

PSE (1)	<p>Topic/Content</p> <ol style="list-style-type: none"> Wellbeing. New Challenges. Reframing negative thinking. Recognising mental ill health and when to get help. Promoting emotional wellbeing. Respectful relationships Families and parenting, healthy relationships, conflict resolution and relationship changes. Healthy Lifestyle. Diet, exercise, lifestyle balance and healthy choices and first aid. <p>How does this link to prior learning?</p> <p>Y7 and Y8 Wellbeing. Y7 Transition and safety and health and puberty. Y8 Emotional wellbeing,</p> <p>Non-negotiable Experiences in the learning scheme</p> <ol style="list-style-type: none"> Learn: about the challenges young people might face as they move through adolescence; ways to promote positive mental health to help manage these challenges; strategies to promote mental health and emotional wellbeing; about how negative thinking patterns can impact on our response to disappointments; strategies to build resilience by reframing negative thinking; how to recognise signs that someone might need support for mental health concerns; about mental health issues that most commonly affect young people; strategies to promote mental health and emotional wellbeing. Learn: about the relationship between physical and mental health; about balancing work, leisure, exercise and sleep; how to make informed healthy eating 	<p>Topic/Content</p> <ol style="list-style-type: none"> Employability skills/Setting Goals (Options Programme) <p>How does this link to prior learning?</p> <p>Y7 Developing skills and aspirations. Year 8 Community and Careers.</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>To develop an understanding of why the core subjects are necessary and compulsory for all students at KS4. To research careers/jobs and match them to your own likes and dislikes. To learn about the range of subjects which are available for all KS4 students. To consider which subjects they currently have an aptitude for and like and to investigate the benefits of the subjects on offer. To learn about what is needed for effective decision making. To understand a decision making model. To recognise who can help them with information and advice. To learn about post 16 pathways.</p> <p>Skills being developed</p> <p>To understand the school's core curriculum at KS4. To understand the option choices at KS4. To know what they would like to study at KS4. To be able to reflect on their careers journey so far. To understand what should be taken into account when making decisions. To understand how current choices can impact on their future. To understand the different choices that are available post 16.</p> <p>How will it be assessed?</p>	<p>Topic/Content</p> <ol style="list-style-type: none"> Intimate Relationships Relationship and sex education including consent, contraception, the risk of STIs and attitudes to pornography. Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse and gang exploitation. <p>How does this link to prior learning?</p> <p>Y7 Building relationships, Y8 Identity and relationships, Y9 Respectful relationships. Y8 Drugs and Alcohol.</p> <p>Non-negotiable Experiences in the learning scheme</p> <ol style="list-style-type: none"> Learn about: about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex; about myths and misconceptions relating to consent; about the continuous right to withdraw consent and capacity to consent about STIs, effective use of condoms and negotiating safersex; about the consequences of unprotected sex, including pregnancy; how the portrayal of relationships in the media and pornography might affect expectations; how to assess and manage risks of sending, sharing or passing on sexual image; how to secure personal information online. Learn about: how to distinguish between healthy and unhealthy friendships; how to assess risk and manage influences, including online; about 'group think' and how it affects behaviour; how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively; to manage risk in relation to gangs; about the
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	<p>choices; how to manage influences on body image; to make independent health choices; to take increased responsibility for physical health, including testicular self-examination.</p> <p>3. Learn: about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering; about positive relationships in the home and ways to reduce homelessness amongst young people; about conflict and its causes in different contexts, e.g. with family and friends; conflict resolution strategies; how to manage relationship and family changes, including relationship breakdown, separation and divorce; how to access support services. To learn about Breast Cancer Awareness and to learn about healthy sleep.</p> <p>Skills being developed</p> <p>1. To identify the range of opportunities and challenges young people might encounter as they move into adulthood; to explain strategies to help manage these challenges; to analyse how mental health and emotional wellbeing can change throughout life, often in response to external events. To describe different negative thinking patterns and consider their potential impact on wellbeing; to reframe negative thinking and identify ways to learn from setbacks. To recognise signs that someone might have mental health issues such as a mood disorder, stress or anxiety; to explain when and whom to tell if concerned for theirs or someone else's mental wellbeing; to describe the range of support available for those with emotional or mental health problems, including how best to access local services. To be able to: differentiate between healthy and unhealthy</p>	<p>Entry and exit confidence checker.</p>	<p>legal and physical risks of carrying a knife; about positive social norms in relation to drug and alcohol use; about legal and health risks in relation to drug and alcohol use, including addiction and dependence.</p> <p>Skills being developed</p> <p>1. To be able to: explain what is mean by 'relationship abuse', identify the different types of abuse that can affect relationships, describe ways to get help with relationship abuse, explain what is meant by 'consent' and what this means within healthy relationships, explain some consequences of someone not receiving consent for sexual behaviour within a relationship, describe how and from where to access support, and how to support a friend who may be experiencing abuse, describe some of the risks in relation to sharing sexual images, explain the implications, including legal implications, of sending or forwarding sexual images, explain how and from where to get help if someone I know is being pressured to send or share inappropriate images. Be able to: can justify my opinion on whether something is a positive or negative way to act on first contact or early in relationships, to list questions which help a person to assess their readiness for sex, explain how and why it is wrong to assume someone is giving consent, state the legal definitions of freedom and capacity to consent, and describe the ethical considerations; explain that for someone to try to make another person more vulnerable or to mislead that person to make them trust them is wrong, and can be a very serious crime; list some of the main STIs, their symptoms and consequences, explain what someone should do if they have had</p>
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<p>3. Breast Cancer awareness: To be able to identify signs and symptoms of breast cancer; to explain what breast cancer is and give reasons for why it may occur, to identify myths and key facts about breast cancer.</p> <p>Teenage Cancer Trust: To be able to confidently discuss sensitive topics; to describe what cancer is and understand that it can happen to anyone; to explain how cancer occurs using some correct terminology; to distinguish between facts and myths relating to cancer. To be able to: Give examples of 2 or more of the 5 main signs of cancer in young people; to explain why it is important to go to the doctor with any concerns about my health; to demonstrate or describe how to speak to a doctor about any concerns I have about my own or others' health.</p> <p>The Sleep Factor: To explain the impact of sleep on health and wellbeing; describe healthy sleep patterns and identify factors which can reduce sleep quality; describe a range of strategies for ensuring appropriate sleep patterns</p> <p>How will it be assessed?</p> <p>Entry and exit confidence checkers.</p>		<p>support available and describe or demonstrate exit strategies to help someone to leave a gang.</p> <p>To be able to: describe the names, appearance and effects of a range of illegal drugs, analyse their attitudes and beliefs about the prevalence of drug use amongst young people, assess the reasons why young people might choose to use or not use drugs, explain the legal terms 'possession', 'supply' and 'intent to supply' in relation to drugs, explain the short- and long-term legal consequences of being found in possession of, using, selling or supplying different classes of drugs, describe some of the health risks associated with occasional and problematic substance use, recognise and challenge myths related to cannabis use and drinking alcohol</p> <p>How will it be assessed?</p> <p>Entry and exit confidence checkers.</p>
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