



PSCHEE

Year 7 - Health & Well Being (Transition & Identity)

Prior Learning	At KS2, pupils will have studied various aspects of PSHCEE. They will have started to develop a basic understand of what they think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
What will I learn?	In this unit, pupils will try to recognise their personal strengths and how this affects their self-confidence and self-esteem. To recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem. To accept helpful feedback or reject unhelpful criticism, and to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.
Next Steps	This unit links to year 8 term 6 module 'Health & Well-Being'. This module looks at mental health and emotional well-being, including body image, and managing change/loss.
Personal Development	Acknowledge own identity (what are my strengths and weaknesses) How to build my self confidence and self esteem when transitioning to secondary school. How to deal with changing circumstances in my life. How to deal with, and act on, feedback, both positive and negative (including failures).
Key vocabulary	Through the topics covered in this module pupils will be able to use and recall terminology related to health and well-being. Self confidence, self esteem, strength, weaknesses, choices, mental health, resilience, circumstances, feedback, failures, strategies. Analyse, Assess, Concept, Context, Create, Define, Research, Section, Vary, Achieve, Acquire, Affect, Appropriate, Evaluate, Feature, Final, Focus, Previous, Range, Relevant, Select, Transfer.
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Student will be assessed using Ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.
Resources to use	https://www.youtube.com/watch?v=i2Q8sFDTQCs https://www.youtube.com/watch?v=zLYECIjmnQs https://www.youtube.com/watch?v=om3INBWfoxY https://saro92.files.wordpress.com/2011/04/identity-mindmap.jpg https://www.mylemarks.com/store/p301/My_Identity!.html
Enrichment opportunities	<ul style="list-style-type: none"> • Enrichment Days with experienced guest speakers delivering sessions. Informed assemblies by external agencies. • Become a member of the school council and have your views/ideas discussed. Make your mark in the community. • Join an extra-curricular club within the school (one that you enjoy/interested in, and make new friends here). <p>www.pshe-association.org.uk is a good place to find out more about health and well being and identity.</p>

Year 7 - Health & Well Being (Healthy Lifestyles)

Prior Learning	At KS2, pupils will have studied various aspects of PSHCEE. They will have started to develop a basic understand of what a good diet is, how to stay healthy, and good hygiene.
What will I learn?	In this unit, pupils will try to understand the impact others (including the media) have on our lifestyle choices, and develop the ability to make judgement in pressured scenarios. They will explain how resilience to pressure from others can be required to make the best decision for them in difficult situations, and how resilience is developed. Pupils will demonstrate or explain exit strategies for situations where people are being asked to do something, which is unsafe. Pupils will understand the benefits of healthy lifestyle choices (including the value of physical activity, a healthy diet and adequate sleep).
Next Steps	This unit links to year 8 term 6 module 'Health & Well-Being'. This module looks at mental health and emotional well-being, including body image, and managing change/loss.
Personal Development	How to build resilience. The importance of resilience. Physical Health - How to lead a healthy lifestyle (what is a healthy diet, the importance of sleep and exercise)
Key vocabulary	Through the topics covered in this module pupils will be able to use and recall terminology related to health and well-being. Balanced diet, exercise, sleep, lifestyle, choices, mental health, resilience, physical health, influences, pressure and strategies. Analyse, Assess, Concept, Context, Create, Define, Research, Section, Vary, Achieve, Acquire, Affect, Appropriate, Evaluate, Feature, Final, Focus, Previous, Range, Relevant, Select, Transfer
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Student will be assessed using Ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.
Resources to use	https://www.twinkl.co.uk/resources/keystage3-ks3/keystage3-ks3-citizenship https://www.bbc.co.uk/bitesize/subjects/ztv9j6
Enrichment opportunities	Enrichment days with experienced guest speakers delivering sessions. Informed assemblies by external agencies. www.pshe-association.org.uk emmanuel.nottingham.sch.uk/curriculum/knowledge-organisers https://www.youtube.com/watch?v=UxnEuj1c0sw

Year 7 - Relationships (On/offline friendships, Romance, Family)

