

Curriculum and Skills Mapping Template

Subject : Life Skills Key Stage: 3 Year: 7

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Block 1 CJ	1. 5 Strands that build wellbeing 2. What makes a good friend? 3. Friendship circles 4. Friendships under stress 5. Saying sorry 6. 5 Love languages.	1. Identify the 5 strands that build wellbeing Discuss & agree ground rules 2.Explore what qualities make a good friend and how to recognise them Discuss the value of friendship 3.Explore and discuss family relationships Examine the use of boundaries in healthy relationships 4.Explore what external/environmental factors can impact friendship Reflect on how we behave under stress 5.Discuss what makes an apology Reflect on how we apologise 6.Explore what is a love language Remember the name & definition of each love language Discover our own love language	Quiz Discussions and answers given Questionnaires Card sorts Practical demonstrations Teacher Q&A Peer Observation Self - Reflection	Understanding Analysing Applying Identifying Giving & Receiving Feedback	Communication Groupwork Resilience Remembering Reflectiveness Relationships Readiness
Block 2 CJ	1.Managing emotions 2.Sleep 3.Hygiene	1. Discover & explore what is good sleep Discuss activities & choices which impact sleep	Quiz Discussions and answers given	Understanding Analysing Applying Identifying	Communication Groupwork Resilience Remembering

	<p>4.Body anatomy and changes 5.Menstruation 6. Consent in friendships.</p>	<p>2. Learn definitions of Adolescence & Puberty and the difference between the two 3. Define Hygiene Discuss why hygiene is important 4. Learn scientific names for body parts Explore and discuss bodily changes during puberty 5.Learn what the menstrual cycle is Address common myths associated with having a period Explore products used during a period 6.Define Feelings and Emotions Explore tools which help self-regulation 7. Define Consent Explore what consent can look like using chocolate Know the age of consent within IOM and UK</p>	<p>Questionnaires Card sorts Practical demonstrations Teacher Q&A Peer Observation Self - Reflection</p>	<p>Giving & Receiving Feedback</p>	<p>Reflectiveness Relationships Readiness</p>
Block 1 HM	<p>1.Smoking&Vaping 2. Drugs 3. Alcohol & Caffeine 4. Conflict 5. Relationships 6. Growing up</p>	<p>1. Recognise the dangers of smoking 2. Can identify differences & similarities 3. Can define addiction 4. Know the name of soft & hard drugs 5. Know where to get help 6. Understand the dangers of risk behaviours</p>	<p>Self-reflection Q&A</p>	<p>Skills in improving self-esteem, risk management and critical thinking</p>	<p>Resilience, Reflecting, Resourcefulness, Readiness, Relationships</p>
Block 2 HM	<p>1. Cyberbullying. 2. Body image. 3.Online privacy 4. Online Relationships. 5. Digital footprints 6. Spam</p>	<p>1. Be able to recognise risk when working online 2. Be able to understand the risks with working online 3. Identify private information 4. Know how to block and report 5. Understand the dangers there can be on social media. 6.Know how to use the internet safely</p>	<p>Q&A</p>		<p>Resilience, Reflecting, Resourcefulness, Readiness, Relationships</p>

		<p>7. Know how to recognise dangers</p> <p>8. Know what to do to reduce SPAM</p>			
Block 1 EC	<p>1.Be Active</p> <p>2. Healthy Eating</p> <p>3. Softer skill Development</p> <p>4. Problem Solving</p> <p>5. Leadership & Teamwork</p> <p>6. Dental Hygiene</p>	<p>1. To understand what being active is and how we can be more active.</p> <p>2. To understand what a balanced diet is and to identify food groups.</p> <p>3.To understand, define and demonstrate a range of softer skills.</p> <p>4.To understand, define and demonstrate effective problem solving.</p> <p>5. To understand and demonstrate teamwork.</p> <p>6.To describe good oral practices and the importance of this.</p>	<p>Teacher Q&A</p> <p>Peer Observations</p> <p>Self-Reflection</p>	<p>Understanding</p> <p>Demonstrating</p> <p>Applying</p> <p>Identifying</p> <p>Creating</p>	<p>Communication, Non-verbal communication, Problem solving, Teamwork, Leadership, Resilience, Reflecting, Resourcefulness, Readiness, Relationships</p>
Block 2 RM2	<p>1.Wellbeing</p> <p>2. Meditation</p> <p>3. Sleep</p> <p>4. Caffeine</p> <p>5. Diet</p> <p>6. Exercise</p>	<p>1. To introduce students to the concept of wellbeing and its importance in daily life.</p> <p>2. To teach students the benefits of meditation and provide an opportunity to practice.</p> <p>3. To teach students about the importance of sleep and how to improve their sleep habits.</p> <p>4. To teach students about the effects of caffeine on the body and how to make healthy choices.</p> <p>5. To teach students about healthy eating habits and how they can contribute to overall wellbeing.</p>	<p>Teacher Q&A</p> <p>Peer Observations</p> <p>Self-Reflection</p>	<p>Understanding</p> <p>Analysing</p> <p>Applying</p> <p>Identifying</p> <p>Giving and receiving feedback</p>	<p>Reflection</p> <p>Relationships</p> <p>Group work</p> <p>Communication</p> <p>Readiness</p> <p>Engagement</p> <p>Listening</p>

		6. To review the topics covered in the unit and encourage students to continue practicing healthy habits.			
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Curriculum and Skills Mapping Template

Subject : Life Skills Key Stage: 3 Year: 8

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1 S Charker	1. Attitudes to Mental Health 2. Promoting emotional wellbeing 3. Digital resilience 4. Unhealthy coping strategies 5. Healthy coping strategies	<p>We are learning:</p> <p>about attitudes to mental health and challenging misconceptions 8.3.1 ppt.pptx</p> <p>ways to promote emotional wellbeing to build resilience and how to reframe disappointments and setbacks 8.3.2 ppt.pptx</p> <p>ways to promote emotional wellbeing to build resilience and how to reframe disappointments and setbacks 8.3.3 ppt.pptx</p> <p>about unhealthy coping strategies, including self-harm and eating disorders why, when and how to access support for ourselves or others 8.3.4 ppt.pptx</p> <p>healthy ways to manage difficult feelings or challenging circumstances 8.3.5 ppt.pptx</p>	Quiz Discussions and answers given Questionnaires Card sorts Practical demonstrations Teacher Q&A Peer Observation Self - Reflection	Understanding Analysing Applying Identifying Giving & Receiving Feedback	Communication Groupwork Resilience Remembering Reflectiveness Relationships Readiness
	1. Equality 2. Child development	I understand that every individual is unique and that people of all	Quiz	Understanding Analysing	Communication Groupwork

