

Unit of Work	Objectives Covered
<u>Cojo</u>	<p>Tim Peake</p> <ul style="list-style-type: none"> • Understand that there are two sides to a story • Deploy strategies to 'see' the truth and be honest • To know how to forgive and be sorry • To think in order to solve problems • To be respectful and show courtesy to others • To be able to see things from another point of view • To be able to hold a discussion with respect
<u>Mental Health and Wellbeing</u>	<p>Managing Health and Keeping Well</p> <ul style="list-style-type: none"> • To explain what is meant by the term 'mental health' • To be able to identify everyday behaviours that can help to support mental and physical health • Recognise that we can take care of our mental health <p>Managing Challenges and Change</p> <ul style="list-style-type: none"> • To explore how feelings and emotions are affected and can be managed at changing, challenging or difficult times <p>Managing loss and bereavement</p> <ul style="list-style-type: none"> • To explore the impact of loss and bereavement and strategies for dealing with grief
<u>Drugs and Alcohol</u>	<p>Legal and Illegal Drugs</p> <ul style="list-style-type: none"> • To know about a range of legal and illegal drugs • Have some understanding of the effects and risks of illegal drugs • To explore attitudes to drug use • To understand that all sorts of people may misuse drugs • To challenge myths about drug use • Know a range of skills to resist peer pressure • To develop some assertiveness skills
<u>RSE (Relationships and sex education)</u>	<p>Puberty</p> <ul style="list-style-type: none"> • To explore the emotional and physical changes during puberty • To understand male and female puberty changes in more detail • To explore the impact of puberty on the body and the importance of physical hygiene • To explore ways to get support during puberty
<u>KiVa</u>	<p>Unit 2: Part 1</p> <ul style="list-style-type: none"> • To know that KiVa stands for a positive school environment and that everyone has a right to a safe learning environment. • To understand that being alone is different from being together and that both of them are important. • To understand that sometimes in a group you end up behaving in a manner you don't really want to (group pressure). • To know what bullying is/ is not and is able to recognise bullying situations. • To understand that bullying is not acceptable and to know who to tell about bullying and how it is tackled in school. • To understand the concept of hidden bullying and cyber bullying. • To know the most common consequences of bullying. • To have thought about his/her own attitudes towards bullying. • To know why it might be hard to take the victims side and to identify ways to support the victim • To know what s/he could do if s/he is being bullied and know what not to do if s/he gets bullied. • To consider what the class could do in the future so that there would be no more bullying

Consent

Personal boundaries and appropriate and inappropriate touch

- To learn about personal boundaries
- Identify differences between appropriate and inappropriate touch
- Explain strategies for responding to unwanted physical contact
- Identify who to tell and what to do if any physical contact makes them feel unsafe, uncomfortable or worried