



Harmonize Academy

## Subject Overview



### Personal, Social and Health Education - PSHE

The PSHE (Personal, Social, Health and Economic) curriculum plays a significant role in supporting the development of pupils' social, emotional, and resilience skills. When delivered effectively, PSHE provides structured opportunities for pupils to explore and understand key concepts such as emotional regulation, healthy relationships, conflict resolution, decision-making, and self-awareness. Through age-appropriate, sequenced lessons and open discussion, pupils are encouraged to reflect on their own experiences, understand others' perspectives, and build strategies for managing challenges—both in and beyond the classroom.

High-quality PSHE provision helps pupils gain the confidence and interpersonal skills needed to succeed in a range of contexts, including academic group work, peer relationships, and future employment.

It also reinforces values such as respect, responsibility, and empathy, which are essential in diverse social and professional settings. Furthermore, effective PSHE promotes resilience by teaching coping mechanisms and fostering a growth mindset, enabling pupils to face setbacks with increased perseverance.

### How do we deliver PSHE?

At Harmonize our PSHE curriculum is delivered through the NCFE course: Personal and Social Development. Students work towards the Level 1 Award by achieving 7 credits, or the Level 1 Certificate by achieving 15 credits.

<b>Qualification: Personal and Social Development</b>	<b>Level 1 Award</b>
Aim reference	501/0672/7
Total Qualification Time (TQT)	70
Guided Learning Hours (GLH)	70
Credit value	7
Level	1
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

Qualification: Personal and Social Development	Level 1 Certificate
Aim reference	501/0591/7
Total Qualification Time (TQT)	150
Guided Learning Hours (GLH)	150
Credit value	15
Level	1
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

Year	Units to teach
9	KS3 Archbishop of York Young Leader's Award Unit 2: Developing Self (2 Credits) Unit 4: Environmental Awareness (2 Credits) Unit 5 Healthy Living (2 Credits) Unit 7: Making the Most of Leisure Time (2 Credits) Unit 9: Managing Social Relationships (2 Credits) Unit 12: Working as Part of a Group (2 Credits)
10	All CACHE qualifications (MHA, SHA) Unit 1: Community Action (2 Credits) Unit 2: Developing Self (2 Credits) Unit 3: Dealing with Problems in Daily Life (2 Credits) (Possibility to link with CACHE Award in Stress Awareness) Unit 4: Environmental Awareness (2 Credits) Unit 5 Healthy Living (2 Credits) Unit 6: Rights & Responsibilities (1 Credit) Unit 16: The Changing Nature of UK Society (1 Credit) Unit 23: Contraception Information (Link with & complete at same time as CACHE Award in Sexual Health Awareness)
11	Unit 8: Managing Money (2 Credits) Unit 11: Preparing for work (2 Credits) Unit 13: Working Towards Goals (2 Credits)
*These are guidelines based on the content of the units and the age of students in the year groups. Units can be completed in any year group. <ul style="list-style-type: none"> <li>Units can be completed in various year groups.</li> <li>Units 8, Unit 11 and Unit 13 are taught in Year 11.</li> <li>There are also a number of additional lessons that can be taught based on the 2025 Statutory Guidance changes for PSHE. These can be stand-alone lessons or linked to the NCFE Curriculum.</li> </ul>	

## Future pathways

### Work-Life after school

Within the framework of the **NCFE Level 1 Certificate in Personal and Social Development**, pupils are provided with structured opportunities to develop the essential social, emotional, and resilience skills needed to succeed in a variety of academic, social, and workplace environments. The qualification is designed to promote personal growth through units focused on self-awareness, managing relationships, healthy living, and preparation for employment—key areas that support pupils in becoming confident, responsible, and reflective individuals.

# Key Stage 3 Archbishop of York Young Leaders Award

## Overview

Taught to Year 9 students

The National Society for Education has a vision to empower young people to 'be the change you want to see' in their schools, communities, and the world. Through running the Archbishops' Young Leaders Award in year 9, we hope to empower young people to make a difference in their local community, while helping them to develop key leadership skills.