<p>Autumn 2 S Charker</p>	<p>3. Antibullying week activity 4.The best start in Life 5. Being a parent / carer 6. Unhealthy Relationships 7. Unhealthy behaviour in relationships 8. Treat week</p>	<p>sexualities deserve recognition and respect. I understand the different contexts of relationships including marriage. I am building skills and confidence to challenge bullying or harassment of LGBT people. Equality.pptx</p> <p>I can discuss the skills and qualities of a parent/carer. I can talk about what a parent/carer does to make sure their child is healthy, happy and safe. Child development.pptx</p> <p>To understand the theme of 'Reach Out.' To understand what bullying is and the types of bullying. To promote empathy and encourage people to reach out. Identified the ways in which they can help when they see bullying taking place. Understand how to reach out to ask for help for themselves and others. Anti-Bullying Week 2022 - lifeskills lesson PPT.pptx</p> <p>I can talk about what a parent/carer does to make sure their child is healthy, happy and safe.</p> <p>I recognise the benefits of breastfeeding for both mother and baby.</p> <p>I can discuss some of the challenges of being a parent/carer and how to seek local help and support. The Best start in life.pptx Being a parent carer.pptx</p> <p>I can identify the signs of unhealthy relationship. I can talk about my right to be safe in intimate and sexual relationships.</p>	<p>Discussions and answers given</p> <p>Questionnaires</p> <p>Card sorts</p> <p>Practical demonstrations</p> <p>Teacher Q&A</p> <p>Peer Observation</p> <p>Self - Reflection</p>	<p>Applying Identifying Giving & Receiving Feedback</p>	<p>Resilience Remembering Reflectiveness Relationships Readiness</p>
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		I can name sources of information, help and support. Unhealthy relationships.pptx			
Spring 1 C Seddon	<p>1. Cyberbullying - Gone too far</p> <p>2. Peer pressure – Back me up</p> <p>3. Cybercrime – Causes</p> <p>4. Effects of cybercrime</p> <p>5. Social networking sites, age restrictions</p> <p>6. Online grooming, protecting yourself.</p>	<p>Discover what Cyberbullying is and how it effects young people in school and outside of school. Discuss what forms Cyberbullying can take: Email, messenger, chat rooms, social media and mobile phones. How this form of bullying is emotional abuse and can affect the individual physically.</p> <p>Also, discover what peer pressure is and how it effects social groups. We will progress into talking about advice on how to deal with peer pressure.</p> <p>We will continue discussing the effects of Cybercrime, what the causes might be and how this effects the individuals involved in ID theft and other related activities.</p> <p>We will also be discussing age restrictions on social networking sites, why are they in place, who are they aiming to protect and what would be the result of no age restrictions.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Use previous knowledge to identify potential sources of cyberbullying. • Identify the reasons why someone might engage in Cyberbullying <p>Discovery</p> <ul style="list-style-type: none"> • Discover how to effectively navigate a situation involving Cyberbullying or peer pressure. • Discuss with the group the best ways to protect yourself and your peers from potentially malicious intent. <p>Analysis</p> <ul style="list-style-type: none"> • Examine how an individual could 	<ul style="list-style-type: none"> • Understanding • Analysis • Evaluation • Planning • Discovery 	<ul style="list-style-type: none"> • Resilience • Giving feedback • Reflection • Responding to feedback • Remembering • Patience • Sharing

		<p>We will finish with a discussion about online grooming. How to identify an individual engaging in this activity and how advice on how to avoid leaving yourself emotionally vulnerable to persons with malicious intent online.</p>	<p>leave themselves vulnerable to grooming and how best to protect themselves and their identity online.</p>		
<p>Spring 2 J Higson</p>	<p>1. Understanding drugs – caffeine, caffeine reduction 2. Tobacco risks, peer influences. 3. Vaping 4. Alcohol and risks Risks and peer influences 5. Police alcohol unit to look at measures. 6. Catch up session / treat week</p>	<p>1. Understand how much caffeine is contained in a range of drinks.</p> <p>Explore the health risks associated with caffeine.</p> <p>Understand the importance of making healthy life choices.</p> <p>2. Identify and categorise the different health problems caused by smoking tobacco and cannabis and describe problems caused by nicotine.</p>	<p>Quiz</p> <p>Discussions and answers given</p> <p>Questionnaires</p> <p>Card sorts</p> <p>Practical demonstrations</p> <p>Teacher Q&A</p> <p>Peer Observation</p>	<p>Understanding</p> <p>Analysing</p> <p>Applying</p> <p>Identifying</p> <p>Giving & Receiving</p> <p>Feedback</p> <p>Describing</p>	<p>Communication</p> <p>Groupwork</p> <p>Resilience</p> <p>Remembering</p> <p>Reflectiveness</p> <p>Relationships</p> <p>Readiness</p>

		<p>Describe the different health problems caused by smoking tobacco and cannabis and the link between addiction, nicotine and dopamine.</p> <p>Explain why the NHS have endorsed vaping as a stop smoking aid and whether or not this makes vaping a safe long term activity using new terminology.</p> <p>3. Understand the use of vapes and why they were created.</p> <p>Understand how a vape works and investigate the effects they may have on the body.</p> <p>Analyse the use of vapes on the younger generation.</p> <p>4. Describe some negative effects of excessive alcohol drinking.</p> <p>Explain how excessive alcohol drinking can damage the body.</p>	Self - Reflection		
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		Analyse why people continue to drink alcohol excessively, despite having knowledge of the risks. 5. 6.			
Summer 1 S Charker	<p>1. Research session into existing charities in the Isle of Man</p> <p>2. Design their own charity based on a need, mindmapping</p> <p>3. Design their logo, promotional material for charity they are representing or new charity that they have designed</p> <p>4. Create their presentation to the group about their charity, radio advert, slogan, tag line</p> <p>5. Presentation prep</p> <p>6. Dragons Den style presentation for the last lesson where group wins a prize.</p>	<ol style="list-style-type: none"> 1. Define what a charity is and understand the purpose of a charity 2. Analyse current IOM charities through research. Invent a charity of their own that the IOM is lacking 3. Design and create branding of Charity, through market research. Justify your angle. 4. Working on Presentations: Identity tasks and suitable team members. Create a plan of action. Identify areas to improve or amend. 5. Week 4 take 2. Groups will peer assess charities to help explore and improve. 6. Presentation week. Students will justify their charities. Class will vote on the best presentation based on discovery, knowledge and creativity. 	<p>Research and fact finders</p> <p>Mindmapping</p> <p>Discussions and debate</p> <p>EDIP</p> <p>Practical demonstrations</p> <p>Teacher Q&A</p> <p>Peer Observation</p> <p>Self – Reflection</p>	<p>Planning</p> <p>Organisation</p> <p>Skills centred team work</p> <p>Analysis</p> <p>Feedback</p> <p>Speaking and Listening</p> <p>Paraphrasing</p>	<p>Communication</p> <p>Groupwork</p> <p>Resilience</p> <p>Remembering</p> <p>Reflectiveness</p> <p>Relationships</p> <p>Readiness</p>
Summer 2 S Alman	<p>1. Getting pregnant myths and facts</p> <p>2. Choices about Contraception</p> <p>3. Condoms.</p>	<ol style="list-style-type: none"> 1. Understand and be able to describe how pregnancy occurs. Challenge myths about conception / getting pregnant. 2. Understand and be able to explain what contraception is and why it may be used. 	<p>Quiz</p> <p>Discussions and answers given</p> <p>Questionnaires</p> <p>Card sorts</p>	<p>Understanding</p> <p>Analysing</p> <p>Applying</p> <p>Identifying</p> <p>Giving & Receiving</p> <p>Feedback</p>	<p>Communication</p> <p>Groupwork</p> <p>Resilience</p> <p>Remembering</p> <p>Reflectiveness</p> <p>Relationships</p> <p>Readiness</p>