Prior Learning	At KS2, pupils will have studied various aspects of PSHCEE. They will have started to develop a basic understand of how to recognise and manage emotions within a range of relationships, and how to recognise risky or negative relationships including all forms of bullying and abuse.
What will I learn?	In this unit, pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. They will be able to recognise the positive qualities that people might bring to relationships. To clarify their own values in relationships. To learn about self-esteem and its importance in relationships. To learn about the value of friendship as a basis for romantic/sexual relationships. To assess the media impact on expectations of early romantic relationships. To recognise the roles and responsibilities of parents, carers and children in families. To explore the importance of stable long-term relationships to support family life.
Next Steps	This unit links to year 8 term 1&2 modules 'Relationships'. These modules looks at Online safety and digital literacy. Conflict at home and the dangers of running away from home. Tackling homophobia, transphobia and sexism.
Personal Development	Clarifying own values. Developing and maintaining a healthy self-concept. How to build and maintain healthy relationships. Develop respect for others. Value and respect diversity. How to manage risk.
Key vocabulary	Through the topics covered in this module pupils will be able to use and recall terminology related to relationships. Diversity, values, emotions, friendship, feelings, Sexual, family, respect, self esteem, media. Analyse, Assess, Concept, Context, Create, Define, Research, Section, Vary, Achieve, Acquire, Affect, Appropriate, Evaluate, Feature, Final, Focus, Previous, Range, Relevant, Select, Transfer.
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Student will be assessed using Ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.
Resources to use	https://www.youtube.com/watch?v=SZAkZ4TzSEA https://www.childline.org.uk/info-advice/friends-relationships-sex/sex-relationships/healthy-unhealthy-relationships/ https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships
Enrichment opportunities	Enrichment Days with experienced guest speakers delivering sessions. Informed assemblies by external agencies. Cardinal Allen have very strong links with Women's Aid who have delivered workshops such as a 'Connect with Respect' campaign. Throughout the sessions children and young people are helped to recognise and know how to safeguard against risk of physical and emotional harm. They also advocate 'Healthy Relationship Ambassadors' who promote peer education within their school or community group sharing key messages about healthy relationships and raise awareness of relationship abuse. The Ambassadors develop resources which aim to build on young people's knowledge year on year as they progress, addressing common myths about domestic abuse, warning signs to look out for in their own or friend's relationship and where to go for help or more information. https://www.fcwa.co.uk/children/connect-with-respect/

Year 7 - Relationships (Diversity, prejudice and bullying)

Prior Learning	At KS2, pupils will have studied various aspects of PSHCEE. They will have started to develop a basic understand of how to recognise and manage emotions within a range of relationships, and how to recognise risky or negative relationships including all forms of bullying and abuse.
What will I learn?	In this unit, pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. They will be able to learn about their 'identity' as part of their community and the rights and responsibilities of living in a diverse community. They will learn about prejudice, how it originates and how it can be challenged, and develop the skills and attributes to challenge and manage discriminatory behaviours. To learn about bullying and strategies to use if they experience it. Understand the responsibilities that people have if they are aware that (or think that) someone is being bullied. To further explore cyber bullying and its effect on individuals, how to conduct healthy relationships online, and how to respond to and manage negative online relationships. To consider different types of relationships, particularly family relationships.
Next Steps	This unit links to year 8 term 1&2 modules 'Relationships'. These modules looks at Online safety and digital literacy. Conflict at home and the dangers of running away from home. Tackling homophobia, transphobia and sexism.
Personal Development	Valuing and respecting diversity. Building resilience. Managing peer influence. Identifying and accessing help and support. Developing and maintaining a healthy self-concept. Empathy and compassion. Respect for others. Building and maintaining healthy relationships.
Key vocabulary	Through the topics covered in this module pupils will be able to use and recall terminology related to relationships. Diversity, values, resilience, friendship, feelings, family, respect, bullying, peer pressure, empathy, compassion. Analyse, Assess, Concept, Context, Create, Define, Research, Section, Vary, Achieve, Acquire, Affect, Appropriate, Evaluate, Feature, Final, Focus, Previous, Range, Relevant, Select, Transfer.
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Student will be assessed using Ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.
Resources to use	https://www.childline.org.uk/info-advice/bullying-abuse-safety/your-rights/discrimination-hate-crime-equality/ https://www.youtube.com/watch?v=6uXgJA-Vfjl https://www.youtube.com/watch?v=JtOf5WYAoGU https://greatergood.berkeley.edu/article/item/three_lessons_from_zootopia_to_discuss_with_kids https://www.stopbullying.gov/resources/kids https://www.childrensociety.org.uk/mental-health-advice-for-children-and-young-people/bullying
Enrichment opportunities	<ul style="list-style-type: none"> • Enrichment Days with experienced guest speakers delivering sessions. Informed assemblies by external agencies. • Become an anti-bullying mentor within school. • If worried about yourself or another pupil there are agencies you can contact: (Childline, NSPCC, Childrens Society and Nationalbullyinghelpline) <p>www.pshe-association.org.uk is a good place to find out more about healthy relationships.</p>

Year 7 – Health & Well Being (Alcohol & Drugs)

