



Learning for Life Curriculum 2024-2025

Updated:1/11/2024



Learn to succeed

Overview of Curriculum

The aim of the Learning for Life sessions is to develop pupils into well rounded individuals who are safe and can contribute well to society. The programme and the strands within it are to equip students with the skills, knowledge and competencies, distinct from their academic work that will help them succeed in the future.

Learning for Life Curriculum is delivered through a number of different vehicles:

- Assemblies
- Learning for Life Period 6 Sessions
- Learning for Life Days
- Visiting or online guest speakers and workshops.

Period 6 Learning for Life Arrangements

Below is the carousel for Learning for Life Delivery:

Year	Monday	Tuesday	Wednesday	Thursday	Friday
7	L4L	L4L	L4L	Assembly	L4L
8	L4L	Assembly	L4L	L4L	
9	L4L	L4L	L4L	L4L	Assembly
10	L4L	L4L	Assembly	L4L	L4L
11	Assembly	L4L	L4L	L4L	L4L

Each session is 20 minutes at the end of the school day.

Common elements across assembly and L4L P6 sessions:

Priory Standards and School culture reminder – This occurs at the start of every term across all years
School Culture Term Focus ‘Them and Us’ Respect for others – There is a focus week every term – There will be an assembly on each strand in this week. One week of content will occur in the same week in Learning for Life Period 6. We will focus on Culture strands - Kindness, Respect, Safe from harm. This is a different set of sessions per year group and scaffolded.
Healthy School Week – Physical and Mental Health and Wellbeing - There is a focus week every term – One week of content will focus on three different aspects of health and will cover Physical Health, Mental Health and Healthy Eating. This is currently the same content every year as a reminder. This will be scaffolded in future years.

Common elements across assembly, L4L P6, L4L Day sessions:

School Culture - ‘Them and Us’ Respect for others - Kindness, Respect, Safe from harm
Physical and Mental Health and Wellbeing
Future Pathways and Careers
Citizenship and Fundamental British Values

Assemblies

Assembly Themes - Prioritising:

- Common elements
- Safeguarding themes – One early in September to mirror ‘Keeping Children Safe in Education’ (KCSiE) highlighted themes. A second assembly later in the year will focus on key topics of note in our school, locality or nationally at that time.
- School Character Development initiatives.
- National Events – Such as Remembrance, with National Awareness Days and Weeks.
- Other key topics which require a whole school focus – Added to fit with our School Culture Term ‘Them and Us’ Foci – Kindness – Prior to Christmas, Respect – Post Christmas as pupils have settled into routines, Safe from harm – as we have lighter nights and more socialising with friends away from home.

Additional assemblies:

Additional assemblies are included throughout the year. These include:

Annual:

- Fire and Rescue – Bonfire Night and Fire Work safety – October
- Fire and Rescue – Water Source Safety – Summer Term

Others may include:

- Domestic Violence
- Charity Briefings
- Local Democracy Briefings
- Police Briefings
- Road Safety Workshops
- Careers Collaborators
- Local Youth Council

As opportunities arise, we decide which year groups will receive the assembly and we will extend period 6 L4L into period 5 if required to accommodate longer assemblies.

Assembly delivery:

Location:

Some topics are delivered in classrooms as there are discussion elements. Most are delivered in the School Hall in year groups.

Delivered by:

Most topics are delivered by whole classes who deliver different sections of the presentation. This encourages pupils to experience skills involved in public speaking, to experience delivering information to large groups of people, develop skills in teamwork, communication and body language and enhances self-confidence and self-esteem.

Some topics are delivered by Heads of Year and the Senior Leadership Team (SLT). Delivery from SLT was introduced this year as pupils requested this. They enjoyed seeing SLT in a different guise delivering assemblies in addition to seeing them around school on duty.

Assembly Themes 2024 – 2025

Wkb	Theme	Delivered by
2/9/2024	Highest Expectations, Priory Standards, HoY briefing	PPT in class or assembly
9/9/2024	School Culture Term Focus – Kindness	PPT in class or assembly
16/9/2024	Safeguarding Current Themes	Mrs D Crank
23/9/2024	Healthy School Week – Mental Wellbeing	PPT Supplied for all 5 days
30/9/2024	The Personal Development Award	Ms T Smith
7/10/2024	The PiXL Edge Award	Ms T Smith
14/10/2024	Random Acts of Kindness (RAOK)	HOY or Class
28/10/2024	Highest Expectations, Priory Standards, HoY briefing	HoY
4/11/2024	Remembrance	Mr M Eastham
11/11/2024	Anti – Bullying Week (13-17 Nov)	HOY or Class
18/11/2024	Penwortham Food Bank (Start collection)	HOY or Class
25/11/2024	Helping the Homeless (Start collection)	Mrs L Cowell
2/12/2024	Human Rights Day (10 Dec)	HOY or Class
9/12/2024	A little something for local children (Start collection)	HOY or Class
18/12/2024	Celebration of successes	HoY
6/1/2025	Highest Expectations, Priory Standards, HoY briefing	HoY
13/1/2025	School Culture Term Focus - Respect	PPT in class or assembly
20/1/2025	Healthy School Week – Healthy Eating	PPT Supplied for all 5 days
27/1/2025	Stamping out racism (Race Equality Week 3-9 Feb)	HOY or Class
3/2/2025	National Apprenticeship Week (10-16 Feb)	Mr N Gee
10/2/2025	Fundamental British Values (Reference the 6 areas)	HOY or Class
24/2/2025	Highest Expectations, Priory Standards, HoY briefing	HoY
3/3/2025	LGBT History Month	HOY or Class
10/3/2025	National Careers Week (3-7 Mar)	Mr N Gee
17/3/2025	Democracy in the UK	HOY or Class
24/3/2025	Respect – Current Behaviour Themes	Mrs D Crank
31/3/2025	Celebration of successes	HoY
21/4/2025	Highest Expectations, Priory Standards, HoY briefing	HoY
28/4/2025	School Culture Term Focus – Staying safe	PPT in class or assembly
5/5/2025	Healthy School Week – Physical Wellbeing	PPT Supplied for all 5 days
12/5/2025	Pride in our school environment	HOY or Class
19/5/2025	Mental Health Awareness (13-19 May)	HOY or Class
2/6/2025	Highest Expectations, Priory Standards, HoY briefing	HoY
9/6/2025	Teamwork (Reference Sports Day)	HOY or Class
16/6/2025	Staying Safe – Summer Safety	HOY or Class
23/6/2025	The Law and teenagers	HOY or Class
30/6/2025	Community and volunteering in summer – PiXL Edge link	HOY or Class
7/7/2025	Summer fun – Local 'Cultural' places and events	Mrs L Cowell
14/7/2025	Celebration of successes	HoY

Learning for Life Period 6 Curriculum

Curriculum Delivery

Pupils receive four 20 minute sessions a week of Learning for Life Period 6 sessions a week, in all years. This content replaced pm prep activities previously delivered, in order to use the time more productively for our pupils.

Learning for Life Road Period 6 sessions are mainly discussion based. The provided PowerPoints educate pupils on the topic on the roadmap and within those topics pupils discuss and share their current experiences, discuss how they could adopt learnt strategies, and what impact they could have.

Pupils do not generate any tangible evidence of their learning, in the way of lengthy written pieces, however, there may be worksheets which pupils complete to support their learning.

Pupils knowledge is monitored through the use of white boards and pupils do complete PLCs so that they understand what they are learning and why they are learning it. These are currently being reworked for the new curriculum detailed below. This also assist the teacher in gauging to what extent individuals have broadened their awareness of the topic. Pupils will also be assessed using Plickers in 2024-25

New Curriculum 2023 - 24

Following a period of consultation with pupils and staff in 2022, the curriculum we deliver has changed from delivering the standard PiXL sessions.

Changes:

- More time in Year 7 learning and understanding key aspects of school life as requested by pupils and teachers.
- Less content which they covered in academic lessons. Unless significant benefit was seen from repeated learning.
- PiXL content which is seen as “boring” by pupils has been removed. We use some resources in places, but they have been changed to make them more engaging.
- Resources provided which are of the same quality as our L4L Day content, as pupils have told us, they are far better.
- More information on pathways and careers as they felt it was important. Our staff agreed that this would also support curriculum work as well as echoing the school aims. Post 16 Provider feedback also indicated they would like our pupils to know the basics before they delivered on their provision specifics.
- Less PiXL PowerPoints as they lacked mature content and visuals for older pupils. Teachers agreed and said PowerPoints were too long with irrelevant content.

New Curriculum 2024 - 25

Extra L4L time has moved from Everybody Reading to L4L. This has meant that we can now teach a comprehensive programme for Citizenship in addition to the provision pupils previously received. This is detailed in the Citizenship Provision document. This curriculum is road mapped and sessions are currently being created. This curriculum is evident in the sixth half term.

Everybody Reading is now grouped in the forth half term to provide sustained focus. With the exception of Year 11 who read every week.

Year 7

Pupils are engaging in a well thought out Gateway to Priory curriculum to assist in their understanding of our systems and processes, to instil confidence, independence and resilience. It also acts as a base in fostering great personal characteristics, school culture, becoming a great citizen, planning correctly for the future, and starting to look at aspiration. They have a block of Reading and a block of Citizenship in line with the rest of the school

Years 8 to 10

Pupils start most terms with a focus on physical and mental health and wellbeing (green). There are blocks of other thematic learning which are consistent across these years:

- Future Pathways and Careers - Yellow
- Reading - Purple
- Citizenship - Orange

The inclusion of Future Pathways and Careers is in response to pupil requests and links with the school’s aims, provides focus for the future and inevitably greater engagement with subjects they study.

Year 11

As they leave us and it is a stressful year for them, wellbeing is front loaded. This is followed by Future Pathways and Careers to inform Post 16 decisions. Citizenship is earlier in this year. Reading still takes place, but once a week and is linked where possible to the L4L curriculum.

In the future will focus on the removal of more physical and mental health and wellbeing from L4L Days. This will create capacity to double the content based on negative relationships. We need to provide a base to prevent the increase in domestic violence seen by the Police nationally and links with greater misogyny, Incel prevalence, sexual harassment.

Physical and Mental Health and Wellbeing Strand

According to the Princes Trust (January 2017), young people's self-confidence was at its lowest ebb in the previous eight years. The pandemic has seen this situation deteriorate further. The sessions we deliver will go some way to help us build resilience and promote health, mental wellbeing and positive lifestyle choices amongst our pupils.

The sessions aim to support us to develop health and wellbeing as an integral part of school effectiveness and promoting this also has the potential to improve their educational outcomes. The strand covers three sections:

- My Health – Including being active, how to recharge, introductions to nutrition and how to cultivate healthy behaviours.
- My Life – Including cultivating connections, making positive lifestyle choices, planning for personal growth and building pride.
- My Mind – Including how to build focus, assessing mind-sets, developing self-management and understanding feelings.

Future Pathways and Careers Strand

These resources encourage pupils to think about their options post school and to start gathering evidence of transferable soft skills. These encompass resources around Soft skills, Further Education, Higher Education, Apprenticeships and Careers. The strand is scaffolded to ensure that pupils receive a scaffolded, age specific coherent curriculum to prepare them for the future.

Citizenship Strand

This strand uses Oak Academy sessions as a base and covers the National Curriculum for Citizenship. Themes are scaffolded to assist with better understanding for an age group.

Culture 'Them and Us' Respect for others Strand

Culture work focuses around the importance of community cohesion and how we can live together more harmoniously. This strand is split into three distinct areas: Kindness, Respect, Keeping ourselves and others

	Session 1	Session 2
	Which Kindness Sessions x2	
Year 7	NA	NA
Year 8	What are acts of kindness?	The difference between being kind and nice
Year 9	The Cycle - Thoughts, Words, Deeds	Worth so much yet costs nothing
Year 10	Recognising difference as a good thing	Helping each other to grow
Year 11	Can it change the world?	Thinking Outside the Box
	Which Respect Sessions x2	
Year 7	What is respect?	Respect-more than a word
Year 8	Respect-earned or deserved	Learning how to show respect
Year 9	Respecting the views of others	Recognising strengths in others
Year 10	Keeping my mouth closed	My heart open and is my language always respectful?
Year 11	The importance of being able to disagree well	Valuing people in the 'real' world
	School Culture Term Focus – Safe From Harm	
Year 7	What are harmful actions?	Why do we hurt or harm others?
Year 8	Online Behaviour	Social Media
Year 9	Physical harm	The power of our words
Year 10	Harm caused in our community	How can we protect each other in society?