	<p>4. Sexual Health – getting help and support</p> <p>5. healthy relationships</p> <p>6. Respectful relationships.</p>	<p>Understand where you can go locally to access information and advice from sexual health services.</p> <p>3. Understand what a condom is used for and how to use one safely.</p> <p>4. Understand the key aspects of sexual health service provision on Island and how confidentiality works.</p> <p>5. Understand the features of healthy and unhealthy relationships. How to negotiate and communicate assertively. To recognise when someone needs help to manage a unhealthy relationship or risky online behaviours. How to access support.</p> <p>6. How to recognise and define what cyberbullying is. Understand that actions can have an impact on others. Have a clear understanding of the bystander effect and recognise the need to challenge bullying behaviour.</p>	<p>Practical demonstrations</p> <p>Teacher Q&A</p> <p>Peer Observation</p> <p>Self - Reflection</p>		
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Curriculum and Skills Mapping Template

Subject : Life Skills Key Stage: 3 Year: 9

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1 R Mann	<p>1. Peer influences and substance use</p> <p>2. Healthy and unhealthy friendships 'group think behaviour'</p> <p>3. Bullying vs banter</p> <p>4. Legal and health risks to drugs and alcohol use</p> <p>5. Class A drugs (police visit)</p> <p>6. Addiction and dependence</p>				
Autumn 2 S Alman	<p>1. Romantic relationships</p> <p>2. Living together, marriage and civil partnerships</p> <p>3. Anti-bullying Week Activity</p> <p>4. Making relationships work</p>	<p>1. Understand the importance of being cared for and caring for others in a relationship. Understanding the importance of communication, honesty and trust. Recognising indicators of a positive and healthy relationship.</p> <p>2. Understand that adults can be married, in a civil partnership, or live together. Understand and learn that marriage and civil partnerships are legal, social and emotional commitments that</p>	<p>Quiz</p> <p>Discussions and answers given</p> <p>Questionnaires</p> <p>Card sorts</p> <p>Teacher Q&A</p>	<p>Understanding</p> <p>Analysing</p> <p>Applying</p> <p>Identifying</p> <p>Giving & Receiving</p> <p>Feedback</p>	<p>Communication</p> <p>Groupwork</p> <p>Resilience</p> <p>Remembering</p> <p>Reflectiveness</p> <p>Relationships</p> <p>Readiness</p> <p>Confidence to make own decisions</p>

	<p>5. Qualities of a partner</p> <p>6. Menstruation</p> <p>7. Abortion</p> <p>8. Free week</p>	<p>should be entered into freely and never forced upon someone.</p> <p>4. Understand the importance of trust in relationships and the behaviours that can undermine trust.</p> <p>5. Understand and develop personal values of relationships that you would want.</p> <p>6. Understand and recognise how the body changes with puberty and the impact on feelings and behaviour.</p> <p>Understand the importance of personal hygiene.</p> <p>How to prepare and manage periods including products available.</p> <p>7. Understand that abortion / termination of pregnancy services exist.</p> <p>Understand that time matters when deciding options and that sexual health services are confidential.</p> <p>Understand about safe sex.</p>	<p>Peer / student Observation</p> <p>Self – Reflection</p>		
<p>Spring 1 I Crispe</p>	<p>1. Setting goals, transferable skills</p> <p>2. Reviewing strengths and interests acting on constructive feedback</p> <p>3. Exploring careers and different pathways</p> <p>4. Careers and aspirations</p>	<p>To understand what aiming high is and create long and short-term goals.</p> <p>To understand their own strengths and interests.</p> <p>To explore different career pathways.</p>	<p>Quizzes</p> <p>Discussions and class feedback</p> <p>Teacher Q&A</p> <p>Research</p> <p>Self – Reflection</p>	<p>Understanding</p> <p>Analysing</p> <p>Applying</p> <p>Identifying</p> <p>Giving & Receiving</p> <p>Feedback</p>	<p>Communication</p> <p>Groupwork</p> <p>Resilience</p> <p>Remembering</p> <p>Reflectiveness</p> <p>Relationships</p> <p>Readiness</p>

	Unifrog 5. Skills for enterprise and employability, rights and responsibilities	To understand different career pathways and build aspirations. To build on skills to help develop employability.			Confidence to make own decisions
Spring 2 A Baker	1.Relationship between physical and mental health 2.Balancing work, exercise and sleep 3.Healthy eating 4.Body image 5 Testicular / Breast cancer – Instead did the risks of vaping 6. Mindfulness	Remember the three different types of health Understand the impact of different factors on our health Apply ways to improve your health Understand what makes a healthy lifestyle Understand choices I can make to be healthy and happy Identify different influences on decisions regarding diet and exercise Analyse why some influences might be stronger than others Evaluate which influences are reliable Evaluate strategies to manage negative or less reliable influences Understand about issues surrounding body image identify body image issues which affect males and females and explain why we shouldn't worry	Quiz Discussions and answers given Questionnaires Card sorts Teacher Q&A Peer / student Observation Self – Reflection	Understanding Analysing Applying Identifying Giving & Receiving Feedback	Communication Groupwork Resilience Remembering Reflectiveness Relationships Readiness Confidence to make own decisions

		<p>about how bodies are presented in the media</p> <p>Explain how media images are often unattainable and whether the situation is getting better or worse.</p> <p>Understand the dangers of vaping Research the physical and mental risks of vaping when young</p>			
<p>Summer 1 R Mann</p>	<p>1. Equality & feminism 2. Sexual Harassment 3. Sexuality & rights 4. Social media and fake news 5. SSNAP cards 6. Physical & Mental wellbeing</p>		<p>Quizzes Discussions and class feedback Teacher Q&A Research Self – Reflection</p>		
<p>Summer 2 R Mann</p>	<p>1. Would a Baby change my life? 2. Connecting and nurturing a child 3. Being a parent/ carer 4. Consent and the law 5. STIs and BBVs 6. The impact of HIV</p>				