Module 1:

In this first module students start to explore what **Leadership** is; appraise their own **Leadership Skills** and **Character virtues**; investigate how **Faith** and the **Church** can play a part in influencing **change** and the role that **charities** play in **serving communities**. Students will also begin to consider what they can do to help **'be the change'** in their communities, which is then built upon in **Module 2, Hope**.

Module 2:

In this Module students build upon the ideas explored in Module One, looking at how we can bring hope to our communities. There are 10 sessions in this module, plus options to add in additional project planning sessions. The opening 5 sessions explore the ideas of Hope, Community and Servant Leadership, and the Character Virtues and Leadership skills needed to put Faith and Hope into Action. Students will study two parables, The Parable of the Sheep and the Goats and The Good Samaritan and how their principles can be applied to our modern-day world. Students will also examine how we can build community, bring unity and support the most vulnerable in our society.

In the last 5 sessions students investigate, what it means to take action, how they can serve their communities, identifying their personal, school and community values. They will begin planning and preparation for their Action Projects.

Module 3:

In this Module, 10+ hours have been allocated, allowing students further time to plan and prepare for their Action Projects, before putting their plans into Action. Students must carry out:

- Up to 3 Personal Volunteering Projects
- 1 school Community Project
- 1 local Community Project

There is a final teaching session to be delivered at the end of the Action Projects. It is designed to give students the opportunity to assess and appraise their development as young leaders over the course of the Award. There is a Reflection and Evaluation Booklet which all students must complete.

## How is the Award assessed?

The Faith and Hope Modules provide a number of opportunities for self, peer and teacher assessment of the learning taking place, and the Leadership skills and Character virtues being developed.

At the end of the Award, after completion of the Action Projects e.g. volunteering at the local care home, helping with the school food bank etc each student must complete a Reflection and Evidence Booklet. They will appraise how they have developed, in terms of Leadership skills and Character virtues, and reflect on their preparation, implementation and impact of each Action Project, providing additional evidence that showcases what they did.

Staff then use this Booklet and the Teacher Rubric to assess what level of award each student has achieved on completion, based on the Leadership skills and Character virtues they have shown across the Award. The three categories are developing, accomplished, or exemplary leader.

# NCFE CACHE Level 1 Award in Sexual Health Awareness (501/0254/0)

## Unit 01: Develop an Awareness of Relationships and Sexual Health (R/601/9844)

Level: 1 | Credits: 1 | Guided Learning Hours (GLH): 9

Assessment: Internally assessed via a **portfolio of evidence** (achieved/not yet achieved)

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### Unit Overview:

Learners gain an understanding of relationships and sexual health, including biological processes, contraception, sexually transmitted infections (STIs), and the social and legal context. The unit promotes awareness of safe practices, responsible decision-making, and access to support services.

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### Learning Outcomes & Key Areas

#### 1. Understanding Sexual Health and Relationships

- Definitions of **friendships, relationships, intimacy**
  - Reasons why people seek close relationships
  - Concerns around sexual health and relationships
  - **Risky sexual behaviours** (e.g., unprotected sex, substance use, underage sex)
  - Reasons for delaying sexual relationships
  - The meaning of **confidentiality** in sexual health services
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#### 2. Human Reproductive System

- Names of **male and female sexual organs** (at least two each)
  - Basic facts about the **menstrual cycle**
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#### 3. Contraception

- **Methods** suitable for young people
  - Places where contraception is available **free of cost**
  - Legal **age of access** without parental consent
  - Sources for **emergency contraception**
  - Safe condom use (minimum of two important considerations)
  - Reliable sources for **contraception information and help**
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#### 4. HIV and Sexually Transmitted Infections (STIs)