Year 7 – Gateway to Priory

Week	Session 1	Session 2	Session 3	Session 4
T1a W1	Welcome!	Your school	Your Staff	Your Staff
T1a W2	Problem solving in school - Part 1		Welcome to Microsoft Teams	
T1a W3	Getting to know yourself and each other		Problem solving in school – Part 2	
T1a W4	Welcome to Synergy		Homework	Time management
T1a W5	Welcome to Synergy	Rewards and Sanctions	Meet the Peer Mentors	
T1a W6	Staying safe	Staying safe	Friendships – Falling out vs Bullying	
HT				
T1b W1	Get Involved – The why?	Extra-curricular clubs	The Priory + Award Overview	The Priory + Award - Activities
T1b W2	Confidence building	What makes a 'good' person?	Taking responsibility/ making good choices	
T1b W3	My Life Introduction – Finding purpose		Wheel of Life	Wheel of Life Goals
T1b W4	Hobbies PT1 – Why are they important?	Hobbies PT1 – Action Plan – Linked to Priory + Award	Hobbies PT2 – What did you do over half term?	Hobbies PT2 – Reviewing the Action Plan and Priory +
T1b W5	Personal Goals PT1 – Why is this important?	Personal Goals PT1 – Invictus Games case study	Personal Goals – Legacy and Vision Board	Personal Goals – Careers link
T1b W6	Personal Goals – Making a plan part 1	Personal Goals – Making a plan part 2	Mental health	Mental health
T1b W7	Resilience	Social media and the holidays	L4L Days Assessment Sessions	
ET				
T2a W1	Priory Standards and Sanctions reminder PPT		Health Related Reading	Health Related Reading
T2a W2	School Culture Term Focus - Respect		Health Related Reading	Health Related Reading
T2a W3	Healthy School Week – Healthy Eating – 5 Sessions provided for the week			
T2a W4	Opportunities – Why is it important?	Opportunities – Identifying opportunities	Opportunities – In school	Opportunities – Priory + links
T2a W5	Achievement – Why is it important?	Achievement – Achievement Plan	Achievement – Why is it important?	Achievement – Achievement Plan
T2a W6	Achievement – Crazy Goals	Achievement – Career Goals	L4L P6 Assessment Sessions	
HT				
T2b W1	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2b W2	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2b W3	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2b W4	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2b W5	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2b W6	Reading - TBC	Reading - TBC	L4L Days Assessment Sessions	
T2b W7	L4L Content Catch-up			
ET				
T3a W1	Priory Standards and Sanctions reminder PPT		Pride – Why is it important?	Pride – Your own pride
T3a W2	School Culture Term Focus – Staying Safe		Pride – Pride in our environment	Pride – Pride in your appearance
T3a W3	Healthy School Week – Physical Wellbeing – 5 Sessions provided for the week			
T3a W4	Confidence – What is it?	Confidence – Personal Confidence	Actions – Actions and Consequences	Actions - Empathy
T3a W5	Actions – Actions and Consequences	Actions - Empathy	Responsibility – What is it?	Responsibility – Taking responsibility
T3a W6	Responsibility – Accepting Responsibilities	Responsibility – Making excuses	L4L P6 Assessment Sessions	
HT				
T3b W1	What is citizenship and active citizenship	Rules and fairness	Identity and changing identities	What is community?
T3b W2	What are communities like?	Democratic community	Getting Involved in the school community	Charities, NGOs and groups in the community
T3b W3	Active citizens – Community improvement pt1	Active citizens – Community improvement pt2	Communities changing	How we are all connected in the UK
T3b W4	How we are all connected internationally	Rights entitlement	Right to education and health care	Right to reliable, accurate Information
T3b W5	Deliberative debate	Local government and elections	The role of local councils and the local councillor	Voting and decision making
T3b W6	Crime and the reasons for it	The role of the Police	Crime and the media	Preventing crime in communities
T3b W7	L4L Citizenship Assessment Sessions		L4L Days Assessment Sessions	

Year 8

Week	Session 1	Session 2	Session 3	Session 4
T1a W1	Priory Standards and Sanctions reminder PPT		Mental Health - Does being different make the biggest difference?	
T1a W2	School Culture Term Focus – Kindness – Session 1 Discuss – Session 2 Action		Mental Health - Be your own action hero? Self-esteem/confidence	
T1a W3	Healthy School Week – Mental Wellbeing – 5 Sessions provided for the week			
T1a W4	What do I want to achieve in the future?	QUIZ – Can my personality predict my future?	Hot Jobs Bingo	How many jobs?
T1a W5	A Job versus a career	Jobs Sectors A-Z	Guess My Job - Explore careers	What do I want to achieve in the future?
T1a W6	What is the future of jobs and careers?	Job Sectors	Soft Skills	Hard Skills
HT				
T1b W1	Soft Skills – Skills Builder - Listening		Soft Skills – Skills Builder - Speaking	
T1b W2	Soft Skills – Skills Builder - Problem Solving		Soft Skills – Skills Builder - Creativity	
T1b W3	Soft Skills – Skills Builder - Staying Positive		Soft Skills – Skills Builder - Aiming High	
T1b W4	Soft Skills – Skills Builder – Team Work		Soft Skills – Skills Builder - PiXL LORIC - Leadership	
T1b W5	Soft Skills – PiXL LORIC - Organisation		Soft Skills – PiXL LORIC - Resilience	
T1b W6	Soft Skills – PiXL LORIC - Initiative		Soft Skills – PiXL LORIC - Communication	
T1b W7	L4L Pathways and Careers Assessment Sessions		L4L Days Assessment Sessions	
ET				
T2a W1	Priory Standards and Sanctions reminder PPT		Health Related Reading	Health Related Reading
T2a W2	School Culture Term Focus - Respect		Health Related Reading	Health Related Reading
T2a W3	Healthy School Week – Healthy Eating – 5 Sessions provided for the week			
T2a W4	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2a W5	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2a W6	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
HT				
T2b W1	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2b W2	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2b W3	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2b W4	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2b W5	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2b W6	Reading - TBC	Reading - TBC	L4L Days Assessment Sessions	
T2b W7	L4L Content Catch-up			
ET				
T3a W1	Priory Standards and Sanctions reminder PPT		Physical Health - What does being "healthy" mean?	
T3a W2	School Culture Term Focus – Staying Safe		Mental Health – Positive and Negative feelings – It's OK to wallow. How the brain works	
T3a W3	Healthy School Week – Physical Wellbeing – 5 Sessions provided for the week			
T3a W4	Mental Health – Stigma. Mental Health words		Physical Health - What does it mean to recharge?	
T3a W5	Physical Health - Health self-assessment		Mental Health – When our feelings might get too much	
T3a W6	Physical Health - What does it mean to be "active"?		L4L Wellbeing Assessment Sessions	
HT				
T3b W1	Government and parliament	Elections and devolved government	What do political parties and MPs do?	Political rights
T3b W2	Creating change	Why voting matters	Why voting matters	Unable to vote
T3b W3	News and the responsibility of the media	Media and democracy	Do we believe everything we read?	What are laws?
T3b W4	Changing laws	Criminal Justice and young people	Plastic and the environment	Climate change
T3b W5	Fracking	Human rights abuses	Taking action and responsibility	Citizens taking action
T3b W6	Pressure groups, social groups, and social movements	Campaign and influence change	Changemakers	Effective change
T3b W7	L4L Citizenship Assessment Sessions		L4L Days Assessment Sessions	

Year 9

Week	Session 1	Session 2	Session 3	Session 4
T1a W1	Priory Standards and Sanctions reminder PPT		Mental Health – What can impact your mental health?	
T1a W2	School Culture Term Focus – Kindness – Session 1 Discuss – Session 2 Action		Mental Health - Loneliness	
T1a W3	Healthy School Week – Mental Wellbeing – 5 Sessions provided for the week			
T1a W4	Further Education Introduction Part 1	Further Education Introduction Part 2	Pathways and Qualifications Post 16	
T1a W5	Local Post 16 Providers – Who are they?		A Levels Introduction	A Levels in our area
T1a W6	BTEC and T Level Introduction	BTECs and T Levels in our area	Other Vocational Courses Introduction	Other Vocational Courses in our area
HT				
T1b W1	Apprenticeships Introduction	Apprenticeships in our area	Local Post 16 Apprenticeship Providers	Options - What subjects do I like?
T1b W2	Options - Do my subjects link to my Career ideas?	Options - Introduction	Options - EBacc	Options – The Options webpage
T1b W3	Options – Making my first Choice	Deciding on a college or apprenticeship	I Love Apprenticeships booklet Task 1	I Love Apprenticeships booklet Task 2
T1b W4	I Love Apprenticeships booklet Task 3	I Love Apprenticeships booklet Task 4	I Love Apprenticeships booklet Task 5	I Love Apprenticeships booklet Task 6
T1b W5	I Love Apprenticeships booklet Task 7	I Love Apprenticeships booklet Task 8	I Love Apprenticeships booklet Task 9	I Love Apprenticeships booklet Task 10
T1b W6	HE -Why should I go to University	HE – What is a Sandwich Year at University?	HE - How do apply for a university in the UK?	HE – What funding can you get to go in the UK
T1b W7	L4L Pathways and Careers Assessment Sessions		L4L Days Assessment Sessions	
ET				
T2a W1	Priory Standards and Sanctions reminder PPT		Health Related Reading	Health Related Reading
T2a W2	School Culture Term Focus - Respect		Health Related Reading	Health Related Reading
T2a W3	Healthy School Week – Healthy Eating – 5 Sessions provided for the week			
T2a W4	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2a W5	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2a W6	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
HT				
T2b W1	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2b W2	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2b W3	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2b W4	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2b W5	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2b W6	Reading - TBC	Reading - TBC	L4L Days Assessment Sessions	
T2b W7	L4L Content Catch-up			
ET				
T3a W1	Priory Standards and Sanctions reminder PPT		Mental Health - Controlling your emotions - Anger	
T3a W2	School Culture Term Focus – Staying Safe		Mental Health – Options and anxiety – Be yourself	
T3a W3	Healthy School Week – Physical Wellbeing – 5 Sessions provided for the week			
T3a W4	Physical Health – Smoking and second hand smoking		Physical Health – How to eat responsibly	
T3a W5	Physical Health – Consequences of not eating healthily		Mental Health – Stress and coping strategies	
T3a W6	Physical Health – How do we cope with Stress?		L4L Wellbeing Assessment Sessions	
HT				
T3b W1	Running the country and the civil service	UK governance	UK political system versus others	Differences between the UK and US political systems
T3b W2	School decision making	Engage in local democracy	Young people and voting	Making change
T3b W3	Digital citizenship	The media, engagement, participation	Digital democracy in other countries	Migration and climate change
T3b W4	Migration control and communities	Support for migrants	Syrian conflict and children’s rights	Discrimination and prejudice
T3b W5	The effects of discrimination	Equality and Laws	Equality progress in the UK	Creating fairness in society
T3b W6	Looking after money	Using money	Borrowing money	Rights as consumers
T3b W7	L4L Citizenship Assessment Sessions		L4L Days Assessment Sessions	

Year 10 – World of Work

Week	Session 1	Session 2	Session 3	Session 4
T1a W1	Priory Standards and Sanctions reminder PPT		Mental Health – Mindset Assessment – Grown/Fixed	
T1a W2	School Culture Term Focus – Kindness – Session 1 Discuss – Session 2 Action		Mental Health - Training our minds into positive thinking	
T1a W3	Healthy School Week – Mental Wellbeing – 5 Sessions provided for the week			
T1a W4	Youth Employment UK, Journey to work course – ‘Introduction’ and ‘Understanding you’		YEUK – ‘Understanding yourself’	YEUK – ‘SWOT’
T1a W5	YEUK – ‘Understanding others and treating them fairly’	YEUK – ‘The Wrong Crowd?’	YEUK – ‘Your First Steps To Overcoming Barriers’	YEUK – ‘Physical And Mental Health Barriers’
T1a W6	YEUK – ‘Transport Barriers – Working from Home’	YEUK – ‘Internet’	YEUK – ‘Self Improvement’	
HT				
T1b W1	Work Experience – Why? And How to find placements		Work Experience – What we need you to do and Knowing your business	
T1b W2	Work Experience – First day at work and Personal Presentation		Work Experience - Personal Conduct – What I say and what I do... or don’t	
T1b W3	Work Experience - Health and Safety and raising Concerns		Work Experience – Confidentiality, Showing gratitude and networking	
T1b W4	Looking For A Job – How and Where?	Let’s look at job adverts	Introduction to writing a CV	Writing your job CV
T1b W5	Let’s write your job CV		Interviews	Question Practice
T1b W6	Psychometric Testing - Introduction	Psychometric Testing Examples	How to improve your chances	Keeping Employability Evidence
T1b W7	L4L Days Assessment Sessions		L4L Pathways and Careers Assessment Sessions	
ET				
T2a W1	Priory Standards and Sanctions reminder PPT		Health Related Reading	Health Related Reading
T2a W2	School Culture Term Focus - Respect		Health Related Reading	Health Related Reading
T2a W3	Healthy School Week – Healthy Eating – 5 Sessions provided for the week			
T2a W4	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2a W5	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2a W6	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
HT				
T2b W1	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2b W2	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2b W3	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2b W4	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2b W5	Reading - TBC	Reading - TBC	Reading - TBC	Reading - TBC
T2b W6	L4L Citizenship Assessment Sessions		L4L Days Assessment Sessions	
T2b W7	L4L Content Catch-up			
ET				
T3a W1	Priory Standards and Sanctions reminder PPT		Mental Health – Self Harm	
T3a W2	School Culture Term Focus – Staying Safe		How to revise and not waste my time	
T3a W3	Healthy School Week – Physical Wellbeing – 5 Sessions provided for the week			
T3a W4	Dunlosky’s Revision Techniques Part 1	Dunlosky’s Revision Techniques Part 2	Dunlosky’s Revision Techniques Part 3	Dunlosky’s Revision Techniques Parts 4
T3a W5	PiXL Prepare to Perform – Exam Performance		PiXL Prepare to Perform – Mental Energy Part 1	
T3a W6	PiXL Prepare to Perform - Mental Energy Part 2		L4L Wellbeing Assessment Sessions	
HT				
T3b W1	Media and democracy	The media and misinformation	Media censorship	Democracy
T3b W2	Democracy improvements	Deliberative debate	Laws	Punishment
T3b W3	Does UK law need updating?	What is the UK’s role across the world	How are the UK’s relationships in Europe changing?	The UK’s role in assisting with problems and resolutions
T3b W4	Citizenship project – Skills, topic and research.	Citizenship project – How can we plan and campaign?	Citizenship project – Enact plan	Citizenship project – Enact plan
T3b W5	Citizenship project – Enact plan	Citizenship project – Presentation	Citizenship project – Presentation	How can we evaluate our project?
T3b W6	The economy and government action	Taxation, government spending and privatisation	Local authority spending and the challenges	Citizens and the future of the UK’s economy
T3b W7	L4L Citizenship Assessment Sessions		L4L Days Assessment Sessions	