Prior Learning	At KS2, pupils will have studied various aspects of PSHCEE. They will have started to develop a basic understand of which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.
What will I learn?	In this unit, pupils will try to understand the concept of risk in relation to health, including the risk of addiction. To explore the positive and negative role played by drugs in society. To learn about the effects of over-consumption of energy drinks. To learn about nicotine, alcohol, nitrous oxide and other substances, their effects and the reasons why people might choose to use them. To learn about the different risks associated with alcohol and tobacco and sources of support. To learn about school rules and laws relating to alcohol and tobacco sale and use. To learn about the legal risks associated with alcohol, including binge drinking.
Next Steps	This unit links to year 8 term 5 module ‘Health & Well-Being’. This module looks at First aid, personal safety, road safety. Alcohol and drug misuse (peer influence).
Personal Development	Identify and access help and support. Clarifying own values. Recall and apply knowledge creatively and in new situations. Managing risk. Formulate questions to identify what they need to know when assessing if a risk to health is worth taking. Recap on the difference between the medicinal use of prescription and over-the-counter drugs and recreational use of drugs. Understand the physical, behavioural and learning effects of the substances in energy drinks. Understand what e-cigarettes are and evaluate their risks. Understand the difference between recreational and dependence drug use. Identify the short and long term effects on people who drink or smoke heavily and on those around them. Be able to assess the personal risks of choosing to use alcohol or tobacco. To know where they can find help and support.
Key vocabulary	Through the topics covered in this module pupils will be able to use and recall terminology related to health and well-being. Risks, drugs, alcohol, cigarettes/e-cigarettes, energy drinks, health, effects. Analyse, Assess, Concept, Context, Create, Define, Research, Section, Vary, Achieve, Acquire, Affect, Appropriate, Evaluate, Feature, Final, Focus, Identify, Previous, Range, Relevant, Recall, Select, Transfer
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Student will be assessed using Ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). So the benchmark against which progress is measured is the pupil’s own starting point, not the performance of others or the requirements of an exam syllabus.
Resources to use	https://www.twinkl.co.uk https://www.bbc.co.uk/bitesize/topics/z9982hv/resources/1 https://www.mind.org.uk/information-support/types-of-mental-health-problems/drugs-recreational-drugs-alcohol/about-recreational-drugs/
Enrichment opportunities	Enrichment days with experienced guest speakers delivering sessions. Informed assemblies by external agencies. If you visit the ‘MIND’ website it has fantastic information regarding drugs and alcohol, and can point you in the right direction if you are concerned about someone. https://www.mind.org.uk/information-support/types-of-mental-health-problems/drugs-recreational-drugs-alcohol/useful-contacts/ ‘Addaction’ work very closely with Cardinal Allen and offer fantastic advice, and support. https://www.wearewithyou.org.uk/

Year 7 - Living in the wider world (Enterprise skills & challenging career stereotypes)

Prior Learning	At KS2, pupils will have studied various aspects of PSHCEE. They will have started to develop a basic understand of how to respect the wider world and enables them to make an active contribution to their communities.
What will I learn?	In this unit, pupils are encouraged to learn about the nature of being 'enterprising' and improve employability skills. To learn about the different employment categories or 'sectors'; To learn about the skills, abilities and qualities that are associated with each 'sector' of jobs. To reinforce expectations of equality of opportunity. To learn about what is meant by the term 'career' in its broadest sense. To learn about the factors that motivate people to work, including the importance of having goals and aspirations. To relate their current skills, strengths and interests to future career aspirations.
Next Steps	This unit links to year 8 term 3 & 4 modules 'Living in the wider world'. These modules looks at reflecting on learning skills, planning and carrying out an enterprise project, understanding careers and future aspirations, and identifying strengths and setting goals.
Personal Development	Essential skills and attributes the pupils will learn are: Self-improvement, resilience, self-regulation, self-organisation, active listening and communication, team-work, negotiation, leadership skills, presentation skills, enterprise skills and managing risk.
Key vocabulary	Through the topics covered in this module pupils will be able to use and recall terminology related to relationships. Enterprise, employment, sector, equality, career, goals, aspirations, resilience, skills, leadership, negotiation, risk and self improvement. Analyse, Assess, Concept, Context, Create, Define, Research, Section, Vary, Achieve, Acquire, Affect, Appropriate, Evaluate, Feature, Final, Focus, Previous, Range, Relevant, Select, Transfer.
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Student will be assessed using Ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.
Resources to use	https://www.myworldofwork.co.uk/activity/stereotypes https://www.twinkl.co.uk/resource/t2-t-225-ks2-challenging-stereotypes-activity-powerpoint https://www.youtube.com/watch?v=EZAFhd1IBpg https://www.youtube.com/watch?v=1wul1Qlc42o https://www.youtube.com/watch?v=tKKPUYfOkvw
Enrichment opportunities	<ul style="list-style-type: none"> • Enrichment Days with experienced guest speakers delivering sessions. Informed assemblies by external agencies. • Speak to Miss Sumner. www.pshe-association.org.uk is a good place to find out more about 'living in the wider world'.