- Definitions of **HIV and AIDS**
  - Modes of **HIV transmission**
  - Consequences of untreated **chlamydia**
  - Names of at least **two other STIs** (e.g., HPV, gonorrhoea)
  - Sources of advice, information, and treatment
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#### 5. Responses to Relationships and Sexual Health

- **Societal responses** to sexual health and relationship issues
  - Current **legislation** (e.g., age of consent, contraception access, sexual assault, indecent exposure)
  - Media portrayal of **sex and sexuality** (e.g., newspapers, TV, films, magazines, internet/social media)
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### Assessment Methods

- **Portfolio of evidence** including:
  - Workbooks, written/oral questioning, learner reports, information leaflets
  - Group discussions with witness testimonies
  - Learner logs, reflective diaries, planned activities

To be awarded this qualification, learners are required to successfully achieve one mandatory unit evidence must cover **all learning outcomes**. No grading – marked as **achieved/not yet achieved**.

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By the end of this unit, learners will have developed a **foundational awareness of sexual health and relationships**, including biology, safe practices, access to support and the wider social/legal context.

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**Future pathways** Learners who achieve this qualification could progress to the following:

Level 2 Award in Mentoring ♦ Level 2 Award in Nutrition and Health ♦ Level 2 Award in Employability Skills

# NCFE CACHE Level 1 Award in Mental Health Awareness (501/0253/9)

## Unit 01: Develop an Awareness of Mental Health (K/600/6596)

Level: 1 | Credits: 3 | Guided Learning Hours (GLH): 24

Assessment: Internally assessed via a portfolio of evidence (achieved/not yet achieved).

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### Unit Overview

Learners gain an understanding of what is meant by mental health and mental ill-health, including possible causes and examples of mental health problems. They will explore the social and personal effects of mental health difficulties, how the media and stereotypes shape perceptions, and the rights of individuals experiencing mental ill-health. The unit also examines appropriate responses, sources of support, and the importance of cultural diversity in mental health awareness.

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### Learning Outcomes & Key Areas

#### 1. Understanding Mental Health

- Definitions of *mental health* and *mental ill-health*
  - Possible causes of mental health difficulties
  - Examples of mental health problems
  - Common sources of information
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#### 2. Social and Personal Effects of Mental Ill Health

- Current UK statistics: % of adults and children experiencing mental health problems
  - Effects on individuals
  - Media portrayal: positive and negative examples
  - Negative effects of media reporting on individuals
  - Negative effects of media reporting on society
  - Stereotyping and its impact e.g., stigma, isolation
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#### 3. Responses to Mental Health Issues

- Rights of people experiencing mental ill-health (including personal and legal rights)
  - Possible responses to support individuals (e.g., education, employment, treatment, policy)
  - Factors affecting the success of responses (minimum of one per response)
  - Services and organisations for referral (local and national)
  - Ways to promote positive mental health
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#### 4. Cultural Diversity in Mental Health

- Possible causes of mental distress across cultural groups
  - Barriers to accessing services
  - Ways of overcoming barriers
  - Factors that promote positive mental health in different cultural groups (e.g., community networks, integration, cultural heritage, education, employment)
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### Assessment Methods

- Portfolio of evidence including:
    - Workbooks, written/oral questioning, learner reports, information leaflets
    - Group discussions with tutor or peer witness testimonies
    - Learner logs, reflective diaries, planned activities
  - Evidence must cover all learning outcomes.
  - No grading – marked as *achieved/not yet achieved*.
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By the end of this unit, learners will have developed a foundational awareness of mental health and ill-health, including causes, effects, rights, responses, cultural diversity, and where to find appropriate support.

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**Future pathways** Learners who achieve this qualification could progress to:

Level 2 Award in Awareness of Mental Health Problems  
Level 2 Certificate in Understanding Working with People with Mental Health Needs  
Level 2 Certificate in Counselling Skills ♦ Level 2 Award in Equality and Diversity  
Level 2 Award in Health and Social Care ♦ Level 2 Award in Childcare