Year 11

Week	Session 1	Session 2	Session 3	Session 4
T1a W1	Priority Standards and Sanctions reminder PPT		Mental Health - Depression	
T1a W2	School Culture Term Focus – Kindness – Session 1 Discuss – Session 2 Action		Mental Health – Mindfulness	
T1a W3	Healthy School Week – Mental Wellbeing – 5 Sessions provided for the week			
T1a W4	Mental Health – Mindset: Mental Health and Technology		Mental Health – Eating disorders: Brain Power	Reading - TBC
T1a W5	Mental Health – Exam Anxiety: Self Care			Mental Health Reading
T1a W6	Physical Health – Vaping – BBC Documentary			Reading - TBC
HT				
T1b W1	Reviewing College Application forms	Reviewing Apprenticeship Application forms	How to complete a college application form	What experience am I missing?
T1b W2	FE College Application Preparation - Drafts			Reading - TBC
T1b W3	FE Apprenticeship Application Preparation - Drafts		FE Interview – Processes, formats and how to conduct myself in a successful interview	
T1b W4	FE Interview Questions		Prepare some of your own answers	Reading - TBC
T1b W5	Alternatives to University	What is a Gap Year?	Introduction to University and studying	First Week at University
T1b W6	Budgeting at University	Russell Group Universities	What is UCAS?	Reading - TBC
T1b W7	L4L Pathways and Careers Assessment Sessions		L4L Days Assessment Sessions	
ET				
T2a W1	Priority Standards and Sanctions reminder PPT		Reading - TBC	Reading - TBC
T2a W2	School Culture Term Focus - Respect		Reading - TBC	Reading - TBC
T2a W3	Healthy School Week – Healthy Eating – 5 Sessions provided for the week			
T2a W4	Identity and how can we be identified?	Debates around identity in the UK?	UK population change and diversity UK society	Reading - TBC
T2a W5	Mutual respect, diversity and unity	Rights and where do they come from	The right to protest, democracy and rule of law	Changes achieved by protest
T2a W6	What are changemakers?	Protesters and pressure groups	Democracy Reading	Reading - TBC
HT				
T2b W1	Democratic versus a non-democratic government	Comparing different styles of government	Government in a non-democratic nation	Westminster parliament versus US Congress
T2b W2	Prime Minister role compared to other leaders	Local democracy and devolved government	How do elections work?	Reading - TBC
T2b W3	Local government and the role of councils	NGOs, charities and civil society roles	House of Commons and modernisation	Power separation and supreme court
T2b W4	L4L Citizenship Assessment Sessions		L4L Days Assessment Sessions	
T2b W5	Exam Season			
T2b W6				
T2b W7				
ET				
T3a W1	Priority Standards and Sanctions reminder PPT			
T3a W2	School Culture Term Focus – Staying Safe			
T3a W3	Healthy School Week – Physical Wellbeing – 5 Sessions provided for the week			
T3b W7	L4L Citizenship Assessment Sessions		L4L Days Assessment Sessions	

Learning for Life Period 6 Curriculum

Our Curriculum

Our Learning for Life Days' curriculum is a planned, developmental programme of learning through which our pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, Learning for Life Days develop the qualities and attributes pupils need to thrive as individuals, family members and members of society. The curriculum covers the recommended content, specified by the PSHE Association.

Learning for Life Days equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.

A critical component of Learning for Life Days education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Learning for Life Days education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Learning for Life Days can help us as a school to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. Our Learning for Life Days curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing.

Overarching Concepts

- 1. Identity:** Their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online.
- 2. Relationships:** Including different types and in different settings, including online.
- 3. A healthy physical, emotional and social, balanced lifestyle:** Including within relationships, work-life, exercise and rest, spending and saving and lifestyle choice.
- 4. Risk:** Identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others, and safety, including behaviour and strategies to employ in different settings, including online in an increasingly connected world.
- 5. Diversity and equality:** In all its forms, with due regard to the protected characteristics set out in the Equality Act 2010.
- 6. Rights:** Including the notion of universal human rights, responsibilities including fairness and justice, and consent in different contexts.
- 7. Change:** As something to be managed, and resilience - the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance.

8. Power: How it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes.

9. Career: Including enterprise, employability and economic understanding.

Key Stage 3

At Key Stage 3, pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. Learning for Life Days education acknowledges and addresses the changes that young people are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. Learning for Life Days curriculum allows pupils to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

Key Stage 4

At Key Stage 4, pupils extend their knowledge and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. We do not follow the Key Stage 3/4 demarcation that the PSHE Association advises, as we adapt our scheme to reflect their pupils' needs and local priorities.

Within our five Learning for Life Days we cover three main themes:

CORE THEME 1: HEALTH AND WELLBEING This core theme focuses on:

1. how to manage transition
 2. how to maintain physical, mental and emotional health and wellbeing.
 3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health*
 4. about parenthood and the consequences of teenage pregnancy*
 5. how to assess and manage risks to health; and to keep themselves and others safe
 6. how to identify and access help, advice and support
 7. how to respond in an emergency, including administering first aid
 8. the role and influence of the media on lifestyle
- * Sexual health is included within this core theme; however, it is important that sexual health is considered within the context of healthy relationships. There will be similar broad overlap and flexibility between topics and areas in all three core themes.

CORE THEME 2: RELATIONSHIPS This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. how to recognise and manage emotions within a range of relationships
3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
4. about the concept of consent in a variety of contexts (including in sexual relationships)
5. about managing loss including bereavement, separation and divorce
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support

CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING, CAREERS AND THE WORLD OF WORK)

Strong links with aspects of the 'Relationships' theme should be recognised during planning. Similarly links with citizenship education will require joint planning and liaison. This core theme focuses on:

1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. how to make informed choices and be enterprising and ambitious
3. how to develop employability, team working and leadership skills and develop flexibility and resilience
4. about the economic and business environment
5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers

Essential Skills and Attributes Developed

Personal effectiveness Interpersonal and social effectiveness

CORE THEME 1: HEALTH AND WELLBEING This core theme focuses on:

1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal setting)
2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
3. Resilience (including self-motivation, perseverance and adaptability)
4. Self-regulation (including promotion of a positive, growth mind-set¹ and managing strong emotions and impulses)
5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
6. Self-organisation (including time management)
7. Strategies for identifying and accessing appropriate help and support
8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
9. Recalling and applying knowledge creatively and in new situations
10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

CORE THEME 2: RELATIONSHIPS This core theme focuses on:

1. Empathy and compassion (including impact on decision-making and behaviour)
2. Respect for others' right to their own beliefs, values and opinions
3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
4. Skills for employability, including
 - Active listening and communication (including assertiveness skills)
 - Team working
 - Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
 - Leadership skills
 - Presentation skills
5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
6. Recognising, evaluating and utilising strategies for managing influence
7. Valuing and respecting diversity
8. Using these skills and attributes to build and maintain healthy relationships of all kinds Managing risk and decision-making (integral to all of the above)

CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING, CAREERS AND THE WORLD OF WORK)

Strong links with aspects of the 'Relationships' theme should be recognised during planning. Similarly links with citizenship education will require joint planning and liaison. This core theme focuses on:

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
4. Assessing the validity and reliability of information
5. Identify links between values and beliefs, decisions and actions
6. Making decisions

Learning for Life Days 2024-2025 Curriculum Plan

Learning for Life Days	Year 7	Year 8	Year 9	Year 10	Year 11
Wednesday 18 th September	Healthy Lifestyles	Mind Development	Positive Relationships	Unhealthy Relationships	My Money
Monday 25 th November	Self-Concept	Media Literacy and Digital Resilience	Diversity and Equality - Gender	Addiction - Impact	Financing Life
Friday 31 st January	Medical Care	Diversity and Equality - Disabilities	Addiction - Knowledge	Pregnancy	Health Related Decisions
Monday 28 th April	Social Influences	Diversity and Equality - Beliefs	Intimate Relationships (Consent)	Life Beyond Priory	The Law Home and Abroad
Friday 20 th June	Financial Choices	Democracy and Community	Sexual Health - Prevent	Personal Safety	

Curriculum Delivery

Pupils receive five drop-down days of Learning for Life Days a year in Years 7 to 11. This school has chosen to have drop-down days as opposed to lessons scattered across the normal curriculum timetable to provide greater focus on PSHE and greater cohesion and consideration to planning.

Learning for Life Days lessons are mainly discussion based. Team Leaders create PowerPoints or acquire them from reputable sources, to educate pupils on the topic scheduled, and the required content stipulated. Team Leaders supplement these with white board activities, work sheets, sort card activities, videos, practical activities. Within those topics pupils discuss and share their current experiences within reason, discuss how they could adopt learnt strategies, and what impact they could have.

Pupils do not generate any tangible evidence of their learning, in the way of lengthy written pieces, however, there maybe worksheets which pupils complete to support their learning. Pupils will complete PLCs so that they understand what they are learning and why they are learning it. This also assist the teacher in gauging to what extent individuals have broadened their awareness of the topic.

Teams Assessments inform team leaders where there are widespread misconceptions, which can inform reteaching in L4L p6 and the planning of future days. These assessments are also used to identify individual under achievement for intervention. In 2024-25 Plickers will be introduced as an assessment tool in addition to the strategies.

The unit 'Life after Priory' encourages pupils to think about their future career path and actions they need to take to get there. This supplements units in Learning for Life P6 sessions and other careers activities in school.

Each subject area in school has been asked to review how it's curriculum links to PSHE and provide opportunities to demonstrate skills they have gained. As a school we supplement these days with assemblies, visitor workshops and a range of other activities detailed in our PSHE and Citizenship audit.

Any pupils missing an L4L Day will attend intervention when they return to school.

Detailed Plans

Part 1 – Learning for Life Period 6 Sessions – Futures, Reading and Citizenship are under construction

Part 2 – Learning for Life Days

Part 3 – Learning for Life Days – PSHE Association Curriculum Detail

Part 1 – Learning for Life Period 6 Sessions

Culture - Them and Us – Kindness

Big question – What is Kindness and why is it important?

Focus: To investigate respect and the role it plays in community cohesion and how we can live together more harmoniously. This unit looks at what respect is, strategies to demonstrate respect and encourages reflection and deeper student understanding.

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
Year 7	Friendships – How to maintain Falling out versus bullying Social Media and the holiday – How to stay safe Actions - Empathy	So that I can; <ul style="list-style-type: none"> • be kind in what I think about myself and others who are different to me • recognise acts of kindness in me and others who are not the same as me • be kind in what I say to others even if I hold different views/beliefs/attitudes • be kind when I give people feedback • join in organised acts of kindness. • define what being kind means in a variety of settings • look for the positive in others (not just my friends) • look for opportunities to be kind to others (not just the people I like) 	You will; <ul style="list-style-type: none"> • read the information provided on the board • listen to the information the teacher is giving you • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember • watch teacher demonstrations • refer to and read handouts • complete any work sheets provided • read online information where appropriate • complete a personal learning checklist • take part in quizzes to make sure that your learning has stuck • make links to other subjects
Year 8	What are acts of kindness? The difference between being nice and kind		
Year 9	The cycle – Thoughts, words, deeds Kindness: Worth so much, yet costs nothing		
Year 10	Recognising difference as a good thing Helping each other to grow		
Year 11	Can Kindness change the world? Thinking outside the box		

Culture - Them and Us – Respect

Big question – What is Respect and why is it important?

Focus: To investigate kindness and the role it plays in community cohesion and how we can live together more harmoniously. This unit looks at what kindness is, strategies to demonstrate kindness and encourages reflection and deeper student understanding.

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
Year 7	What is respect? Respect – More than a word	So that I can; <ul style="list-style-type: none"> • accept that other people have different views to me and that it is OK that they do • show people respect at all times even if I don't like them, what they say/do or what they believe. 	You will; <ul style="list-style-type: none"> • read the information provided on the board. • listen to the information the teacher is giving you.
Year 8	Respect – Earned or deserved. Learning how to show respect.	<ul style="list-style-type: none"> • try and make people feel valued whatever their views. • recognise strengths in myself and in others who have different strengths. • understand how to disagree with people and be kind at the same time. • listen carefully to other people and try to understand their views. 	<ul style="list-style-type: none"> • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions.
Year 9	Respecting the views of others Recognising strengths in others	<ul style="list-style-type: none"> • use language appropriately to show people respect. • have empathy for people who are similar and also different to me. • recognise that people not like me are just like me 	<ul style="list-style-type: none"> • offer your own experience where appropriate and in a way that is appropriate.
Year 10	Keeping my mouth closed My heart open and is my language always respectful.		<ul style="list-style-type: none"> • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. • watch teacher demonstrations. • refer to and read handouts. • complete any work sheets provided.
Year 11	The importance of being able to disagree well. Valuing people in the 'real' world		<ul style="list-style-type: none"> • read online information where appropriate. • complete a personal learning checklist. • take part in quizzes to make sure that your learning has stuck. • make links to other subjects.

Culture - Them and Us – Safe from Harm

Big question – What does staying safe and living without harm mean and why is it important?

Focus: To investigate the theme staying safe and living without harm and its impact on community cohesion and how we can live together more harmoniously. This unit looks at different aspects of staying safe and living without harm, strategies to avoid harm, strategies for dealing with harm and encourages reflection and deeper student understanding.