Curriculum and Skills Mapping Template

Subject : Life Skills Key Stage: 4 Year: 10

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
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<p>Autumn 1 S Podmore</p>	<p>1. Ground rules – New Challenges, transition, good habits 2. Emotional Wellbeing self-assessment, reframing negative thinking 3. Recognising mental health and how to get help 4. Positive mental health strategies 5. Stress / anxiety 6. Portrayal of Mental Health in the media</p>	<p>To learn about the challenges encountered as adolescents and promote positive mental health to deal with these challenges</p> <p>To learn about how negative thinking patterns can impact our response to disappointments and develop strategies to build resilience by reframing negative thinking</p> <p>Students learn how to recognise that someone might need support for mental health concerns. Students learn about mental health issues that most commonly affect young people</p> <p>Students learn strategies to promote mental health and emotional wellbeing</p>	<p>Students reflect on how confidence in managing change has developed as a result of the lesson</p> <p>Students describe different negative thinking patterns and consider their potential impact on wellbeing.</p> <p>Students can recognise signs that someone might have mental health issues and are able to explain when and whom to tell if concerned for theirs or someone else's mental wellbeing</p> <p>Students can differentiate between healthy and unhealthy coping strategies and recognise the</p>	<p>Understanding Analysing Applying Identifying Giving & Receiving Feedback</p>	<p>Develop personal strategies to promote positive mental health</p> <p>Students can reframe negative thinking and identify ways to learn from setbacks.</p> <p>Students can describe the range of support available for those with emotional or mental health problems.</p> <p>Students can evaluate a range of ways to promote mental and emotional wellbeing and are able to critique</p>
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		<p>Students are able to identify common sources of stress and appreciate that some stress is necessary for us to function in everyday life</p> <p>Students learn about the factors that can affect viewing choices and the influence film can have on attitudes, perceptions and behaviour. Students learn about how media content can affect wellbeing and how on-screen representations of mental health affect people's perceptions.</p>	<p>importance of using healthy ways to manage emotions</p> <p>Students understand the stress bucket model</p> <p>Students can explain how a person can assess the suitability of a film for themselves based upon age restrictions, themes and content. Students can describe how film and online content can influence perceptions, attitudes and emotions</p> <p>Students can describe the effects that media content can have on wellbeing and assess the accuracy of representations of mental health in the media. Students can explain how representations of</p>		<p>the reliability of sources of support in relation to mental health</p> <p>Students have a range of strategies available to cope with stress</p> <p>Students can identify strategies to manage concerns and emotions in relation to film and online content. Students can identify sources of accurate information and support in relation to mental health and emotional wellbeing</p>
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			mental health in the media can affect people's perceptions.		
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<p>Autumn 2 S Alman</p>	<p>1.What is sex and relationships 2. Consent 3.Communication 4. Abusive relationships 5.Pornography 6. Sexual Health & risks 7. Sexual Harassment & sexting – Police deliver session 8. Free lesson</p>	<p>1.Introduction to Love life. Understand the course is to empower young people to make informed and positive choices. Understand damaging myths surrounding relationships and sex. Analyse current issues that threaten healthy relationships. 2. Know what the legal age of consent is on the IOM. To understand that the legal age of consent differs in other countries. To analyse and identify reasons why there is an age of consent and why it differs across the world. 3. Understand that there are 5 love languages (Words of affirmation, Quality Time, Acts of service, Gifts & Positive touch) Understand that relationships are</p>	<p>Quiz Discussions and answers given Questionnaires Card sorts Practical demonstrations Teacher Q&A Peer Observation Self - Reflection</p>	<p>Understanding Analysing Applying Identifying Giving & Receiving Feedback</p>	<p>Communication Groupwork Resilience Remembering Reflectiveness Relationships Readiness</p>
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		<p>strengthened when we best know how to show love and resolve issues using effective communication.</p> <p>4. To think and reflect about how our perceptions of body image and what is attractive has changed over time.</p> <p>To think about how social media and pornography has changed society's concept of body image and attractiveness.</p> <p>To realise the superficial qualities that we sometimes look for and prioritise in relationships.</p> <p>5. To understand what pornography is and the legalities that cover the subject. To reflect on how pornography can depict relationships.</p> <p>6. Remember and recap previous points that shape relationships we have or want.</p>			
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		<p>To understand facts and myths of sexually transmitted infections.</p> <p>To know what resources and support is out there on topics that can impact relationships.</p> <p>7. Understanding sexting and the Law surrounding sending / receiving images and the consequences.</p>			
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<p>Spring 1 S Podmore</p>	<p>1.Social and emotional drug awareness, exploring attitudes (year 9 –lesson1) 2. Drugs and the law-managing risks (year 9 –L2) 3 Alcohol Awareness (police) 4. Substance use & risks (Yr10 L1) 5.Managing influences (Yr10-L2) 6 Help & Support (Yr10 L3)</p>	<p>Students learn about drugs and young people’s attitudes and behaviours regarding drug use</p> <p>Students learn about the potential legal consequences of using illegal drugs</p> <p>Students learn about the legal position regarding age and alcohol.</p> <p>Students learn about the impact of substance</p>	<p>Students can describe the names, appearance and effects of a range of illegal drugs. Students analyse their attitudes and beliefs about the prevalence of drug use amongst young people</p> <p>Students can explain the legal terms ‘possession’, ‘supply’ and ‘intent to supply’ in relation to drugs</p> <p>Students can recognise what constitutes an alcoholic drink and understand the possible immediate and long-term consequences of alcohol use.</p> <p>Students analyse how alcohol and other</p>		<p>Students can assess the reasons why young people might choose to use or not use drugs</p> <p>Students can explain the short- and long-term legal consequences of being found in possession of, using, selling or supplying different classes of drugs</p> <p>Students can explain how to keep safe regarding alcohol</p> <p>Students explain ways to keep safe and support friends when socialising in situations</p>
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		<p>use on risk-taking and personal safety</p> <p>Students learn how to manage influences in relation to alcohol and other drug use</p> <p>Students learn about the potential consequences of drug production, sale and use, and the support available for individuals regarding substance use, including addiction and dependency</p>	<p>drugs affect decision-making</p> <p>Students assess the risks of substance use when travelling or socialising</p> <p>Explain how different internal and external influences can affect decision making</p> <p>Describe strategies for managing peer influence in increasingly independent contexts</p> <p>Students can describe the wider physical and psychological consequences of substance use</p> <p>Students can explain what addiction/dependency is and how it can affect individuals</p>		<p>involving alcohol or other drugs</p> <p>Evaluate ways to be a positive influence on peers in relation to substance use</p> <p>Students can identify sources of support and how to seek help for substance use and addiction</p> <p>Students can evaluate and challenge potential barriers to seeking support</p>
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<p>Spring 2 J Higson</p>	<p>1. CV's / Personal Statements 2&3 completing CV/Personal statement 4. Gambling – How to manage risks? Lesson1 5. Gambling L2&3 6. Money management budgeting & saving, Good debt vs bad debt Digital footprints Credit scores Debit / credit cards</p>	<p>1,2,3. Understand the purpose of the CV within the selection process.</p> <p>To identify the components of an effective CV, including presentation, format and content.</p> <p>Recognise the difference between a good and poor CV.</p> <p>Create a unique and relevant personal profile.</p> <p>4,5. To assess risk in the context of gambling related behaviours</p> <p>Evaluate the impact of peers and the media on gambling behaviours.</p> <p>Understand impulsivity and delayed gratification.</p>	<p>Quiz Discussions and answers given Questionnaires Card sorts Practical demonstrations Teacher Q&A Peer Observation Self - Reflection</p>	<p>Understanding Analysing Applying Identifying Giving & Receiving Feedback</p>	<p>Communication Groupwork Resilience Remembering Reflectiveness Relationships Readiness</p>
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		<p>6. Identify why people spend and save</p> <p>Undertake budgeting for a specific purpose</p>			
<p>Summer 1 G Deakin</p>	<p>1. Recognising online sexual harassment – (PPT missing) 2. Responding to online sexual harassment (PPT missing) 3. reporting online sexual harassment (PPT Missing) 4. Identifying unhealthy relationship behaviours 5. Managing unwanted attention 6. Reducing inappropriate behaviours.</p>	<p>1. Students learn about the different behaviours that are linked to sexual harassment and how their own behaviour may affect others.</p> <p>2. Students focus on victim blaming and how this contributes to sexual harassment.</p> <p>3. Students look at the processes of reporting online sexual harassment and who they can report it to.</p> <p>4. Students identify and manage unhealthy relationship behaviours.</p> <p>5. Students look at strategies to recognise and manage unwanted attention.</p>	<p>Quiz</p> <p>Peer assessment</p> <p>Group discussion</p> <p>Card sorting activities</p> <p>Hot seat activities</p> <p>Teacher Q&A</p> <p>Role playing with consequence cards.</p> <p>Questionnaires.</p>	<p>Understanding</p> <p>Analysing</p> <p>Applying</p> <p>Identifying</p> <p>Giving & Receiving</p> <p>Feedback</p>	<p>Communication</p> <p>Groupwork</p> <p>Resilience</p> <p>Remembering</p> <p>Reflectiveness</p> <p>Relationships</p> <p>Readiness</p>

