<b>LGBTQ+</b>	An umbrella term for lesbian, gay, bisexual, transgender, and queer people

Year 11 Substantive Knowledge

By the end of the PSHE units in Year 11 pupils should be able to demonstrate knowledge of:

**1. Careers / CV's & Personal Statement**

- Making the most of careers information, advice and guidance (CEIAG)
- Apprenticeship and Traineeship Opportunities
- Labour Market Information and skill shortages in the NE.
- Writing a CV / Personal Statements
- Equality, Diversity, and Inclusion
- Understand what qualifications are needed to work within specific sectors.
- Routes into employment
- Personal profiles analysis and stereotyping.
- Investigating jobs and labour market information (LMI)

**2. Keeping Safe**

- Substances, reputation, and life chances
- Substances and risky sexual behaviour
- Emergency first aid
- Substance misuse
- Female safety

**3. Values, Rights & Responsibilities**

- Where do my values come from?
- Faith, culture, values, sex & relationships
- Marriage, partnership, and rights
- The law, rights, and responsibilities in sexual relationships

**4. Health & Fitness**

- Keeping physically healthy while studying
- Healthy eating on a tight budget
- Monitoring your own health
- Young adult illnesses

## Year 11 Substantive Knowledge (Key Concepts and their meaning)



By the end of the PSHE units in Year 11 pupils should be able to demonstrate knowledge of the following key concepts:

<b>Concept</b>	<b>Definition</b>
<b>Values</b>	Beliefs that guide human behaviour
<b>Curriculum Vitae</b>	A brief overview of a person's education and qualifications, typically sent with a job application.
<b>Labour market information</b>	Up to date information about what is happening in the job market locally and nationally
<b>Substance Misuse</b>	The continued use of alcohol, illegal drugs, or the misuse of prescription drugs with negative consequences
<b>Reputation</b>	The beliefs or opinions that are generally held about a person
<b>Emergency first aid</b>	The first and immediate assistance given to any person with either a minor or serious illness or injury
<b>Marriage</b>	The legal union of two people
<b>Physical Health</b>	The condition of your body

## St Robert's School Prayer

Dear Lord,

We gather today as a **community** of **faith** and ask the Lord to instil in us an eagerness to learn so we can strive for **excellence**.

May St Robert's example be in our words and actions so that we treat others with dignity and **respect**.

We pray that as we learn, we **aspire** to become better than we were yesterday.

As your **light shines** through us, help us become who you **call** us to be.

Enable us to act with **honesty** and **kindness** welcoming all with **love**.

We make this prayer through Christ our Lord.

Amen