Year 8 – Relationships (Online safety, Racism, Human Rights)

Prior Learning	In year 7 pupils will have developed communication skills, explored the range of positive qualities people bring to relationships, that relationships can cause strong feelings/emotions, media portrayal of relationships does not reflect real life, different types of relationships, the roles and responsibilities of parents, and how to deal with the breakdown of a relationship. .
What will I learn?	In this unit, pupils are encouraged to learn about discrimination, focusing on racism and religious intolerance, and how the debate on migration can contribute to intolerance. To learn how individuals and society can challenge discrimination and intolerance. To learn techniques to resist unhelpful influences and to promote tolerance amongst their peer group. To learn to voice opinions and beliefs in a constructive, effective, respectful and meaningful manner. To practise showing respect for others' viewpoints, on and offline, challenging and critiquing appropriately. To raise awareness of digital safety issues. To develop strategies to safely manage their online lives. To develop strategies to effectively manage digital contact, including development of the skill of critical thinking.
Next Steps	This unit links to year 9 term 1 module 'Relationships'. This module looks at managing loss, respecting equality and concept of consent. It also link to the year 9 enrichment day 'SRE'.
Personal Development	Pupils will develop skills to be able to identify thinking traps, clarify own values, respect diversity, identify links between values and beliefs, decisions and actions, evaluate the arguments and opinions of others, recognise and manage peer influence, empathy and compassion, how to build and maintain healthy relationships, formulate questions, analyse and assess the validity and reliability of information.
Key vocabulary	Through the topics covered in this module pupils will be able to use and recall terminology related to relationships. Respect, diversity, values, beliefs, evaluate, peer influence, empathy, compassion, consent, equality, validity and reliability. Analyse, Assess, Concept, Context, Create, Define, Research, Section, Vary, Achieve, Acquire, Affect, Appropriate, Evaluate, Feature, Final, Focus, Previous, Range, Relevant, Select, Transfer.
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Student will be assessed using Ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.
Resources to use	https://www.pshe-association.org.uk/curriculum-and-resources/resources/handling-complex-issues-safely-pshe-education https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/ideas-from-schools/ https://www.nspcc.org.uk/keeping-children-safe/online-safety/ https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/faith-religious-bullying/ https://www.thinkuknow.co.uk/11_13/
Enrichment opportunities	Cardinal Allen have very strong links with Women's Aid. For many years they have attended school to speak to pupils and deliver workshops such as a 'Connect with Respect' campaign. Throughout the sessions the young people are helped to recognise and know how to safeguard against risk of physical and emotional harm. They also advocate 'Healthy Relationship Ambassadors' who promote peer education within school or community. https://www.fcwa.co.uk/children/connect-with-respect/ Regularly Lancashire police have delivered assemblies to pupils about keeping safe online. https://www.lancashire.police.uk/help-advice/online-safety/ www.pshe-association.org.uk is a good place to find out more about healthy relationships.

Year 8 - Relationships (conflict, homophobia, transphobia, sexism)