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
Year 7	Staying safe Social media and the holidays What are harmful actions? Why do we hurt or harm others?	So that I can;	You will;
Year 8	Harm online Social media	<ul style="list-style-type: none"> • recognise unkind actions in me and others. • be aware of the consequences of my actions/words. • know how to find help for others at risk of harm. 	<ul style="list-style-type: none"> • read the information provided on the board. • listen to the information the teacher is giving you.
Year 9	Physical harm The power of our words	<ul style="list-style-type: none"> • consider ways to prevent harmful situations to me and others. • be aware that the choices I make can have a long-term impact on others and the environment. 	<ul style="list-style-type: none"> • offer to answer questions where you have the opportunity to do so, either verbally or on your white board
Year 10	Harm caused in our community. How can we protect others in our community?	<ul style="list-style-type: none"> • consider my actions to ensure that they cause no harm to those around me and in the wider community. • try to protect and look after people who are vulnerable (whether they are my friends or not) • understand that causing harm to others starts with the small choices I make 	<ul style="list-style-type: none"> • participate in pair, table or class discussions. • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. • watch teacher demonstrations. • refer to and read handouts. • complete any work sheets provided. • read online information where appropriate. • complete a personal learning checklist. • take part in quizzes to make sure that your learning has stuck. • make links to other subjects.

Year 7 Gateway to Priory

Big question – What do I need to know to be successful at Priory?

Focus: To investigate different aspects of school systems and processes to develop confidence when joining Priory. To start developing personal character and skills, to ensure we remain healthy, safe and become great human beings.

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
Year 7	<p>About our school and staff</p> <p>How to use the planner, Microsoft Teams, Microsoft Emails</p> <p>How to organise time and in relation to homework</p> <p>Mental health – Resilience, problem solving, confidence building,</p> <p>School’s Synergy - Rewards and Sanctions</p> <p>About Peer Mentors</p> <p>How to stay safe</p> <p>Friendships, falling out vs bullying.</p> <p>Safe from Harm, social media and the holidays</p> <p>Healthy Eating, Physical Wellbeing</p> <p>Get Involved – The why? - Extra-curricular clubs</p> <p>The Priory + Award</p> <p>Getting to know yourself and each other.</p> <p>What makes a ‘good’ person?</p> <p>Respect for others</p> <p>Responsibility – What is it? Taking responsibility, Accepting Responsibilities, Making excuses Making good choices</p>	<p>So that I can understand;</p> <ul style="list-style-type: none"> • and gain knowledge about your school, staff, planner addressing anxiety. • how to stay safe in and out of school. • and gain knowledge of extra-curricular clubs and make plans to join them. • how to problem solve first year issues to become more confident. • how to make and maintain friendships in Year 7 and beyond. • about The Priory + Award and can plan towards achieving it. • how school systems work such as Microsoft Teams, Microsoft email, Synergy. • about The PiXL Edge Award and can plan towards achieving it. • what makes a ‘good’ person and become one. • and develop character skills in confidence building, responsibility and resilience. • the different rewards and sanctions I can achieve. • the difference between falling out vs Bullying, and what to do about it. • how to manage social media for good and avoid the bad. • The role of peer mentors and how they can help. • the importance of getting involved in activities in school. • how to find purpose in life. • what a balanced life is using the Wheel of Life and how to use it to create goals. • why achievement is important and create an achievement plan. • about confidence and about personal conflict. • why hobbies are important to my personal development. • the difference between Crazy Goals and Career Goals and create them. • how actions and consequences relate. • the link hobbies to the Priory + Award and plan to increase my skills. • about empathy and know how to show it. • why personal goals are important and can plan personal goals for the future. • what a balanced life is, how to balance it and make a plan. 	<p>You will;</p> <ul style="list-style-type: none"> • read the information provided on the board. • listen to the information the teacher is giving you. • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions. • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. • watch teacher demonstrations. • refer to and read handouts. • complete any work sheets provided. • read online information where appropriate. • complete a personal learning checklist. • take part in quizzes to make sure that your learning has stuck. • make links to other subjects.

<p>Actions – Actions and Consequences, Empathy</p> <p>My Life, Finding purpose, Wheel of Life Goals</p> <p>Hobbies – Why are they important?</p> <p>Personal Goals – Why is this important? Legacy and Vision Board, Careers link, Making a plan.</p> <p>Balance – What is a balanced life?</p> <p>Opportunities – Why is it important? Identifying opportunities, In school, Priory + links</p> <p>Achievement – Why is it important? Achievement Plan, Crazy Goals, Career Goals</p> <p>Pride – Why is it important? Your own pride, Pride in our environment Pride, Pride in your appearance</p>	<ul style="list-style-type: none"> • and develop a legacy and vision board for my personal goals. • what taking responsibility is and why it is important. • and link personal goals to a future career. • why pride is important and how to develop my own pride. • about accepting and taking responsibilities and how to. • why opportunities are important, what opportunities there are in school and how they link to the Priory + Award. • about and know how to take pride in our environment and my appearance. • how responsibility links to making excuses. 	
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Mental Wellbeing

Big question – How do I stay mentally healthy?

Focus: The sessions help promote positive mental wellbeing. The sessions aim to support us all to develop Health and Wellbeing as an integral part of school effectiveness and promoting this also has the potential to improve educational outcomes.

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
Year 7	<p>Introduction to Mental health</p> <p>Getting to know yourself and each other.</p> <p>Achievement, Rewards and Sanctions systems</p> <p>Peer Mentors</p> <p>Confidence building</p> <p>Resilience</p> <p>Pride</p> <p>A balanced life</p> <p>Hobbies</p>	<p>So that I can understand;</p> <ul style="list-style-type: none"> and identify the types of things that affect our mind, understand the positive and negative effects on our minds. and evaluate the things that affect our mind and strategies to maintain a healthy mind. and identify what good physical health and wellbeing is, and understand the link between healthy body and healthy mind, the five ways of wellbeing and how this build resilience and can plan strategies to keep my mind and body healthy. and make the link between a healthy body and a healthy mind and understand the importance of physical activity for the brain, mental health and dealing with stress. and evaluate their mindset and create a mindset profile. growth and fixed mindsets and can identify the characteristics of each. the importance of challenge, why failure can be important, and can identify strategies to change my mindset. 	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board. listen to the information the teacher is giving you. offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions. Offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. watch teacher demonstrations. refer to and read handouts. complete any work sheets provided. read online information where appropriate. complete a personal learning checklist. take part in quizzes to make sure that your learning has stuck. make links to other subjects
Year 8	<p>Does being different make the biggest difference?</p> <p>Being your own action hero? Self-esteem and confidence</p> <p>Positive and Negative feelings – It's OK to wallow. How the brain works</p> <p>Stigma. Mental Health words</p> <p>When our feelings might get too much</p>	<ul style="list-style-type: none"> what mental toughness is, understand what affects our ability to be mentally tough, and how to overcome this? and identify strategies and techniques needed to be mentally tough, and 'why' we need to be mentally tough in different situations. what we mean by 'mental fitness', can identify the physical and mental impact of technology on their health, and can learn to 'unplug' the meaning of resilience and can identify strategies to become more resilient. what grit and determination mean, and why they are important the importance of mind training, can map out time for mind training and can link mind training to fixed and growth mindsets. and identify strategies to change my mindset and understand the chimp paradox and how to keep control of my mind. and identify new ways of thinking to help maintain a positive mindset, understand how to cope with failure, and why this is important to mental wellbeing. what we mean by 'feelings' and the difference and links between feelings, emotions, belief, behaviours and mental health what emotions are and how they differ from feelings, and can identify strategies to regulate their emotions what emotional intelligence is, how emotions can affect others, and can strategies to be more emotionally aware what mental health is, and ways to maintain positive mental health 	<ul style="list-style-type: none"> watch teacher demonstrations. refer to and read handouts. complete any work sheets provided. read online information where appropriate. complete a personal learning checklist. take part in quizzes to make sure that your learning has stuck. make links to other subjects
Year 9	<p>What can impact your mental health?</p> <p>Loneliness</p> <p>Options and anxiety – Be yourself.</p> <p>Stress and coping strategies.</p> <p>Controlling your emotions – Anger</p>	<ul style="list-style-type: none"> what mental health is, and ways to maintain positive mental health 	<ul style="list-style-type: none"> make links to other subjects
Year 10	Mindset Assessment – Grown/Fixed		

<p>Year 11</p> <p>Training our minds into positive thinking</p> <p>Self-Harm</p> <p>See Power to Perform</p> <p>Organised Mind –</p> <p>How to revise and not waste time.</p> <p>Revision – Self explanation</p> <p>Revision – Elaborative interrogation</p> <p>Revision – Distributed and interleaved practice</p> <p>Revision – Practiced Testing</p> <p>Depression</p> <p>Mindfulness</p> <p>Mindset: Mental Health and Technology</p> <p>Eating disorders: Brain Power</p> <p>Exam Anxiety: Self Care</p>	<ul style="list-style-type: none"> • the different types of mental health problems, • the common myths and facts associated with mental health and can apply my knowledge. • and identify the warning signs of poor mental health and understand how I can help myself and others with mental health problems. • what stigma is and how it relates to mental health problems, and can consider different attitudes towards mental illness? • the meaning of positivity, can recognize positive qualities about myself, and can strategies to maintain positivity. • self-awareness and why we should develop it, can recognise my own strengths and weaknesses, and can identify how to make positive changes. • and identify the signs and symptoms of common mental health issues and understand how to support myself and others with mental wellbeing. • discuss and define stigma, understand the impact of stigma on people experiencing mental health problems, and can identify ways to address stigma. • different mental health conditions, can recognise the signs and symptoms, and can recall, and act upon, top tips for keeping positive mental health. • and recall practical strategies to improve mental health and know how to make the most of my personal resources. • how to control my feelings and can identify strategies to cope with different moods and emotions • what emotional intelligence is, why it is important and can strategies to become more emotionally aware? • the benefits of emotional fitness, can identify my emotional fitness zones and can create an emotional fitness routine. • the importance of self-management for my health, can take on board self-management techniques and can identify what drives me. • how to manage myself in stressful situations and can use strategies to overcome challenges. • the five pillars of resilience and can identify personal resilience strategies and actions. • how to overcome setbacks and ‘bounce back, and can identify self-determination and why it is important 	
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Mental Wellbeing

Mental Wellbeing - Power to Perform

Big question – How do I stay physically and mentally prepared for exams?

Focus: *The sessions help KS4 students build resilience and promote health, mental wellbeing and positive lifestyle choices through the exam period as stress, anxiety and depression are at their most prominent. The sessions aim to support us all to develop Health and Wellbeing as an integral part of school effectiveness and promoting this also has the potential to improve educational outcomes.*

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
<p>Year 10</p>	<p>Performance Mental energy part 1 Mental energy part 2</p>	<p>So that I can understand;</p> <ul style="list-style-type: none"> • that study habits are helpful. • that mental preparation is effective. • and be able to face pressure with a positive ‘can do’ attitude. • how to prepare for the challenges ahead • and are able to show resilience/determination. 	<p>You will;</p> <ul style="list-style-type: none"> • read the information provided on the board. • listen to the information the teacher is giving you. • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions. • Offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. • watch teacher demonstrations. • refer to and read handouts. • complete any work sheets provided. • read online information where appropriate. • complete a personal learning checklist. • take part in quizzes to make sure that your learning has stuck. • make links to other subjects

Physical Wellbeing

Big question – How do I stay mentally healthy?

Focus: The sessions help promote positive mental wellbeing. The sessions aim to support us all to develop Health and Wellbeing as an integral part of school effectiveness and promoting this also has the potential to improve educational outcomes.

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
Year 7	Introduction to physical wellbeing	So that I can understand;	You will; <ul style="list-style-type: none"> • read the information provided on the board. • listen to the information the teacher is giving you. • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions. • Offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. • watch teacher demonstrations. • refer to and read handouts. • complete any work sheets provided. • read online information where appropriate. • complete a personal learning checklist. • take part in quizzes to make sure that your learning has stuck. • make links to other subjects
Year 8	What does being "healthy" mean? What does it mean to recharge? Health self-assessment What does it mean to be "active"?	<ul style="list-style-type: none"> • what being healthy means, can consider the characteristics that are needed to have good health. • the importance of personal health and wellbeing and can identify how to take care of my health and wellbeing. • and reflect on my current understanding of health and my own relationships with my health. • and reflect on my health priorities and can address areas of weakness or risk by targeting them specifically. • the importance of being active, understand the different types of physical activity and can plan my own weekly activity habits. • what health indicators are and why they are important, and can review my own physical health • why physical health is so important and can explore why physical health has certain safety implications. • what we mean by fitness, can identify ways to keep fit, and set myself fitness targets • the principles and methods of training and can plan out my own fitness session. • the importance of fitness tests, can identify different types of fitness test and can create my own. • the importance of strength training and can identify ways to improve my strength. • the importance of healthy lifestyle choice and can identify consequences of an unhealthy lifestyle. • the link between physical health and success and can create a personal wellness profile and set goals. • the importance of flexibility, can identify exercises to improve flexibility, and can build my own flexibility plan. • how physical activity can reduce stress, anxiety and depression, and understand the science behind exercise and how it combats stress. • the fundamentals of healthy eating and nutritious foods and understand the benefits of eating a healthy and balanced diet. • the importance of being active, understand why I need to keep myself strong and healthy and can identify strategies to keep active whilst leading a pressured life. • and recognise the benefits of healthy eating and understand how to make smart, informed choices to achieve a healthy and nutritious balance. • the impact of nutrition on energy levels and can recognise the benefits of staying hydrated. • macronutrients, and can explore how nutrition can impact my own and others' health and wellbeing. • how to make healthy choices for life and understand the impact that nutrition can have on stress levels, energy and productivity. • how unhealthy food affects us, the best foods to reduce stress and pressure and the impact of blood sugars on energy levels. • different food habits and what influences me, and can consider healthier alternatives to sweet, fatty or processed foods and drinks. • what 'recharge' means, how to recharge and the associated health benefits • the importance of routines in maintaining health and can evaluate my own routines. • the importance of hydration in performing well and can 're-think the drink' to make healthier choices. 	
Year 9	How to eat responsibly Consequences of not eating healthily Smoking and second-hand smoking How do we cope with Stress?		
Year 10	See Power to Perform		
Year 11	Exam Health		

		<ul style="list-style-type: none"> • what rest and recovery entails, the different ways to rest and recover and the benefits for mental wellbeing • why sleep is necessary, recognize the different stages of sleep and can identify methods to encourage good sleep behaviours. • and can prioritise my daily lifestyle habits and can plan my own balanced daily routine. • the importance of healthy routines and understand the health benefits of recharging. • what mindfulness is, can recognise how to be mindful and understand the benefits of mindfulness? • how to create practical strategies to be more mindful, understand how to calm nerves and reduce stress, and can recall tips to relax. • the importance of sleep on my brains and for overall health and can recall top tips for getting better sleep. • mindfulness, and can seek out opportunities to become more mindful. • health behaviours and associated risk factors and develop an awareness of health-related conditions. • both healthy and unhealthy behaviours and understand behaviour change models. • and apply the behaviour change model to health risk scenarios and understand how to improve unhealthy behaviours. • what happens to our body as we age, can identify how to age in a healthy way, and can set future health targets • the importance of having the right attitude to health, and how to maintain a positive attitude • and identify negative health behaviours, understand how to stay safe and overcome peer pressure, and can evaluate my personal behaviours 	
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Future Pathways and Careers – Under Construction

Big question – How do I successfully gain the job or career I aspire to?