		6. Students will understand how to reduce inappropriate behaviours.			
Summer 2 G Deakin	1.How and why to end a relationship 2. The right time 3. Taking things further 4. Contraception & condoms 5.Gender equality 6. Equality and the law	<p>1. Students will consider what would characterise a good relationship and what causes them concern or makes them want to end a relationship.</p> <p>2. Students will explore what can influence choices about making a relationship sexual and if becomes so, what positive sexual relationships might be like.</p> <p>3. Students will recognise the reasons why people engage in sexual activity.</p> <p>4. Students will have greater understanding of the contraception process and will look at where to get advice and information on suitable contraception.</p>	<p>Quiz</p> <p>Peer assessment</p> <p>Group discussion</p> <p>Card sorting activities</p> <p>Hot seat activities</p> <p>Teacher Q&A</p> <p>Role playing with consequence cards.</p> <p>Questionnaires.</p>	<p>Understanding</p> <p>Analysing</p> <p>Applying</p> <p>Identifying</p> <p>Giving & Receiving</p> <p>Feedback</p>	<p>Communication</p> <p>Groupwork</p> <p>Resilience</p> <p>Remembering</p> <p>Reflectiveness</p> <p>Relationships</p> <p>Readiness</p>

		<p>5. Students will consider gender equality in the context of relationships</p> <p>6. Students will understand what the law says about gender equality/sex discrimination.</p>			
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Curriculum and Skills Mapping Template

Subject : Life Skills

Key Stage: 4

Year: 11

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1 S Livingstone	<p>1. Vision Goal setting</p> <p>2. Revision and study skills</p> <p>3. Memory & Mind</p> <p>4. Perseverance v procrastination</p> <p>5. Plagiarism</p> <p>6. Reframing negative thinking</p>	<p>Correctly identify ways we can successfully revise and prepare for our exams.</p> <p>Explain why the preparation techniques work and how we can successfully apply them to our lives.</p> <p>Create examples using the techniques, applying our learning in a variety of subjects.</p> <p>Identify what can be done to retain large amounts of information and to access and use this successfully in exams.</p> <p>Explain how different memory and recall techniques can be successfully applied to a range of subjects.</p> <p>Correctly identify cases of procrastination and describe famous cases of success through perseverance.</p> <p>Understand what plagiarism is and identify ways to avoid it.</p> <p>Recognise what needs to be cited and how to correctly do so.</p>	<p>Discussions and answers given</p> <p>Practical demonstrations</p> <p>Teacher Q&A</p> <p>Peer Observation</p> <p>Self - Reflection</p>	<p>Understanding</p> <p>Analysing</p> <p>Applying</p> <p>Identifying</p> <p>Giving & Receiving Feedback</p>	<p>Communication</p> <p>Groupwork</p> <p>Resilience</p> <p>Remembering</p> <p>Reflectiveness</p> <p>Relationships</p> <p>Readiness</p>

		<p>Describe different negative thinking patterns and consider their potential impact on wellbeing.</p> <p>Reframe negative thinking and identify ways to learn from setbacks.</p>			
Autumn 2 S Alman	<ol style="list-style-type: none"> 1. Going out & staying safe 2. Online dating 3. Sex drugs & alcohol 4. Mock exam revision free week. 5. getting to know your body: Self-examination / sexual problems 6. Communication with a partner 7. Getting along and dealing with conflict. 		<p>Quiz</p> <p>Discussions and answers given</p> <p>Questionnaires</p> <p>Card sorts</p> <p>Practical demonstrations</p> <p>Teacher Q&A</p> <p>Peer Observation</p> <p>Self - Reflection</p>	<p>Understanding</p> <p>Analysing</p> <p>Applying</p> <p>Identifying</p> <p>Giving & Receiving Feedback</p>	<p>Communication</p> <p>Groupwork</p> <p>Resilience</p> <p>Remembering</p> <p>Reflectiveness</p> <p>Relationships</p> <p>Readiness</p>
Spring 1 A Walker	<ol style="list-style-type: none"> 1. Sexual Activity 2. Preparing for parenthood 3. Fertility and reproduction 4. Stigma, taboo and discrimination 5. Prostitution 	<ol style="list-style-type: none"> 1. •Young people are reminded that a range of sexual behaviours, and not just penetrative penis/vagina sex, are considered as sex. •Young people receive accurate information about 	<p>Quiz</p> <p>Discussions and answers given</p>	<p>Understanding</p> <p>Analysing</p> <p>Applying</p> <p>Identifying</p>	<p>Communication</p> <p>Groupwork</p> <p>Resilience</p> <p>Remembering</p> <p>Reflectiveness</p>