Prior Learning	In year 7 pupils have learnt about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour. They have learnt to recognise bullying and abuse in all its forms, how to recognise peer pressure, have strategies to manage it, and how to establish clear personal boundaries around these aspects.
What will I learn?	In this unit, pupils are encouraged to explore common causes of conflict between young people and parents and learn how to manage conflict at home. To learn about why young people may choose to run away from home and the risks associated with running away from home. To learn about what makes someone who they are, including their protected characteristics, gender identity and how this may differ from gender expression or sex assigned at birth. To learn about the effects of gender stereotyping and how to recognise and challenge transphobia and gender-based discrimination. To learn about diversity in sexual orientation and sexual attraction and how people who are not heterosexual can face discrimination. To learn how to support someone experiencing difficulties with their sexual orientation or who is facing discrimination due to their sexuality.
Next Steps	This unit links to year 9 term 1 module 'Relationships'. This module looks at managing loss, respecting equality and concept of consent. This unit also link to the year 9 enrichment day 'SRE'.
Personal Development	Pupils will develop self-regulation skills, develop and maintain a healthy self-concept, learn how to build and maintain healthy relationships, negotiation skills, and how to be an active listener and communicator. Pupils will develop an understanding of how to evaluate arguments and opinions of others, develop empathy and compassion, build knowledge of how to manage risk and how to make good decisions, how to show respect for others and respect diversity.
Key vocabulary	Through the topics covered in this module pupils will be able to use and recall terminology related to relationships. Respect, diversity, values, evaluate, peer influence, conflict, risk, gender identity, stereotyping, transphobia, discrimination, heterosexual. Analyse, Assess, Concept, Context, Create, Define, Research, Section, Vary, Achieve, Acquire, Affect, Appropriate, Evaluate, Feature, Final, Focus, Previous, Range, Relevant, Select, Transfer.
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Student will be assessed using Ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.
Resources to use	https://www.pshe-association.org.uk https://www.educateandcelebrate.org/classroom-resources/ https://www.youtube.com/watch?v=KY5TWVz5ZDU (conflict) https://www.youtube.com/watch?v=arFGdviw_ys (conflict) https://www.barnardos.org.uk/what-we-do/supporting-young-people/LGBTQ
Enrichment opportunities	Cardinal Allen have very strong links with Women's Aid. They have attended school to speak to pupils and deliver workshops such as a 'Connect with Respect' campaign. They have developed the pupil's knowledge and understanding of healthy and unhealthy behaviours in relationships. They also advocate 'Healthy Relationship Ambassadors' who promote peer education within their school. https://www.fcwa.co.uk/children/connect-with-respect/ Regularly Lancashire LGBT have delivered assemblies to pupils about keeping safe online. https://lancslgbt.org.uk/event/blackpool-allies-lgbt-group-2/

Year 8 - Living in the wider world (Financial decisions. Saving, spending and budgeting.)

Prior Learning	In year 7 pupils will have learnt about enterprise and employability skills and to learn about the skills needed to create a new business, enterprise and teamwork skills through working together. They will have learnt about different types of employment and the varied nature of career pathways, to learn how their strengths, attributes and interests might link to future choices in their career pathway, how to evaluate their changing aspirations and whether they are on track to achieve them.
What will I learn?	In this unit, pupils will learn how to further explore how to make financial choices, including recognition of how financial choices have consequences that affect themselves and others, about ethical and unethical business practices, and ethical consumerism. To develop a long-term view of handling money, about budgeting and using careful budgeting to achieve financial goals, to evaluate how to spend money wisely.
Next Steps	This unit links to the work, workshops and assemblies the careers co-ordinator has arranged, along with options assembly.
Personal Development	Pupils will develop skills such as clarifying own values, empathy and compassion, respect for others, decision making, self-regulation, self-organisation, enterprise skills and attributes, managing risk.
Key vocabulary	Through the topics covered in this module pupils will be able to use and recall terminology related to 'Living in the wider world'. Self-regulation, self-organisation, employability, team work, leadership, enterprise, resilience, decision making, financial choice, budget, consumerism. Analyse, Assess, Concept, Context, Create, Define, Research, Section, Vary, Achieve, Acquire, Affect, Appropriate, Evaluate, Feature, Final, Focus, Previous, Range, Relevant, Select, Transfer.
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Student will be assessed using Ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.
Resources to use	https://www.pshe-association.org.uk/curriculum-and-resources/resources/lifeskills-created-barclays https://www.pshe-association.org.uk/curriculum-and-resources/resources/pshe-education-character-curriculum-planning https://barclayslifeskills.com/educators/lessons/putting-enterprise-skills-into-action/ https://www.tesguide.eu/tool-method/big-13-enterprise-skills-associated.htm https://www.fairtrade.org.uk/
Enrichment opportunities	Enrichment Days with experienced guest speakers delivering sessions. Informed assemblies by external agencies. See Mrs J Sumner for ANY career/future aspiration information.

Year 8 - Living in the wider world (Careers & option process)