Focus: The sessions provide information regarding pathways to jobs and careers which are aspired to. This includes learning about aspiration, employability skills, KS4 Option Choices, Post 16 education and training options, strategies for gaining employment.

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
Year 7	Performance	So that I can understand;	You will; <ul style="list-style-type: none"> • read the information provided on the board • listen to the information the teacher is giving you • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions • Offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember • watch teacher demonstrations • refer to and read handouts • complete any work sheets provided • read online information where appropriate • complete a personal learning checklist • take part in quizzes to make sure that your learning has stuck • make links to other subjects
Year 8	Does being different make the biggest difference? Being your own action hero? Self-esteem and confidence Positive and negative feelings	So that I can understand;	
Year 9			
Year 10			
Year 11			

Part 2 – Learning for Life Days KS3 Curriculum

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
<p>Year 7</p> <p>Learning for Life Days DAY 1</p>	<p>Big question – How do I keep my body healthy as I am changing, whilst not being impacted by the media?</p> <p>Focus: Healthy Lifestyles: <i>To gain an understanding of how to keep a body healthy through change, whilst not being impacted by the media.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> • strategies to manage the physical changes that are a typical part of growing up, including puberty and menstrual wellbeing. • ways of assessing and reducing risk in relation to health • the benefits of physical activity and exercise for physical and mental health and wellbeing • to recognise and manage what influences my choices about physical activity. • the importance of sleep and strategies to maintain good quality sleep. • the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices • what might influence my decisions about eating a balanced diet and strategies to manage eating choices? • strategies for maintaining personal hygiene, including oral health, and prevention of infection. • to recognise and manage internal and external influences on decisions which affect health and wellbeing. • that about the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health. • how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this. • where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding any aspect of mind development. 	<p>So that I understand how I keep my body healthy as I am changing, whilst not being impacted by the media.</p> <p>I can;</p> <ul style="list-style-type: none"> • manage the physical changes that are a typical part of growing up, including puberty and menstrual wellbeing. • assess and reduce risk in relation to health. • recognise the benefits of physical activity and exercise for physical and mental health and wellbeing. • recognise and manage what influences my choices about physical activity. • recognise the importance of sleep and strategies to maintain good quality sleep. • maintain a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices. • make positive decisions about eating a balanced diet and strategies to manage eating choices. • use strategies for maintaining personal hygiene, including oral health, and prevention of infection. • recognise and manage internal and external influences on decisions which affect health and wellbeing. • recognise the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health. • understand how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this. • identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding any aspect of mind development. 	<p>You will;</p> <ul style="list-style-type: none"> • read the information provided on the board. • listen to the information the teacher is giving you. • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions. • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. • watch teacher demonstrations. • refer to and read handouts. • complete any work sheets provided. • read online information where appropriate. • complete a personal learning checklist. <p>make links to other subjects</p>
<p>Year 7</p>	<p>Big question – What strengths and characteristics do I have?</p>	<p>So that I can create a bank of information which may be used in the future when applying for college</p>	<p>You will;</p> <ul style="list-style-type: none"> • read the information provided on the board.

<p>Learning for Life Days DAY 2</p>	<p>Focus: Self-Concept: <i>To identify strengths and positive characteristics, to create a bank of information which may be used in the future when applying for college etc.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> • what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) • how we are all unique; that recognising and demonstrating personal strengths build self-confidence, and self-esteem • how self-confidence, self-esteem, and mental health are affected positively and negatively by internal and external influences. • to accurately assess my areas of strength and development, and where appropriate, act upon positive feedback • to recognise, and if necessary, challenge my own values and understand how my values influence my decisions, goals and behaviours. • how to build on how I think about myself and my health and wellbeing. • to review my strengths, interests, skills, qualities and values and how to develop them. • to set realistic yet ambitious targets and goals • the skills and attributes that employers value • the skills and qualities required to engage in enterprise. • the importance and benefits of being a lifelong learner. • how to manage positive and negative self-confidence, self-esteem, and mental health. • simple strategies to help build resilience to negative opinions, judgements, comments and feedback from peer influences and others. • strategies to develop assertiveness. • about sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they need further information in the future. 	<p>I can;</p> <ul style="list-style-type: none"> • understand what can affect wellbeing and resilience (e.g. life change: relationships, achievements and employment) • recognise how we are all unique; that recognising and demonstrating personal strengths build self-confidence, and self-esteem. • understand how self-confidence, self-esteem, and mental health are affected positively and negatively by internal and external influences. • accurately assess my areas of strength and development, and where appropriate, act upon positive feedback • recognise, and if necessary, challenge my own values and understand how my values influence my decisions, goals and behaviours. • build on how I think about myself and my health and wellbeing. • review my strengths, interests, skills, qualities and values and how to develop them. • set realistic yet ambitious targets and goals. • develop the skills and attributes that employers value. • develop the skills and qualities required to engage in enterprise. • understand the importance and benefits of being a lifelong learner. • manage my positive and negative self-confidence, self-esteem, and mental health. • Use simple strategies to help build resilience to negative opinions, judgements, comments and feedback from peer influences and others. • develop assertiveness. • identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they need further information in the future. 	<ul style="list-style-type: none"> • listen to the information the teacher is giving you. • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions. • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. • watch teacher demonstrations. • refer to and read handouts. • complete any work sheets provided. • read online information where appropriate. • complete a personal learning checklist. • make links to other subjects
<p>Year 7 Learning for Life Days DAY 3</p>	<p>Big question – How can I help others when they need help?</p> <p>Focus: Medical Emergencies: <i>To gain an understanding of how to help others when they need help.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> • about the NHS ‘Using the right service’. • to find sources of emergency help. 	<p>So that I understand how I can help others when they need help</p> <p>I can;</p> <ul style="list-style-type: none"> • understand and use the NHS ‘Using the right service.’ • understand how to find sources of emergency help. • understand how the inappropriate use of mobile phones can contribute to accidents. • manage risk within the context of personal safety especially accident prevention and road and cycle safety. 	<p>You will;</p> <ul style="list-style-type: none"> • read the information provided on the board. • listen to the information the teacher is giving you. • offer to answer questions where you have the opportunity to do so, either verbally or on your white board

	<ul style="list-style-type: none"> to understand how the inappropriate use of mobile phones can contribute to accidents. to understand and manage risk within the context of personal safety especially accident prevention and road and cycle safety. to perform basic and emergency first aid and lifesaving skills including CPR. and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they need further information in the future. 	<ul style="list-style-type: none"> perform basic and emergency first aid and lifesaving skills including CPR. identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they need further information in the future. 	<ul style="list-style-type: none"> participate in pair, table or class discussions. offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. watch teacher demonstrations. refer to and read handouts. complete any work sheets provided. read online information where appropriate. complete a personal learning checklist. <p>make links to other subjects</p>
<p>Year 7 Learning for Life Days DAY 4</p>	<p>Big question – What skills will I need to succeed when in a social group?</p> <p>Focus: Social Influences: <i>To gain an understanding of the skills required when working as part of a team or social group.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> ways to identifying, assessing, reducing and managing risk in relation to personal safety in increasingly independent situations, new social settings, and environments. about the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours strategies to manage pressure to join a gang, exit strategies and how to access appropriate support. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon. the characteristics and to recognise the warning signs of abusive behaviours, such as peer bullying, emotional abuse, manipulation, persuasion, coercion, exploitation and violence. 	<p>So that I understand what skills I will need to succeed when part of a social group</p> <p>I can;</p> <ul style="list-style-type: none"> identify, assess, reduce and manage risk in relation to my personal safety in increasingly independent situations, new social settings, and environments. understand the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support. understand that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this. understand about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours. use strategies to manage pressure to join a gang, exit strategies and how to access appropriate support. understand motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon. recognise the characteristics and the warning signs of abusive behaviours, such as peer bullying, emotional abuse, manipulation, persuasion, coercion, exploitation and violence. recognise the difference between being mean and bullying, and its impact, in all its forms. 	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board. listen to the information the teacher is giving you. offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions. offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. watch teacher demonstrations. refer to and read handouts. complete any work sheets provided. read online information where appropriate. complete a personal learning checklist. make links to other subjects

	<ul style="list-style-type: none"> to recognise the difference between being mean and bullying, and its impact, in all its forms. to recognise when others are using or subject to abusive behaviours, such as peer bullying, emotional abuse, manipulation, persuasion, coercion, exploitation and violence. the skills and strategies to manage being targeted. the skills and strategies to respond to abusive behaviours. the skills and strategies to deal with those who are instigating or part of abusive behaviours. the skills and strategies to respond to witnessing others being subject to abusive behaviours. how to report abusive behaviours or access support for themselves or others and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they need further information in the future. 	<ul style="list-style-type: none"> recognise when others are using or subject to abusive behaviours, such as peer bullying, emotional abuse, manipulation, persuasion, coercion, exploitation and violence. use skills and strategies to manage being targeted. use skills and strategies to respond to abusive behaviours. use skills and strategies to deal with those who are instigating or part of abusive behaviours. use skills and strategies to respond to witnessing others being subject to abusive behaviours. understand how to report abusive behaviours or access support for themselves or others. access reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they need further information in the future. 	
<p>Year 7 Learning for Life Days DAY 5</p>	<p>Big question – What could I do as a career in the future?</p> <p>Focus: Financial choices: <i>To gain an understanding of my career options in the future, working now and how I use my money.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> about the choices available to me at the end of KS3, sources of information, advice and support, and the skills to manage this decision-making process. about the labour market. about learning options, skills, occupations and progressions routes. about different work roles and career pathways, including clarifying my own aspirations. about different types of work, including employment, self-employment and voluntary work; that everyone has a ‘career’ which is their pathway through life, education and work. about the benefits of being ambitious and enterprising in all aspects of life. about the skills and qualities required to engage in enterprise, including seeing an opportunity, managing risk, marketing, productivity, understanding concept of quality, cash flow and profit. about the laws and by-laws relating to young peoples permitted hours and types of employment and how to minimise health and safety risks. 	<p>So that I understand what I could do as a career in the future</p> <p>I can;</p> <ul style="list-style-type: none"> understand the choices available to me at the end of KS3, sources of information, advice and support, and the skills to manage this decision-making process. use labour market information. use learning options, skills, occupations and progressions routes. understand about different work roles and career pathways, including clarifying my own aspirations. understand about different types of work, including employment, self-employment and voluntary work; that everyone has a ‘career’ which is their pathway through life, education and work. understand about the benefits of being ambitious and enterprising in all aspects of life. use the skills and qualities required to engage in enterprise, including seeing an opportunity, managing risk, marketing, productivity, understanding concept of quality, cash flow and profit. understand about the laws and by-laws relating to young peoples permitted hours and types of employment and how to minimise health and safety risks. assess and manage risk in relation to financial decisions that young people might make. understand about gambling (including online) and its consequences. 	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board. listen to the information the teacher is giving you. offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions. offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. watch teacher demonstrations. refer to and read handouts. complete any work sheets provided. read online information where appropriate. complete a personal learning checklist. make links to other subjects

	<ul style="list-style-type: none"> to assess and manage risk in relation to financial decisions that young people might make. about gambling (including online) and its consequences. how to manage pressure or influence to gamble and access support if worried about myself or others to explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect other's economies and environment) to be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding their future choices and finance. 	<ul style="list-style-type: none"> manage pressure or influence to gamble and access support if worried about myself or others. explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect other's economies and environment) identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding their future choices and finance. 	
<p>Year 8</p> <p>Learning for Life</p> <p>Days</p> <p>DAY 1</p>	<p>Big question – How can I look after my mental health?</p> <p>Focus: Mind Development: <i>To gain an understanding of mind development as you grow older.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities ways of assessing and reducing risk in relation to wellbeing strategies to manage mental changes that are a typical part of growing up. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary. characteristics of mental and emotional health and strategies for managing these. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for myself or others as soon as possible. how to recognise when I or others need help with our mental health and wellbeing; sources of help and support and strategies for accessing what I need where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, 	<p>So that I understand how I can look after my emotional health</p> <p>I can;</p> <ul style="list-style-type: none"> understand the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities. assess and reduce risk in relation to wellbeing. use strategies to manage mental changes that are a typical part of growing up. identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary. Understand the characteristics of mental and emotional health and strategies for managing these. Understand the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns. understand and build resilience, as well as how to respond to disappointments and setbacks. use a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support. understand the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for myself or others as soon as possible. recognise when I or others need help with our mental health and wellbeing; sources of help and support and strategies for accessing what I need. identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding safety online. 	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board. listen to the information the teacher is giving you. offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions. offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. watch teacher demonstrations. refer to and read handouts. complete any work sheets provided. read online information where appropriate. complete a personal learning checklist. <p>make links to other subjects</p>