	<p>6. Getting along and dealing with conflict.</p>	<p>sexual practices. •Young people are encouraged to seek further information or help if they need it. •Young people consider the impact that pornography has on choices and behaviours.</p> <p>2. •Young people reflect on the need to plan for parenthood. •Young people understand what choices and actions can be taken before conception to ensure the best start in life for a child and parent/carer. •Young people understand the term pre-conception health.</p> <p>3. •Young people reflect on important aspects of human fertility and reproduction. •Young people understand that choices made now and in their early adult life can impact on fertility. •Young people understand that some pregnancies end in miscarriage. •Young people understand the relationship between ageing and fertility/reproduction.</p> <p>4. •Young people reflect on important aspects of human fertility and reproduction. •Young people understand that choices made now and in their early adult life can impact on fertility. •Young people understand that some pregnancies end in miscarriage. •Young people understand the relationship between ageing and fertility/reproduction.</p>	<p>Questionnaires</p> <p>Card sorts</p> <p>Practical demonstrations</p> <p>Teacher Q&A</p> <p>Peer Observation</p> <p>Self - Reflection</p>	<p>Giving & Receiving Feedback</p>	<p>Relationships Readiness</p> <ul style="list-style-type: none"> •
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		<p>5. Young people learn about prostitution in terms of the law, social attitudes and harm to individuals. •Prostitution is framed as sexual exploitation.</p> <p>6. Young people learn about prostitution in terms of the law, social attitudes and harm to individuals. •Prostitution is framed as sexual exploitation.</p>			
Spring 2 R Mann	<p>1. Recognising mental health & ways to get help 2. Promoting emotional wellbeing 3. The importance of Sleep 4,5 & 6 Preparing for career progression, pathways, skills required, application forms, CV's & personal statements to be looked through, updated and printed off from Yr10 for ROA folders.</p>				
Summer 1	Study Leave				
Summer 2	Study Leave				

Updated (Feb 23) Long Term Planning Model 2022-2023

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
7	<p>Health & Wellbeing Wellbeing lessons -H Mason</p> <ol style="list-style-type: none"> 1.Smoking 2. Drugs 3. Alcohol 4. Conflict 5. Relationships 6. Growing up <p>Police – Drugs revisit Class C&B in registration</p>	<p>Relationships Sex Education Wellbeing lessons – Cara</p> <ol style="list-style-type: none"> 1. 5 Strands that build wellbeing 2. What makes a good friend? 3. Friendship circles 4. Friendships under stress 5. Saying sorry 6. 5 Love languages. 	<p>Health & Wellbeing Wellbeing lessons – R McCowliff</p> <p>LGBT History Month - Feb</p> <ol style="list-style-type: none"> 1. Wellbeing 2.Meditation 3.Sleep 4.Caffiene 5.Diet 6.Exercise 7. Sports games 	<p>Relationship Sex Education Wellbeing lessons – Cara</p> <ol style="list-style-type: none"> 1.Managing emotions 2.Sleep 3.Hygiene 4.Body anatomy and changes 5.Menstruation 6. Consent in friendships. <p>Redbox project?</p>	<p>Relationship Sex Education Wellbeing lessons – H Mason</p> <ol style="list-style-type: none"> 1. Cyberbullying. 2. Body image. 3.Online privacy 4. Online Relationships. 5. Digital footprints 6. Spam 	<p>Living in the wider world Wellbeing – E Clague</p> <p>Problem solving, communication, teamwork, leadership, risk management and creativity.</p> <p>Pride month - June</p>
8	<p>Health & Wellbeing J Higson</p> <ol style="list-style-type: none"> 1. Attitudes to Mental Health 2. Promoting emotional wellbeing 3. Digital resilience 4. Unhealthy coping strategies 5. Healthy coping strategies 6. Change, loss, grief. 	<p>Relationships Sex Education J Higson</p> <ol style="list-style-type: none"> 1.Equality 2. Child development 3. Anti-bullying week activity 4.The best start in Life 5. Being a parent / carer 6. Unhealthy Relationships 7. Unhealthy behaviour in relationships 8. Treat week <p>LGBT History Month- Feb Could do work that could be displayed in February. Anti-bullying Week 15-19th Nov</p>	<p>Living in the wider world C Seddon</p> <ol style="list-style-type: none"> 1. Cyberbullying - Gone too far 2.Peer pressure – Back me up 3. Cybercrime – Causes 4. Effects of cybercrime 5.Social networking sites, age restrictions 6. Online grooming, protecting yourself. 	<p>Health & Wellbeing J Higson</p> <ol style="list-style-type: none"> 1.Understanding drugs – caffeine, caffeine reduction 2. Tobacco risks, peer influences. 3. Vaping 4. Alcohol and risks <p>Risks and peer influences</p> <ol style="list-style-type: none"> 5. Police alcohol unit to look at measures. 6. Catch up session / treat week 	<p>Living in the wider world S Charker</p> <ol style="list-style-type: none"> 1.Enterprise project TBC 	<p>Relationships Sex Education T O’Hare</p> <ol style="list-style-type: none"> 1. Getting pregnant myths and facts 2. Choices about Contraception 3. Condoms. 4.Sexual Health – getting help and support 5.healthy relationships 6. Respectful relationships. <p>Assembly - Risky behaviour coastguard? Pier jumping</p>
9	<p>Health & Wellbeing R.Mann</p> <ol style="list-style-type: none"> 1.Peer influences and substance use 2. Healthy and unhealthy friendships ‘group think behaviour’ 3.Bullying vs banter 	<p>Relationships Sex Education M Bowman</p> <ol style="list-style-type: none"> 1.Romantic relationships 2.Living together, marriage and civil partnerships 3. Anti-bullying Week Activity 4.Making relationships work 5. Qualities of a partner 6.Menstruation 	<p>Living in the wider world- options I Crispe</p> <ol style="list-style-type: none"> 1.Setting goals, transferable skills 2.Reviewing strengths and interests acting on constructive feedback 3.Exploring careers and different pathways 	<p>Health & Wellbeing A Baker</p> <ol style="list-style-type: none"> 1.Relationship between physical and mental health 2.Balancing work, exercise and sleep 3.Healthy eating 4.Body image 5.Mindfulness 	<p>Relationships Sex Education R.Mann</p> <ol style="list-style-type: none"> 1. Equality & feminism 2. Sexual Harassment 3. Sexuality & rights 4. Social media and fake news 5. SSNAP cards 	<p>Relationships Sex Education R.Mann</p> <ol style="list-style-type: none"> 1. Would a Baby change my life? 2.Connecting and nurturing a child 3.Being a parent/ carer 4. Consent and the law 5.STIs and BBVs