Prior Learning	In year 7 pupils will have learnt about core values, how they influence choices, setting realistic and challenging targets, identify own strengths, interests, skills and qualities. They will have learnt about the different types of work/employment/career pathways. They will know the benefits of being ambitious and enterprising in all aspects of life.
What will I learn?	In this unit, pupils will learn how to reflect objectively as part of the personal review process, to develop the range of transferable skills required by employers. To learn about different types of employment and the varied nature of career pathways, to learn how their strengths, attributes and interests might link to future choices in their career pathway, how to evaluate their changing aspirations and whether they are on track to achieve them. To learn about the range of options available to them in the next stages of their education, strategies to manage the decision-making process for GCSE option choices and to know suitable sources of further information, advice and guidance. To learn how to manage uncertainty in their future career and in the workforce in general.
Next Steps	This unit links to the work, workshops and assemblies the careers co-ordinator has arranged, along with options assembly.
Personal Development	Pupils will develop skills such as enterprise skills and attributes, skills for employability, self-improvement, self-regulation, developing and maintaining a healthy self-concept, formulate questions, resilience, self-organisation, assessing the validity and reliability of information, identifying links between values and beliefs, decisions and actions and making decisions.
Key vocabulary	Through the topics covered in this module pupils will be able to use and recall terminology related to 'Living in the wider world'. Self-regulation, self-organisation, employability, team work, leadership, enterprise, resilience, decision making. Analyse, Assess, Concept, Context, Create, Define, Research, Section, Vary, Achieve, Acquire, Affect, Appropriate, Evaluate, Feature, Final, Focus, Previous, Range, Relevant, Select, Transfer.
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Student will be assessed using Ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.
Resources to use	https://www.pshe-association.org.uk/curriculum-and-resources/resources/lifeskills-created-barclays https://www.pshe-association.org.uk/curriculum-and-resources/resources/pshe-education-character-curriculum-planning https://www.stem.org.uk/resources https://barclayslifeskills.com/educators/lessons/putting-enterprise-skills-into-action/ https://www.tesguide.eu/tool-method/big-13-enterprise-skills-associated.htm https://www.bbc.co.uk/bitesize/articles/zrjh92p
Enrichment opportunities	Enrichment Days with experienced guest speakers delivering sessions. Informed assemblies by external agencies. See Mrs J Sumner for ANY career/future aspiration information.

Year 8 – Health & Well Being (First Aid, Safety, Alcohol & Drugs)

Prior Learning	In year 7 pupils will have learnt how the media portrays young people, ways to reduce risk, the positive and negative roles played by drugs, illegal and legal substances, the law around substances, the consequences of taking illegal substances/over the counter medicine.
What will I learn?	In this unit, pupils will learn how to get help in different types of emergency situation and how to carry out basic first aid. They will learn about risk, personal safety, road safety and how to manage risk when on the road. To explore feelings about young people and drugs. Pupils will learn about the potential legal and personal consequences of using drugs. They will learn about the sources of support available and how to support a friend or family member. To learn about peer influence strategies and language, its potential consequences, and ways to manage situations where peers want to do something that they don't. To explore how to balance and evaluate the views of their family and friendship and learn about 'social norms' regarding young people's actual alcohol, tobacco and drug use and how the reality differs from the media portrayal of young people's habits.
Next Steps	This unit links to year 9 term 2 module 'Health & Well-Being'. This module looks at Unhealthy coping strategies, Female genital mutilation (FGM) and STIs.
Personal Development	Pupils will develop the skills to recall and apply new knowledge creatively and in new situations, manage risk, make decisions, self-regulate, manage peer influence. Pupils will be able to identify and access help and support, clarify own values, formulate questions and evaluate the arguments and opinions of others and develop and maintain a healthy self-concept.
Key vocabulary	Through the topics covered in this module pupils will be able to use and recall terminology related to health and well-being. First aid, risk, personal safety, road safety, drugs, alcohol, tobacco, legal, peer influence, consequences, evaluate, social norm. Analyse, Assess, Concept, Context, Create, Define, Research, Section, Vary, Achieve, Acquire, Affect, Appropriate, Evaluate, Feature, Final, Focus, Identify, Previous, Range, Relevant, Recall, Select, Transfer
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Student will be assessed using Ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.
Resources to use	https://www.mind.org.uk/information-support/types-of-mental-health-problems/drugs-recreational-drugs-alcohol/about-recreational-drugs/ https://www.redcross.org.uk/get-involved/teaching-resources/first-aid-and-the-bystander-effect-teaching-resources https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-3-first-aid-lesson-plans/
Enrichment opportunities	<p>If you visit the 'MIND' website it has fantastic information regarding drugs and alcohol. https://www.mind.org.uk/information-support/types-of-mental-health-problems/drugs-recreational-drugs-alcohol/useful-contacts/</p> <p>'Addaction' work very closely with Cardinal Allen and offer fantastic advice, support. https://www.wearewithyou.org.uk/</p> <p>Pupils will be encouraged to complete a first aid course at school as part of their DofE or OCR Sport Studies course, or on their own through the British Red Cross or St Johns Ambulance.</p>

Year 8 - Health & Well Being (Mental Health, Body Image, Loss)