	<p>should I feel, or believe others feel they have concerns regarding safety online.</p>		
<p>Year 8 Learning for Life Days DAY 2</p>	<p>Big question – How can I look after myself online now and for in the future?</p> <p>Focus: Media Literacy and Digital Resilience: <i>To gain an understanding of online safety now and for in the future.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> • that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events. • to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views. • strategies to critically assess bias, reliability and accuracy in digital content. • to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them. • to understand how the way people present themselves online can have positive and negative impacts on them. • strategies for protecting and enhancing my personal and professional reputation online. • strategies to identify and reduce risk from people online that I do not already know, when and how to access help. • strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs) • to recognise peer influence and to learn strategies for managing it. • to recognise the characteristics and warning signs of grooming, abuse, exploitation • how to report these behaviours or access support for myself or others • to assess the personal consequences of extremism and intolerance in all their forms • to recognise when others are using manipulation, persuasion or coercion. • to recognise warning signs and characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation 	<p>So that I understand how I can look after myself online now and for in the future.</p> <p>I can;</p> <ul style="list-style-type: none"> • recognise that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events. • recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views. • use strategies to critically assess bias, reliability and accuracy in digital content. • make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them. • understand how the way people present themselves online can have positive and negative impacts on them. • use strategies for protecting and enhancing my personal and professional reputation online. • use strategies to identify and reduce risk from people online that I do not already know, when and how to access help. • use strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help. • recognise peer influence and to develop strategies for managing it. • recognise the characteristics and warning signs of grooming, abuse, exploitation. • report these behaviours or access support for myself or others. • assess the personal consequences of extremism and intolerance in all their forms. • recognise when others are using manipulation, persuasion or coercion. • recognise warning signs and characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation. • establish personal values and clear boundaries around aspects of life that I want to remain private. • use the skills and strategies to respond to others and report abusive behaviours for myself or others. • respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms. • recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern. 	<p>You will;</p> <ul style="list-style-type: none"> • read the information provided on the board. • listen to the information the teacher is giving you. • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions. • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. • watch teacher demonstrations. • refer to and read handouts. • complete any work sheets provided. • read online information where appropriate. • complete a personal learning checklist. <p>make links to other subjects</p>

	<ul style="list-style-type: none"> to establish personal values and clear boundaries around aspects of life that I want to remain private. the skills and strategies to respond to others and report abusive behaviours for myself or others. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern. be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding safety online. 	<ul style="list-style-type: none"> identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding safety online. 	
<p>Year 8</p> <p>Learning for Life</p> <p>Days</p> <p>DAY 3</p>	<p>Big question – What are the issues faced by people with disabilities and how do I support them?</p> <p>Focus: Diversity and Equality – Disabilities: <i>To gain an understanding of the issues faced by people with disabilities and how to support them.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> about the similarities, differences and diversity among people of different ability the impact of stereotyping, prejudice and discrimination on individuals the need to promote inclusion and challenge discrimination, and how to do so safely, including online. the legal rights, responsibilities and protections provided by the Equality Act 2010 to recognise the warning signs and characteristics of abusive behaviours such as bullying toward people to recognise its impact, in all its forms about the unacceptability of prejudice-based language and behaviour, offline and online. about the skills and strategies to manage being targeted or witnessing a person being bullied about the skills and strategies to respond to bullying and exploitation of these people about strategies to challenge all forms of prejudice and discrimination towards these people how to report abusive behaviours or access support for myself or others 	<p>So that I understand what the issues are faced by people with disabilities and how I can support them</p> <p>I can;</p> <ul style="list-style-type: none"> appreciate the similarities, differences and diversity among people of different ability. understand the impact of stereotyping, prejudice and discrimination on individuals. understand the need to promote inclusion and challenge discrimination, and how to do so safely, including online. understand the legal rights, responsibilities and protections provided by the Equality Act 2010 recognise the warning signs and characteristics of abusive behaviours such as bullying toward people. recognise its impact, in all its forms. understand the unacceptability of prejudice-based language and behaviour, offline and online. use skills and strategies to manage being targeted or witnessing a person being bullied. use skills and strategies to respond to bullying and exploitation of these people. use strategies to challenge all forms of prejudice and discrimination towards these people. report abusive behaviours or access support for myself or others. identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of disability diversity and equality. 	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board. listen to the information the teacher is giving you. offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions. offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. watch teacher demonstrations. refer to and read handouts. complete any work sheets provided. read online information where appropriate. complete a personal learning checklist. make links to other subjects.

	<ul style="list-style-type: none"> and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of disability diversity and equality. 		
<p>Year 8 Learning for Life Days DAY 4</p>	<p>Big question – What are the issues around different belief systems and how can I support people when it is needed?</p> <p>Focus: Diversity and Equality – Beliefs: <i>To gain an understanding of the issues around different belief systems and how to support people when it is needed.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> about the similarities, differences and diversity among people of different race and culture about the impact of stereotyping, prejudice and discrimination on individuals about the need to promote inclusion and challenge discrimination, and how to do so safely, including online. about the legal rights, responsibilities and protections provided by the Equality Act 2010 to recognise the warning signs and characteristics of abusive behaviours including bullying and violence toward people to recognise its impact, in all its forms about the unacceptability of prejudice-based language and behaviour, offline and online including racism. the skills and strategies to manage being targeted or witnessing a person being bullied. the skills and strategies to respond to bullying, harassment and exploitation of these people. strategies to challenge all forms of prejudice and discrimination towards these people. how to report abusive behaviours or access support for myself or others learn of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of diversity and equality. 	<p>So that I understand what the issues are around different belief systems and how I can support people when it is needed</p> <p>I can;</p> <ul style="list-style-type: none"> recognise the similarities, differences and diversity among people of different race and culture. understand the impact of stereotyping, prejudice and discrimination on individuals. understand the need to promote inclusion and challenge discrimination, and how to do so safely, including online. understand the legal rights, responsibilities and protections provided by the Equality Act 2010 recognise the warning signs and characteristics of abusive behaviours including bullying and violence toward people. recognise its impact, in all its forms. understand about the unacceptability of prejudice-based language and behaviour, offline and online including racism. use skills and strategies to manage being targeted or witnessing a person being bullied. use skills and strategies to respond to bullying, harassment and exploitation of these people. use strategies to challenge all forms of prejudice and discrimination towards these people. understand how to report abusive behaviours or access support for myself or others. learn where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of diversity and equality. 	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board. listen to the information the teacher is giving you. offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions. offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. watch teacher demonstrations. refer to and read handouts. complete any work sheets provided. read online information where appropriate. complete a personal learning checklist. make links to other subjects
<p>Year 8 Learning for Life</p>	<p style="text-align: center;">Democracy and Community</p> <p style="text-align: center;">Under Construction</p> <p style="text-align: center;">Citizenship content with PSHE overlaps</p>		

<p>Days DAY 5</p>			
<p>Year 9 Learning for Life Days DAY 1</p>	<p>Big question – What does a positive relationship look like and why is it important?</p> <p>Focus: Positive Relationships: <i>To gain an understanding of what a positive relationship looks like and why is it important.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> • about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect me. • about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation • to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values. • that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion. • the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships. • about positive relationship qualities • about the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality. • the indicators of positive, healthy relationships and unhealthy relationships, including online • how to form, maintain and manage positive relationships, including online safely and responsibly. • the qualities and behaviours I should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) • to clarify and develop personal values in friendships, love and intimate relationships. • the importance of trust in relationships and the behaviours that can undermine or build trust. • to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships 	<p>So that I understand what a positive relationship looks like and why is it important.</p> <p>I can;</p> <ul style="list-style-type: none"> • appreciate different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect me. • understand about the similarities, differences and diversity among people of different sex, gender identity, and sexual orientation. • understand the difference between biological sex, gender identity and sexual orientation. • recognise that sexual attraction and sexuality are diverse. • understand that there is diversity in romantic and sexual attraction and developing sexuality. • appreciate the need to promote inclusion and challenge discrimination, and how to do so safely, including online. • understand the legal rights, responsibilities and protections provided by the Equality Act 2010 • the impact of stereotyping, prejudice and discrimination on individuals and relationships • about the unacceptability of prejudice-based language and behaviour, offline and online, including homophobia, biphobia, transphobia. • recognise the characteristics and warning signs of abusive behaviours, such as emotional abuse, bullying, and violence. • understand the impact of abusive behaviours. • use skills and strategies to manage being targeted. • use skills and strategies to respond to witnessing exploitation, bullying, and harassment. • use strategies to challenge all forms of prejudice and discrimination. • understand how to report abusive behaviours or access support for themselves or others. • identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding relationships of any kind. 	<p>You will;</p> <ul style="list-style-type: none"> • read the information provided on the board. • listen to the information the teacher is giving you. • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions. • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. • watch teacher demonstrations. • refer to and read handouts. • complete any work sheets provided. • read online information where appropriate. • complete a personal learning checklist. • make links to other subjects

	<ul style="list-style-type: none"> • about how the media portrays relationships and the potential impact of this on people’s expectations of relationships (Love Island) • to understand the potential impact of the portrayal of intimacy in the media and social media can affect people’s expectations of relationships and intimacy attitudes. • about the services available to support healthy relationships, and how to access them. • about reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding relationships of any kind. 		
<p>Year 9</p> <p>Learning for Life Days</p> <p>DAY 2</p>	<p>Big question – What are the issues faced by people who are LGBT+ and how do I support them?</p> <p>Focus: Diversity and Equality – Gender: <i>To gain an understanding of the issues faced by people who are LGBT+ and how to support them.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> • about the similarities, differences and diversity among people of different sex, gender identity, and sexual orientation • the difference between biological sex, gender identity and sexual orientation • to recognise that sexual attraction and sexuality are diverse. • about diversity in romantic and sexual attraction and developing sexuality • the need to promote inclusion and challenge discrimination, and how to do so safely, including online. • the legal rights, responsibilities and protections provided by the Equality Act 2010 • the impact of stereotyping, prejudice and discrimination on individuals and relationships • about the unacceptability of prejudice-based language and behaviour, offline and online, including homophobia, biphobia, transphobia. • to recognise the characteristics and warning signs of abusive behaviours, such as emotional abuse, bullying, and violence; • the impact of abusive behaviours • the skills and strategies to manage being targeted. • the skills and strategies to respond to witnessing exploitation, bullying, and harassment. • strategies to challenge all forms of prejudice and discrimination. • how to report abusive behaviours or access support for myself or others 	<p>So that I understand what issues are faced by people who are LGBT+ and how I can support them</p> <p>I can;</p> <ul style="list-style-type: none"> • appreciate the similarities, differences and diversity among people of different sex, gender identity, and sexual orientation. • understand the difference between biological sex, gender identity and sexual orientation. • recognise that sexual attraction and sexuality are diverse. • understand about diversity in romantic and sexual attraction and developing sexuality. • understand the need to promote inclusion and challenge discrimination, and how to do so safely, including online. • understand the legal rights, responsibilities and protections provided by the Equality Act 2010 • understand the impact of stereotyping, prejudice and discrimination on individuals and relationships. • understand about the unacceptability of prejudice-based language and behaviour, offline and online, including homophobia, biphobia, transphobia. • recognise the characteristics and warning signs of abusive behaviours, such as emotional abuse, bullying, and violence; • understand the impact of abusive behaviours. • use the skills and strategies to manage being targeted. • use the skills and strategies to respond to witnessing exploitation, bullying, and harassment. • use strategies to challenge all forms of prejudice and discrimination. • report abusive behaviours or access support for myself or others. • Identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of gender diversity and equality. 	<p>You will;</p> <ul style="list-style-type: none"> • read the information provided on the board. • listen to the information the teacher is giving you. • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions. • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. • watch teacher demonstrations. • refer to and read handouts. • complete any work sheets provided. • read online information where appropriate. • complete a personal learning checklist. • make links to other subjects.