	<p>4. Legal and health risks to drugs and alcohol use 5. Class A drugs (police visit) 6. Addiction and dependence</p>	<p>7. Abortion 8. Free week</p>	<p>4. Careers and aspirations Unifrog 5. Skills for enterprise and employability, rights and responsibilities</p> <p>LGBT History Month- Feb</p>	<p>6. Free week</p> <p>Testicular / Breast cancer normally goes in this block.</p>	<p>6. Physical & Mental wellbeing (to be changed)</p>	<p>6. The impact of HIV</p> <p>Pride month - June</p>
10	<p>Health & Wellbeing <u>S Podmore</u> 1. Ground rules – New Challenges, transition, good habits 2. Emotional Wellbeing self-assessment, reframing negative thinking 3. Recognising mental health and how to get help 4. Positive mental health strategies 5. Stress / anxiety 6. Portrayal of Mental Health in the media</p> <p>World Mental Health Day early Oct</p>	<p>Relationships Sex Education Love Life Block <u>J Higson</u> 1. What is sex and relationships 2. Consent 3. Communication 4. Abusive relationships 5. Pornography 6. Sexual Health & risks 7. Sexual Harassment & sexting - Police 8. Free lesson</p>	<p>Health & Wellbeing <u>S Podmore</u> 1. Social and emotional drug awareness, exploring attitudes (year 9 – lesson 1) 2. Drugs and the law – managing risks (year 9 – L2) 3 Alcohol Awareness (police) 4. Substance use & risks (Yr 10 L1) 5. Managing influences (Yr 10- L2) 6 Help & Support (Yr 10 L3)</p> <p>LGBT History Month</p>	<p>Living in the wider world <u>T Fallon</u> 1. CV's / Personal Statements 2&3 completing CV/Personal statement 4. Gambling – How to manage risks? Lesson 1 5. Gambling L2&3 6. Money management budgeting & saving Good debt vs bad debt Digital footprints Credit scores Debit / credit cards</p>	<p>Relationships Sex Education <u>G Deakin</u> 1. Recognising online sexual harassment – (PPT missing) 2. Responding to online sexual harassment (PPT missing) 3. reporting online sexual harassment (PPT Missing) 4. identifying unhealthy relationship behaviours 5. Managing unwanted attention 6. Reducing inappropriate behaviours. Kayleigh's Love Story – online Grooming – You tube Rated 15</p>	<p>Relationships Sex Education <u>G Deakin</u> 1. How and why to end a relationship 2. The right time 3. Taking things further 4. Contraception & condoms 5. Gender equality 6. Equality and the law</p> <p>Pride month - June</p>
11	<p>Living in the wider world <u>S Livingstone</u> 1. Vision Goal setting 2. Revision and study skills 3. Memory & Mind 4. Perseverance v procrastination 5. Plagiarism 6. Reframing negative thinking</p> <p>World Mental Health Day Early Oct</p>	<p>Relationships Sex Education <u>T Fallon</u> 1. Going out & staying safe 2. Online dating 3. Sex drugs & alcohol 4. Mock exam revision free week. 5. getting to know your body: Self-examination / sexual problems 6. Communication with a partner</p>	<p>Relationships Sex Education <u>A Walker</u> 1. Sexual Activity 2. Preparing for parenthood 3. Fertility and reproduction 4. Stigma, taboo and discrimination 5. Prostitution 6. Getting along and dealing with conflict.</p> <p>LGBT History Month</p>	<p>Health & Wellbeing <u>R. Mann</u> 1. Recognising mental health & ways to get help 2. Promoting emotional wellbeing 3. The importance of Sleep 4,5 & 6 Preparing for career progression, pathways, skills required, application forms, CV's & personal statements to be looked through,</p>	<p>Study Leave Cover teacher teaches a class Fri afternoon every week!</p>	<p>Study Leave</p>

		<p>7. Getting along and dealing with conflict.</p> <p>8. Free week</p> <p>National Stress Awareness Day – 3rd Nov</p> <p>Anti-bullying Week 15-19th Nov</p> <p>Alcohol Awareness week 15th-19th Nov</p> <p>Road safety week 15th-19th Nov</p> <p>Risky behaviours – drive safe assembly</p>		<p>updated and printed off from Yr10 for ROA folders.</p> <p>Police – Leaver session (Alcohol, consequences, online presence)</p>		
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Long Term Planning Model 2022-2023

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
7 Not finished	<p><u>Health & Wellbeing</u></p> <div style="border: 1px solid black; padding: 5px;"> <p>Wellbeing lessons H Mason</p> <ol style="list-style-type: none"> 1.Smoking 2. Drugs 3. Alcohol 4. Conflict 5. Relationships 6. Growing up </div>	<p><u>Relationships Sex Education</u></p> <p>Wellbeing lessons – Cara</p> <ol style="list-style-type: none"> 1. 5 Strands that build wellbeing 2. What makes a good friend? 3. Friendship circles 4. Friendships under stress 5. Saying sorry 6. 5 Love languages. 	<p><u>Health & Wellbeing</u></p> <p>Wellbeing lessons – S Charker?</p> <p>Healthy lifestyle choices – diet, dental, physical</p> <p>Influences- caffeine, smoking, alcohol</p> <p>Unwanted contact</p> <p>Friendships</p> <p>Bullying</p> <p>Personal safety</p> <p>First aid</p> <p>Body image</p> <p>Body confidence</p> <p>Self esteem</p> <p>LGBT History Month - Feb</p>	<p><u>Relationship Sex Education</u></p> <p>Wellbeing lessons – Cara</p> <ol style="list-style-type: none"> 1.Managing emotions 2.Sleep 3.Hygiene 4.Body anatomy and changes 5.Menstruation 6. Consent in friendships. <p>Equality</p> <p>Relationships</p> <p>Making choices</p> <p>Consent in relationships</p> <p>Age of consent</p> <p>Police – Drugs revisit Class C&B in registration</p>	<p><u>Relationship Sex Education</u></p> <div style="border: 1px solid black; padding: 5px;"> <p>Wellbeing lessons – H Mason</p> <ol style="list-style-type: none"> 1.Cyberbullying. 2. Body image. 3.Online privacy 4. Online Relationships. 5. Digital footprints 6. Spam </div> <p>Online friendships</p> <p>Sending and sharing images</p> <p>Pornography</p> <p>Emotional wellbeing</p> <p>Looking after yourself and others</p> <p>Redbox project?</p>	<p><u>Living in the wider world</u></p> <p>Meditation- S Charker?</p> <p>– problem solving, communication, teamwork, leadership, risk management and creativity.</p> <p>Financial choices</p> <p>Consumerism</p> <p>Saving spending and budgeting</p> <p>Risk Taking behaviour with finances</p> <p>Pride month - June</p>
8	<p><u>Health & Wellbeing</u></p> <p>S Charker</p> <ol style="list-style-type: none"> 1. Attitudes to Mental Health 2. Promoting emotional wellbeing 3. Digital resilience 4. Unhealthy coping strategies 5. Healthy coping strategies 6. Change, loss, grief. 	<p><u>Relationships Sex Education</u></p> <p>S Charker</p> <ol style="list-style-type: none"> 1.Equality 2. Child development 3. Antbullying week activity 4.The best start in Life 5. Being a parent / carer 6. Unhealthy Relationships 7. Unhealthy behaviour in relationships 8. Treat week <p>LGBT History Month- Feb</p> <p>Could do work that could be displayed in February.</p> <p>Anti-bullying Week 15-19th Nov</p>	<p><u>Health & Wellbeing</u></p> <p>D Winstanley</p> <ol style="list-style-type: none"> 1.Understanding drugs – caffeine, caffeine reduction 2. Tobacco risks, peer influences. 3. Vaping 4. Alcohol and risks 5. Police alcohol unit to look at measures. 6. Catch up session / treat week 	<p><u>Relationships Sex Education</u></p> <p>S Alman</p> <ol style="list-style-type: none"> 1. Getting pregnant myths and facts 2. Choices about Contraception 3. Condoms. 4.Sexual Health – getting help and support 5.healthy relationships 6.Respectful relationships. 	<p><u>Living in the wider world</u></p> <p>C Seddon</p> <ol style="list-style-type: none"> 1. Cyberbullying - Gone too far 2.Peer pressure – Back me up 3. Cybercrime – Causes 4. Effects of cybercrime 5.Social networking sites, age restrictions 6. Online grooming, protecting yourself. 	<p><u>Living in the wider world</u></p> <p>S Charker</p> <ol style="list-style-type: none"> 1.Careers and setting goals 2. Digital literacy – how to recognise bias or misleading information fake news 3. Unifrog activities 4. Protecting your digital / financial information 5. Understanding info that is publicly / privately shared 6. Money laundering <p>Risky behaviour coastguard? Pier jumping</p>