Prior Learning	Pupils will have started to develop a basic understanding of how to maintain physical, mental and emotional health and wellbeing, how to manage risks to physical and emotional health and wellbeing, ways of keeping physically and emotionally safe, how to manage change, including puberty, transition and loss, how to make informed choices about health and wellbeing and to recognise sources of help with this and how to identify different influences on health and wellbeing.
What will I learn?	Pupils will learn about the nature of emotional wellbeing and how we can promote it, how others' actions, life events and our circumstances can affect our mental health and wellbeing, to recognise personal strengths and how this promotes a positive self-concept. Pupils will learn about the nature of and influences on healthy and less healthy body image, recognise the link between healthy self-esteem and healthy body image, how to manage emotional responses to change, challenge and adversity, and learn from such experiences. Pupils are to learn about resilience and how to reframe their response to failure, to discuss ways to persevere, adapt and be resilient in different circumstances and how to recognise when they or others need help, sources of help and strategies for accessing it. Pupils will develop skills to reflect on the nature of loss and how different people experience it in different ways and learn strategies to manage the intense emotions that sometimes accompany loss.
Next Steps	This unit links to year 9 term 2 module 'Health & Well-Being'. This module looks at Unhealthy coping strategies, Female genital mutilation (FGM) and STIs.
Personal Development	The essential skills and attributes that pupils will develop are: how to maintain a healthy self-concept, empathy and compassion, self-regulation, self-improvement, identifying thinking traps and resilience.
Key vocabulary	Through the topics covered in this module pupils will be able to use and recall terminology related to health and well-being. Emotional wellbeing, mental health, self concept, body image, self esteem, adversity, resilience, reflect, loss. Analyse, Assess, Concept, Context, Create, Define, Research, Section, Vary, Achieve, Acquire, Affect, Appropriate, Evaluate, Feature, Final, Focus, Identify, Previous, Range, Relevant, Recall, Select, Transfer
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Student will be assessed using Ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.
Resources to use	https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/depression-anxiety-mental-health/?gclid=aw.ds&&gclid=EAlaIQobChMIoPeX05ir6QIVVeDtCh2QUQbnEAYASAAEgI2WPD_BwE&gclid=aw.ds https://youngminds.org.uk/ https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people https://www.youtube.com/watch?v=lgqMqtnTJeE (body image) https://www.youtube.com/watch?v=KM4Xe6Dlp0Y (body image)
Enrichment opportunities	Enrichment days with experienced guest speakers delivering sessions. Informed assemblies by external agencies. The 'MIND' website it has fantastic information regarding drugs and alcohol, and can point you in the right direction if you are concerned about yourself or a family member/friend. https://www.mind.org.uk/information-support/types-of-mental-health-problems/drugs-recreational-drugs-alcohol/useful-contacts/ https://www.barnardos.org.uk/what-we-do/helping-families/mental-health

Year 9 – Relationship (Consent, STIs, Sexting, Pornography)

Prior Learning	In year 8 pupils have learnt about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour. They have learnt to recognise bullying and abuse. They have learnt about how to deal with strong feeling and different types of relationships.
What will I learn?	In this unit, pupils are encouraged to discuss the thoughts and feelings young people might have about starting sexual activity, how to manage the pressures to start sexual activity, explore what it means to be 'ready' for sexual activity. To learn about the meaning and importance of consent, about the legal age of consent and why this exists, how to seek, recognise, give, not give and withdraw consent. To learn about sexually transmitted infections, the portrayal of romantic and sexual relationships in the media, about additional pressures that may occur in relationships due to media influence. To learn about the dangers of grooming and how to recognise the warning signs, about the legal, emotional and social consequences of the sharing of explicit images.
Next Steps	
Personal Development	Pupils will develop and maintaining a healthy self-concept, respect for others , empathy, compassion, managing influence, building and maintaining healthy relationships, identifying links between values and beliefs, decisions and actions. Manage risk, identify thinking traps, evaluate the arguments and opinions of others.
Key vocabulary	Through the topics covered in this module pupils will be able to use and recall terminology related to relationships. STIs, consent, risk, peer pressure, law, sexual activity, media, grooming, sexting. Analyse, Assess, Concept, Context, Create, Define, Research, Section, Vary, Achieve, Acquire, Affect, Appropriate, Evaluate, Feature, Final, Focus, Previous, Range, Relevant, Select, Transfer.
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Student will be assessed using Ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.
Resources to use	https://www.youtube.com/watch?v=fGoWLWS4-kU (consent) https://www.gettingiton.org.uk/sti
Enrichment opportunities	https://www.plannedparenthood.org/learn/parents/middle-school/what-should-i-teach-my-middle-schooler-about-sex-and-sex

Year 9 - Living in the wider world (Reflecting on learning skills, Enterprise project)