	<ul style="list-style-type: none"> about and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of gender diversity and equality. 		
<p>Year 9 Learning for Life Days DAY 3</p>	<p>Big question – What are legal and illegal addictive substances and what harm can they cause to me and others?</p> <p>Focus: Addiction – Knowledge: <i>To gain an understanding of legal and illegal addictive substances and what harm can they cause.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> the positive uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics. about the concepts of dependence and addiction the negative uses of drugs in society information about alcohol, nicotine and other legal and illegal substances. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use the short-term and long-term health risks associated with their use. the personal and social risks and consequences of substance use and misuse including occasional use. to recognise when others are using manipulation, persuasion or coercion. strategies to identify risk and emergency situations and manage personal safety in social settings. where there may be legal consequences the law relating to the supply, use and misuse of legal and illegal substances. how to respond to manipulation, persuasion or coercion strategies to manage a range of influences on drug, alcohol and tobacco use, including peers. to help overcome addictions. and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of addiction, habit or dependency in relation to substance use. 	<p>So that I understand what legal and illegal addictive substances are and what harm they can cause to me and others</p> <p>I can;</p> <ul style="list-style-type: none"> understand the positive uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics. understand about the concepts of dependence and addiction. understand the negative uses of drugs in society. understand information about alcohol, nicotine and other legal and illegal substances. evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use. appreciate the short-term and long-term health risks associated with their use. understand the personal and social risks and consequences of substance use and misuse including occasional use. recognise when others are using manipulation, persuasion or coercion. use strategies to identify risk and emergency situations and manage personal safety in social settings. know where there may be legal consequences. understand the law relating to the supply, use and misuse of legal and illegal substances. understand how to respond to manipulation, persuasion or coercion. use strategies to manage a range of influences on drug, alcohol and tobacco use, including peers. have awareness as to how to help overcome addictions. Identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of addiction, habit or dependency in relation to substance use. 	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board. listen to the information the teacher is giving you. offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions. offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. watch teacher demonstrations. refer to and read handouts. complete any work sheets provided. read online information where appropriate. complete a personal learning checklist. <p>make links to other subjects</p>
<p>Year 9</p>	<p>Big question – What do I need to consider when starting to think about intimate relationships?</p>	<p>So that I understand what I need to consider when starting to think about intimate relationships</p>	<p>You will;</p>

<p>Learning for Life Days DAY 4</p>	<p>Focus: Intimate Relationships: <i>To gain an understanding of making wise choice when considering intimate relationships and what to do about unwanted advances.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> • that everyone has the choice to delay sex, or to enjoy intimacy without sex. • to recognise, clarify and if necessary, challenge my own values and understand how their values influence their decisions, goals and behaviours. • to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values. • to manage the strong feelings that relationships can cause (including sexual attraction) • the skills to assess my readiness for sex, including sexual activity online, as an individual and within a couple • the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative) • to recognise the impact of drugs and alcohol on choices and sexual behaviour • the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, and exploitation; to recognise warning signs. • to recognise when others are using manipulation, persuasion or coercion and how to respond. • strategies for identifying and managing risky and emergency situations in social settings. • about the impact of attitudes towards sexual assault and to challenge victim blaming, • how to report abusive behaviours or access support for themselves or others • about the concept of consent in maturing relationships • that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances. • about the law relating to sexual consent • how to seek, give, not give and withdraw consent (in all contexts, including online) • that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected. 	<p>I can;</p> <ul style="list-style-type: none"> • appreciate that everyone has the choice to delay sex, or to enjoy intimacy without sex. • recognise, clarify and if necessary, challenge my own values and understand how their values influence their decisions, goals and behaviours. • understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values. • manage the strong feelings that relationships can cause (including sexual attraction) • use skills to assess my readiness for sex, including sexual activity online, as an individual and within a couple • understand different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative) • recognise the impact of drugs and alcohol on choices and sexual behaviour. • identify the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, and exploitation; to recognise warning signs. • recognise when others are using manipulation, persuasion or coercion and how to respond. • use strategies for identifying and managing risky and emergency situations in social settings. • understand the impact of attitudes towards sexual assault and to challenge victim blaming, • report abusive behaviours or access support for themselves or others. • understand the concept of consent in maturing relationships. • understand that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances. • understand the law relating to sexual consent. • understand how to seek, give, not give and withdraw consent (in all contexts, including online) • understand that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected. • appreciate how to gauge readiness for sexual intimacy. • understand the impact of sharing sexual images of others without consent. • manage any request or pressure to share an image of myself or others, and how to get help. 	<ul style="list-style-type: none"> • read the information provided on the board. • listen to the information the teacher is giving you. • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions. • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. • watch teacher demonstrations. • refer to and read handouts. • complete any work sheets provided. • read online information where appropriate. • complete a personal learning checklist. • make links to other subjects.
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	<ul style="list-style-type: none"> to gauge readiness for sexual intimacy the impact of sharing sexual images of others without consent how to manage any request or pressure to share an image of myself or others, and how to get help to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences. about and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding any aspect of intimate relationships, consent and sexual health specifically. 	<ul style="list-style-type: none"> evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences. identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding any aspect of intimate relationships, consent and sexual health specifically. 	
<p>Year 9</p> <p>Learning for Life Days</p> <p>DAY 5</p>	<p>Big question – What do I need to know about my future sexual health?</p> <p>Focus: Sexual Health – Prevent: <i>To gain an understanding of sexually transmitted diseases.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs) how to use a condom through demonstration and practice about specific STIs, their treatment and how to reduce the risk of transmission. about the purpose, importance and different forms of contraception. how and where to access contraception and advice (see also Relationships) how to respond if someone has, or may have, an STI (including ways to access sexual health services) to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of sexual health. 	<p>So that I understand what I need to know about my future sexual health I can;</p> <ul style="list-style-type: none"> understand that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs) use a condom through demonstration and practice. understand about specific STIs, their treatment and how to reduce the risk of transmission. understand about the purpose, importance and different forms of contraception. understand how and where to access contraception and advice (see also Relationships) understand how to respond if someone has, or may have, an STI (including ways to access sexual health services) understand to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services. identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of sexual health. 	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board. listen to the information the teacher is giving you. offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions. offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. watch teacher demonstrations. refer to and read handouts. complete any work sheets provided. read online information where appropriate. complete a personal learning checklist. make links to other subjects.

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
<p>Year 10</p> <p>Learnin g for Life Days DAY 1</p>	<p>Big question – What is an unhealthy relationship and what strategies can I use when I experience one?</p> <p>Focus: <i>Unhealthy Relationships</i>: To gain an understanding of what an unhealthy relationship looks like and what strategies can be used when one is experienced.</p> <p>I will learn;</p> <ul style="list-style-type: none"> the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs. to recognise when others are using manipulation, persuasion or coercion and how to respond. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online. to recognise when a relationship is abusive and strategies to manage this. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships. to develop conflict management skills and strategies to reconcile after disagreements. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support to manage changes safely and responsibly in personal relationships including the ending of relationships. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks. <ul style="list-style-type: none"> the legal and ethical responsibilities people have in relation to online aspects of relationships. strategies to manage the strong emotions associated with the different stages of relationships. sources of appropriate advice and support, and how to access them regarding domestic abuse. 	<p>So that I understand what an unhealthy relationship is and what strategies I can use when I experience one</p> <p>I can;</p> <ul style="list-style-type: none"> identify the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs. recognise when others are using manipulation, persuasion or coercion and how to respond. respond appropriately to indicators of unhealthy relationships, including seeking help where necessary. understand ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online. recognise when a relationship is abusive and strategies to manage this. use skills and strategies to respond to exploitation, bullying, harassment and control in relationships. develop conflict management skills and strategies to reconcile after disagreements. understand about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so. understand how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships. understand the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support. safely and responsibly manage changes in personal relationships including the ending of relationships. understand ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them. understand the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks. understand the legal and ethical responsibilities people have in relation to online aspects of relationships. understand strategies to manage the strong emotions associated with the different stages of relationships. locate sources of appropriate advice and support, and how to access them regarding domestic abuse. seek help for unwanted attention such as harassment and stalking. 	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board. listen to the information the teacher is giving you. offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions. offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. watch teacher demonstrations. refer to and read handouts. complete any work sheets provided. read online information where appropriate. complete a personal learning checklist. <p>make links to other subjects</p>

	<ul style="list-style-type: none"> • how to seek help for unwanted attention such as harassment and stalking • ways to access information, and services available to support and manage unhealthy relationships including those experiencing difficulties. • how to report abusive behaviours or access support for themselves or others who experience abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation. • and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of relationships. 	<ul style="list-style-type: none"> • understand ways to access information, and services available to support and manage unhealthy relationships including those experiencing difficulties. • understand how to report abusive behaviours or access support for themselves or others who experience abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation. • Identify where to find reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of relationships. 	
Year 10 Learning for Life Days DAY 2	<p>Big question – What is the impact of addictive substances and how do I remain healthy?</p> <p>Focus: Addiction – Impact: <i>To gain an understanding of the impact of addictive substances, and how to remain healthy in the future.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> • strategies for identifying risky and emergency situations, regarding addictive substances. • how to manage risky and emergency situations and get appropriate help, • the legal consequences related to drugs and alcohol. • the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities. • wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle. • to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation. • to manage the influence of drugs and alcohol on decision-making within relationships and social situations • and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of habits, dependency and addiction in relation to substance use. 	<p>So that I understand what the impact is of addictive substances and how I remain healthy.</p> <p>I can understand;</p> <ul style="list-style-type: none"> • strategies for identifying risky and emergency situations, regarding addictive substances. • how to manage risky and emergency situations and get appropriate help, • the legal consequences related to drugs and alcohol. • the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities. • wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle. • and identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation. • how to manage the influence of drugs and alcohol on decision-making within relationships and social situations • and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of habits, dependency and addiction in relation to substance use. 	<p>You will;</p> <ul style="list-style-type: none"> • read the information provided on the board. • listen to the information the teacher is giving you. • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions. • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. • watch teacher demonstrations. • refer to and read handouts. • complete any work sheets provided. • read online information where appropriate. • complete a personal learning checklist. <p>make links to other subjects</p>
Year 10	<p>Big question – How do I prevent having a baby before I am ready and what if I do have a baby as a teen?</p>	<p>So that I understand how I prevent having a baby before I am ready and what to do if I have a baby as a teen</p>	<p>You will;</p> <ul style="list-style-type: none"> • read the information provided on the board.

<p>Learning for Life Days DAY 3</p>	<p>Focus: <i>Pregnancy: To gain an understanding of how to prevent having a baby and options available should a pregnancy occur.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> • or recap consent covered in Yr 9 • or recap different forms of preventing pregnancy including the pill covered in Yr 9 • or recap negotiating condom use covered in Yr 9 - How use a condom is covered in Yr 9 • the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health') • how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner • the risks related to unprotected sex. • the consequences of unintended pregnancy, sources of support and the options available • the physical and emotional responses people may have to unintended pregnancy. • about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice. • about the current legal position on abortion and the range of beliefs and opinions about it • about healthy pregnancy and how lifestyle choices affect a developing foetus • the roles and responsibilities of parents, carers and children in families • the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children. • the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families. • the reasons why people choose to adopt/foster children. • that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors. • about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy <ul style="list-style-type: none"> • whom to talk to for accurate, impartial advice and support regarding pregnancy. • and will be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns 	<p>I can understand;</p> <ul style="list-style-type: none"> • consent covered in Yr 9 • different forms of preventing pregnancy including the pill covered in Yr 9 • negotiating condom use covered in Yr 9 - How use a condom is covered in Yr 9 • the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health') • how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner • the risks related to unprotected sex. • the consequences of unintended pregnancy, sources of support and the options available • the physical and emotional responses people may have to unintended pregnancy. • about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice. • about the current legal position on abortion and the range of beliefs and opinions about it • about healthy pregnancy and how lifestyle choices affect a developing foetus • the roles and responsibilities of parents, carers and children in families • the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children. • the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families. • the reasons why people choose to adopt/foster children. • that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors. • about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy • whom to talk to for accurate, impartial advice and support regarding pregnancy. • and will be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of unprotected sex, the consequences of unintended pregnancy, parenthood. 	<ul style="list-style-type: none"> • listen to the information the teacher is giving you. • offer to answer questions where you have the opportunity to do so, either verbally or on your white board • participate in pair, table or class discussions. • offer your own experience where appropriate and in a way that is appropriate. • make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. • watch teacher demonstrations. • refer to and read handouts. • complete any work sheets provided. • read online information where appropriate. • complete a personal learning checklist. <p>make links to other subjects</p>
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	regarding any aspect of unprotected sex, the consequences of unintended pregnancy, parenthood.		
Year 10 Learning for Life Days DAY 4	<p>Big question – What does the world of work look like and how do I get there?</p> <p>Focus: Life Beyond Priory: <i>To gain an understanding of the world of work and being best prepared to enter the world of work.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> to evaluate and further develop my study and employability skills. to evaluate my own personal strengths and areas for development and use this to inform goal setting. how my strengths, interests, skills and qualities are changing and how these relate to future career choices and employability about different work roles and career pathways, including clarifying my own early aspirations. about young people’s employment rights and responsibilities the skills and attributes to manage rights and responsibilities at work including health and safety procedures. about confidentiality in the workplace, when it should be kept and when it might need to be broken. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it. about CV writing about interviews and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of life beyond Priory 	<p>So that I understand what the world of work looks like and how I get there.</p> <p>I can understand;</p> <ul style="list-style-type: none"> how to evaluate and further develop my study and employability skills. how to evaluate my own personal strengths and areas for development and use this to inform goal setting. how my strengths, interests, skills and qualities are changing and how these relate to future career choices and employability about different work roles and career pathways, including clarifying my own early aspirations. about young people’s employment rights and responsibilities the skills and attributes to manage rights and responsibilities at work including health and safety procedures. about confidentiality in the workplace, when it should be kept and when it might need to be broken. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it. about CV writing about interviews and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of life beyond Priory 	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board. listen to the information the teacher is giving you. offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions. offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. watch teacher demonstrations. refer to and read handouts. complete any work sheets provided. read online information where appropriate. complete a personal learning checklist. <p>make links to other subjects</p>
Year 10 Learning for Life Days DAY 5	<p>Big question – How do I keep myself safe out and about, and online?</p> <p>Focus: Personal Safety: <i>To gain an understanding of how to safe out and about and online.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> to evaluate ways in which my behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs. skills to support younger peers when in positions of influence. 	<p>So that I understand how to keep myself safe out and about, and online.</p> <p>I can understand;</p> <ul style="list-style-type: none"> how to evaluate ways in which my behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs how to use skills to support younger peers when in positions of influence how to recognise situations where I am being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help factors which contribute to young people becoming involved in serious organised crime, including cybercrime 	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board. listen to the information the teacher is giving you. offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions. offer your own experience where appropriate and in a way that is appropriate.