9	<p><u>Health & Wellbeing R.Mann</u></p> <ol style="list-style-type: none"> 1. Peer influences and substance use 2. Healthy and unhealthy friendships ‘group think behaviour’ 3. Bullying vs banter 4. Legal and health risks to drugs and alcohol use 5. Class A drugs (police visit) 6. Addiction and dependence 	<p><u>Relationships Sex Education I Crispe</u></p> <ol style="list-style-type: none"> 1. Romantic relationships 2. Living together, marriage and civil partnerships 3. Anti-bullying Week Activity 4. Making relationships work 5. Qualities of a partner 6. Menstruation 7. Abortion 8. Free week 	<p><u>Living in the wider world- options A Baker</u></p> <ol style="list-style-type: none"> 1. Setting goals, transferable skills 2. Reviewing strengths and interests acting on constructive feedback 3. Exploring careers and different pathways 4. Careers and aspirations Unifrog 5. Skills for enterprise and employability, rights and responsibilities <p>LGBT History Month- Feb</p>	<p><u>Relationships Sex Education R.Mann</u></p> <ol style="list-style-type: none"> 1. Equality & feminism 2. Sexual Harassment 3. Sexuality & rights 4. Social media and fake news 5. SSNAP cards 6. Physical & Mental wellbeing 	<p><u>Relationships Sex Education R.Mann</u></p> <ol style="list-style-type: none"> 1. Would a Baby change my life? 2. Connecting and nurturing a child 3. Being a parent/ carer 4. Consent and the law 5. STIs and BBVs 6. The impact of HIV 	<p><u>Health & Wellbeing I Crispe</u></p> <ol style="list-style-type: none"> 1. Relationship between physical and mental health 2. Balancing work, exercise and sleep and Healthy eating 3. Body image 4. Physical health 5. Testicular /Breast cancer 6. Free week <p>Pride month - June</p>
10	<p><u>Health & Wellbeing S Podmore</u></p> <ol style="list-style-type: none"> 1. Ground rules – New Challenges, transition, good habits 2. Emotional Wellbeing self-assessment, reframing negative thinking 3. Recognising mental health and how to get help 4. Positive mental health strategies 5. Stress / anxiety 6. Portrayal of Mental Health in the media <p>World Mental Health Day early Oct</p>	<p><u>Health & Wellbeing S Podmore</u></p> <ol style="list-style-type: none"> 1. Social and emotional drug awareness, exploring attitudes (year 9 –lesson1) 2. Drugs and the law- managing risks (year 9 –L2) 3. Alcohol Awareness week (police) 4. Substance use & risks (Yr10 L1) 5. Managing influences (Yr10- L2) 6 Help & Support (Yr10 L3) 7. Catch up lesson Q&A 8. Free lesson <p>Possible add in Police - Sexual Harassment & sexting</p>	<p><u>Relationships Sex Education Love Life Block S Alman</u></p> <ol style="list-style-type: none"> 1. What is sex and relationships 2. Consent 3. Communication 4. Abusive relationships 5. Pornography 6. Sexual Health & risks <p>LGBT History Month</p>	<p><u>Relationships Sex Education G Deakin</u></p> <ol style="list-style-type: none"> 1. Recognising online sexual harassment 2. Responding to online sexual harassment 3. reporting online sexual harassment 4. identifying unhealthy relationship behaviours 5. Managing unwanted attention 6. Reducing inappropriate behaviours. 	<p><u>Living in the wider world C Dickinson</u></p> <ol style="list-style-type: none"> 1. CV's / Personal Statements 2&3 completing CV/Personal statement 4. Gambling – How to manage risks? Lesson1 5. Gambling L2&3 6. Money management budgeting & saving Good debt vs bad debt Digital footprints Credit scores Debit / credit cards <p>Pride month - June</p>	<p><u>Relationships Sex Education G Deakin</u></p> <ol style="list-style-type: none"> 1. How and why to end a relationship 2. The right time 3. Taking things further 4. Contraception & condoms 5. Gender equality 6. Equality and the law

11	<p><u>Living in the wider world</u> <u>S Livingstone</u> 1.Vision Goal setting 2.Revision and study skills 3. Memory & Mind 4 Perseverance v procrastination 5.Plagiarism 6. Reframing negative thinking World Mental Health Day Early Oct</p>	<p><u>Relationships Sex Education</u> <u>D Winstanley</u> 1. Going out & staying safe 2. Online dating 3. Sex drugs & alcohol 4. mock exam revision free week. 5.getting to know your body: Self-examination / sexual problems 6. Communication with a partner 7. Getting along and dealing with conflict. 8. Free week National Stress Awareness Day – 3rd Nov Anti-bullying Week 15-19th Nov Alcohol Awareness week 15th-19th Nov Road safety week 15th-19th Nov Risky behaviours – drive safe assembly</p>	<p><u>Relationships Sex Education</u> <u>C Dickinson</u> 1.Sexual Activity 2.Preparing for parenthood 3.Fertility and reproduction 4. Stigma, taboo and discrimination 5.Prostitution 6. Getting along and dealing with conflict. LGBT History Month</p>	<p><u>Health & Wellbeing</u> <u>R.Mann</u> 1.Recognising mental health & ways to get help 2.Promoting emotional wellbeing 3. The importance of Sleep 4,5 &6 Preparing for career progression, pathways, skills required, application forms, CV's & personal statements to be looked through, updated and printed off from Yr10 for ROA folders. Police – Leaver session (Alcohol, consequences, online presence)</p>	Study Leave	Study Leave
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