Prior Learning	In year 7 pupils will have learnt about core values, how they influence choices, setting realistic and challenging targets, identify own strengths, interests, skills and qualities. They will have learnt about the different types of work/employment/career pathways. They will know the benefits of being ambitious and enterprising in all aspects of life.
What will I learn?	In this unit, pupils are encouraged to reflect on students' enterprise and employability skills and to learn about the skills needed to create a new business. Pupils will develop enterprise and teamwork skills through working together. Pupils will be able to define what it means to be enterprising and employable, identify and demonstrate the learning and employability skills that they already have, identify how their learning has developed their employability skills throughout key stage 3, identify the enterprise skills they would like to develop. Pupils will be able to identify the enterprise skills required to create a new business or service.
Next Steps	This unit links to the work, workshops and assemblies the careers co-ordinator has arranged.
Personal Development	Pupils will develop skills such as self-regulation, self-organisation, employability skills – active listening, team working, negotiation, leadership skills, presentation skills, enterprise skills and attributes and be able to manage risk.
Key vocabulary	Through the topics covered in this module pupils will be able to use and recall terminology related to 'Living in the wider world'. Self-regulation, self-organisation, employability, team work, leadership, enterprise and risk. Analyse, Assess, Concept, Context, Create, Define, Research, Section, Vary, Achieve, Acquire, Affect, Appropriate, Evaluate, Feature, Final, Focus, Previous, Range, Relevant, Select, Transfer.
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Student will be assessed using Ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.
Resources to use	https://www.pshe-association.org.uk/curriculum-and-resources/resources/lifeskills-created-barclays https://www.pshe-association.org.uk/curriculum-and-resources/resources/pshe-education-character-curriculum-planning https://www.stem.org.uk/resources https://barclayslifeskills.com/educators/lessons/putting-enterprise-skills-into-action/ https://www.tesguide.eu/tool-method/big-13-enterprise-skills-associated.htm
Enrichment opportunities	<ul style="list-style-type: none"> • Enrichment Days with experienced guest speakers delivering sessions. Informed assemblies by external agencies. See Mrs J Sumner!!! www.pshe-association.org.uk is a good place to find out more about healthy relationships.

Year 9 - Citizenship (British Values, human rights, community cohesion, extremism & radicalisation)	
Prior Learning	In year 8 pupils will have learnt about discrimination, focusing on racism and religious intolerance, and how the debate on migration can contribute to intolerance. To learn how individuals and society can challenge discrimination and intolerance.
What will I learn?	In this unit, pupils will learn how 'British values' support community cohesion, about the skills and attributes which support community cohesion, have an increased understanding of diversity and diversity of values, how to evaluate offensive behaviour and how it can be challenged. They will learn how to manage conflicting views, about the risks of radicalisation and extremism and about the recruitment techniques used by extremist groups.
Next Steps	This unit links to the work, workshops and assemblies they will undertake in year 10 as part of their enrichment day 'British values'.
Personal Development	<p>Pupils will develop skills such as recalling and applying knowledge creatively in new situations, identifying thinking traps, evaluating the arguments and opinions of others, active listening and communication, valuing and respecting diversity, identify the link between values and beliefs, decisions and actions.</p> <p>They will develop empathy and compassion, respect for others, leadership skills, negotiation and active listening and communication.</p> <p>They will be able to identifying the link between values and beliefs, decisions and action and assess the validity and reliability of information.</p>
Key vocabulary	Through the topics covered in this module pupils will be able to use and recall terminology related to 'Citizenship'. British values, cohesion, community, diversity, radicalisation, extremism. Analyse, Assess, Concept, Context, Create, Define, Research, Section, Vary, Achieve, Acquire, Affect, Appropriate, Evaluate, Feature, Final, Focus, Previous, Range, Relevant, Select, Transfer.
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Student will be assessed using Ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus.
Resources to use	<p>https://www.youngcitizens.org/british-values</p> <p>http://www.activecitizensfe.org.uk/uploads/2/2/9/1/22910514/acfe_prevent_materials_final_.3.pdf</p> <p>https://www.youtube.com/watch?v=tFRpyRxCoW8</p> <p>https://www.equalityhumanrights.com/en/human-rights/what-are-human-rights</p> <p>https://www.youtube.com/watch?v=JpY9s1Agbsw</p> <p>https://www.safe4me.co.uk/portfolio/prevent-radicalisation-and-extremism/</p> <p>https://www.youtube.com/watch?v=Ei3Lle7_mj8</p> <p>https://www.youtube.com/watch?time_continue=19&v=kAFJhn9b0mQ&feature=emb_logo</p> <p>https://www.youtube.com/watch?v=79MTkVumCcQ</p>
Enrichment opportunities	<p>Enrichment Days with experienced guest speakers delivering sessions. Informed assemblies by external agencies.</p> <p>During year 10 and year 11 enrichment days these thoughts/ideas/views will be discussed and challenged further. As a parent if you are worried or would like more information I suggest watching the YouTube links above in resources.</p>