	<ul style="list-style-type: none"> to recognise situations where I am being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help. factors which contribute to young people becoming involved in serious organised crime, including cybercrime to recognise when others are using manipulation, persuasion or coercion and how to respond. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online. strategies for identifying risky and emergency situations. ways to manage risky and emergency situations. where to get help in risky situations legal consequences of being involved in drugs, violent crime and gangs. and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of personal safety 	<ul style="list-style-type: none"> to recognise when others are using manipulation, persuasion or coercion and how to respond. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships. ways in which to identify risk and manage personal safety in new social settings, workplaces, and environments, including online. strategies for identifying risky and emergency situations. ways to manage risky and emergency situations. where to get help in risky situations legal consequences of being involved in drugs, violent crime and gangs. and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of personal safety 	<ul style="list-style-type: none"> make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. watch teacher demonstrations. refer to and read handouts. complete any work sheets provided. read online information where appropriate. complete a personal learning checklist. <p>make links to other subjects</p>
<p>Year 11 Learning for Life Days DAY 1</p>	<p>Big question – What do I need to know about managing my money now and in the future?</p> <p>Focus: My Money: <i>To gain an understanding of managing money now and in the future.</i></p> <p>I will learn about;</p> <ul style="list-style-type: none"> what I will see on my pay slip – gross pay, net pay, pension, tax, National Insurance credit cards, how to use them and their limitations. staying smart with money to avoid debt and to save. recognise, and manage the influences on my financial decisions, (including managing risk, planning for expenditure, debt and gambling in all its forms); accessing appropriate support for financial decision making and for concerns over money, gambling etc. being a critical consumer of goods and services (including financial services) recognising the wider impact of my purchasing choices my consumer rights and how to seek redress. how to effectively budget, including the benefits of saving. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks. 	<p>So that I understand about managing my money now and in the future</p> <p>I can understand;</p> <ul style="list-style-type: none"> what I will see on my pay slip – gross pay, net pay, pension, tax, National Insurance about borrowing money through different means about credit cards, how to use them and their limitations. about staying smart with money to avoid debt and to save. recognise, and manage the influences on my financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms); accessing appropriate support for financial decision making and for concerns over money, gambling etc. being a critical consumer of goods and services (including financial services) how to recognise the wider impact of my purchasing choices my consumer rights and how to seek redress. how to effectively budget, including the benefits of saving. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks. how to recognise and manage the range of influences on my financial decisions how to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights 	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board. listen to the information the teacher is giving you. offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions. offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. watch teacher demonstrations. refer to and read handouts. complete any work sheets provided. read online information where appropriate. complete a personal learning checklist. <p>make links to other subjects</p>

	<ul style="list-style-type: none"> to recognise and manage the range of influences on my financial decisions. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights the skills to challenge or seek support for financial exploitation in different contexts including online. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms, and how to access support for themselves or others. and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they require further information in the future. 	<ul style="list-style-type: none"> the skills to challenge or seek support for financial exploitation in different contexts including online. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms, and how to access support for themselves or others. and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they require further information in the future. 	
<p>Year 11 Learning for Life Days DAY 2</p>	<p>Big question – What do I need to know about managing my money now and in the future?</p> <p>Focus: <i>Financing My Life: To gain an understanding of managing money now and in the future.</i></p> <p>I will learn about;</p> <ul style="list-style-type: none"> issues around debt sources of finance for cars and homes - loans, mortgages fraud (scams, money mules, identity theft, online safety) financial risk (inc. insurance) saving (inc. interest rates) how to effectively budget, including the benefits of saving. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks. recognising and managing the range of influences on their financial decisions the skills to challenge or seek support for financial exploitation in different contexts including online. and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they require further information in the future. 	<p>So that I understand about managing my money now and in the future</p> <p>I can understand;</p> <ul style="list-style-type: none"> issues around debt sources of finance for cars and homes - loans, mortgages fraud (scams, money mules, identity theft, online safety) financial risk (inc. insurance) saving (inc. interest rates) how to effectively budget, including the benefits of saving. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks. recognising and managing the range of influences on their financial decisions the skills to challenge or seek support for financial exploitation in different contexts including online. and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they require further information in the future. 	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board. listen to the information the teacher is giving you. offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions. offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. watch teacher demonstrations. refer to and read handouts. complete any work sheets provided. read online information where appropriate. complete a personal learning checklist. <p>make links to other subjects</p>
<p>Year 11</p>	<p>Big question – How can I look after myself physically, up to and during the exam season?</p>	<p>So that I understand how I can look after myself physically, up to and during the exam season.</p> <p>I can understand;</p>	<p>You will;</p> <ul style="list-style-type: none"> read the information provided on the board.

Learnin g for Life Days DAY 3	<p>Focus: Health Related Decisions <i>To gain an understanding of how to look after physical health, up to and during the exam season and beyond.</i></p> <p>I will learn;</p> <ul style="list-style-type: none"> to make informed lifestyle choices regarding sleep, diet and exercise the benefits of having a balanced approach to spending time online to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health. about the health services available to people strategies to become a confident user of the NHS and other health services. to overcome potential concerns or barriers to seeking help how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination the purpose of blood, organ and stem cell donation for individuals and society to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds. the ways in which industries and advertising can influence health and harmful behaviours. and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of physical health. 	<ul style="list-style-type: none"> how to make informed lifestyle choices regarding sleep, diet and exercise the benefits of having a balanced approach to spending time online how to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health about the health services available to people strategies to become a confident user of the NHS and other health services. how to overcome potential concerns or barriers to seeking help how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination understand the purpose of blood, organ and stem cell donation for individuals and society. assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds. the ways in which industries and advertising can influence health and harmful behaviours. and be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should I feel, or believe others feel they have concerns regarding any aspect of physical health. 	<ul style="list-style-type: none"> listen to the information the teacher is giving you. offer to answer questions where you have the opportunity to do so, either verbally or on your white board participate in pair, table or class discussions. offer your own experience where appropriate and in a way that is appropriate. make notes on any aspect of a lesson, you feel is valuable to you and may, struggle to remember. watch teacher demonstrations. refer to and read handouts. complete any work sheets provided. read online information where appropriate. complete a personal learning checklist. <p>make links to other subjects</p>
Year 11 Learnin g for Life Days DAY 4	<p style="text-align: center;">The Law Home and Abroad</p> <p style="text-align: center;">Under Construction</p> <p style="text-align: center;">Citizenship content with PSHE overlaps</p>		

Part 3 – Learning for Life Days – PSHE Association Curriculum Detail

	Year 7
Day 1	<p style="text-align: center;">Healthy Lifestyles</p> <p>H34. strategies to manage the physical changes that are a typical part of growing up, including puberty and menstrual wellbeing. H31. ways of assessing and reducing risk in relation to health</p> <p>Physical Activity H14. the benefits of physical activity and exercise for physical and mental health and wellbeing H16. to recognise and manage what influences their choices about physical activity. H15. the importance of sleep and strategies to maintain good quality sleep.</p> <p>Balanced diet H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices?</p> <p>Personal Health H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection.</p> <p>Media H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing. H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health. H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this.</p> <p>Signposting: Pupils must be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding any aspect of mind development.</p>
Day 2	<p style="text-align: center;">Self-concept</p> <p>One aim of this session is that pupils are able to identify their strengths and positive characteristics, to create a bank of information which may be used in the future when applying for college etc.</p> <p>Information H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, and self-esteem H2. how self-confidence, self-esteem, and mental health are affected positively and negatively by internal and external influences.</p> <p>My characteristics H1. to accurately assess their areas of strength and development, and where appropriate, act upon positive feedback R9. to recognise, and if necessary, challenge their own values and understand how their values influence their decisions, goals and behaviours. H4 build on how they think about themselves and their health and wellbeing.</p> <p>Transferable Skills L2. to review their strengths, interests, skills, qualities and values and how to develop them. L3. to set realistic yet ambitious targets and goals</p>

	<p>L4. the skills and attributes that employers value L5. the skills and qualities required to engage in enterprise. L6. the importance and benefits of being a lifelong learner.</p> <p>Strategies H2. how to manage positive and negative self-confidence, self-esteem, and mental health. H4. simple strategies to help build resilience to negative opinions, judgements, comments and feedback from peer influences and others. H4. strategies to develop assertiveness.</p> <p>Signposting: Pupils must be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding emotional and mental wellbeing.</p>
<p>Day 3</p>	<p style="text-align: center;">Medical Care</p> <p>H21. how to access health services when appropriate, pharmacy, 111, walk in centers, 999. H19. the importance of taking increased responsibility for their own physical health including dental check-ups, and sun safety H19. the purpose of vaccinations offered during adolescence for individuals and society. H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments. H24. H33. how to get help, and increase performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p> <p>Signposting: Pupils must be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they need further information in the future.</p>
<p>Day 4</p>	<p style="text-align: center;">Social Influences</p> <p>Risk H22 30. ways to identifying, assessing, reducing and managing risk in relation to personal safety in increasingly independent situations, new social settings, and environments. R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support. R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this.</p> <p>Squads and Gangs R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support. R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon.</p> <p>Abusive behaviour R37. the characteristics and to recognise the warning signs of abusive behaviours, such as peer bullying, emotional abuse, manipulation, persuasion, coercion, exploitation and violence. R38. to recognise the difference between being mean and bullying, and its impact, in all its forms. R28. to recognise when others are using or subject to abusive behaviours, such as peer bullying, emotional abuse, manipulation, persuasion, coercion, exploitation and violence.</p>

	<p>Strategies R38. the skills and strategies to manage being targeted. R31. the skills and strategies to respond to abusive behaviours. R38. the skills and strategies to deal with those who are instigating or part of abusive behaviours. R31. the skills and strategies to respond to witnessing others being subject to abusive behaviours. R28. how to report abusive behaviours or access support for themselves or others</p> <p>Signposting: Pupils must be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding social influences.</p>
<p>Day 5</p>	<p style="text-align: center;">Financial choices</p> <p>L15. to assess and manage risk in relation to financial decisions that young people might make. L16. about values and attitudes relating to finance, including debt. L17. to manage emotions in relation to money L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams</p> <p>Gambling H25. to understand and build resilience to thinking errors associated with gambling (e.g. ‘gambler’s fallacy’) the range of gambling-related harms, and how to access support for themselves or others. H32. the risks associated with gambling and recognised that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling.</p> <p>Signposting: Pupils must be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding their future choices and finance.</p>

	<p>Year 8</p>
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<p>Day 1</p>	<p style="text-align: center;">Mind Development</p> <p>H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities H31. ways of assessing and reducing risk in relation to wellbeing H34. strategies to manage mental changes that are a typical part of growing up. Mental health and emotional wellbeing H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary H7. the characteristics of mental and emotional health and strategies for managing these H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns. Strategies H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks. H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support. Causes and triggers. H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible <i>[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</i> Support H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need</p> <p>Signposting: Pupils must be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding mind development themes.</p>
<p>Day 2</p>	<p style="text-align: center;">Media Literacy and Digital Resilience</p> <p>Viewpoints L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events. L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views. L27. strategies to critically assess bias, reliability and accuracy in digital content. Social media L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them. L24. to understand how the way people present themselves online can have positive and negative impacts on them. L23. strategies for protecting and enhancing their personal and professional reputation online. Social media risk R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help. H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs) R42. to recognise peer influence and to develop strategies for managing it. R37. to recognise the characteristics and warning signs of grooming, abuse, exploitation</p>

	<p>R37. how to report these behaviours or access support for themselves or others L28. to assess the personal consequences of extremism and intolerance in all their forms R28. to recognise when others are using manipulation, persuasion or coercion. R37. to recognise warning signs and characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation</p> <p>Social media strategies L21. to establish personal values and clear boundaries around aspects of life that they want to remain private. R28. R31. R37. the skills and strategies to respond to others and report abusive behaviours for themselves or others. L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms. L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern.</p> <p>Signposting: Pupils must be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding media literacy and digital resilience themes.</p>
<p>Day 3</p>	<p style="text-align: center;">Diversity and Equality – Disabilities (and Learning needs)</p> <p>R3. about the similarities, differences and diversity among people of different ability R39. the impact of stereotyping, prejudice and discrimination on individuals R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online. R5. the legal rights, responsibilities and protections provided by the Equality Act 2010</p> <p>Abuse R37. the recognise the warning signs and characteristics of abusive behaviours such as bullying toward people. R38. to recognise its impact, in all its forms R40. about the unacceptability of prejudice-based language and behaviour, offline and online.</p> <p>Strategies R38. the skills and strategies to manage being targeted or witnessing a person being bullied. R31. the skills and strategies to respond to bullying and exploitation of these people. R34. strategies to challenge all forms of prejudice and discrimination towards these people. R38. how to report abusive behaviours or access support for themselves or others</p> <p>Signposting: Pupils must be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding any aspect of disability diversity and equality.</p>
<p>Day 4</p>	<p style="text-align: center;">Diversity and Equality – Beliefs, race and culture</p> <p>R3. about the similarities, differences and diversity among people of different race and culture R39. the impact of stereotyping, prejudice and discrimination on individuals R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online. R5. the legal rights, responsibilities and protections provided by the Equality Act 2010</p> <p>Abuse R37. the recognise the warning signs and characteristics of abusive behaviours including bullying and violence toward people.</p>

	<p>R38. to recognise its impact, in all its forms R40. about the unacceptability of prejudice-based language and behaviour, offline and online including racism.</p> <p>Strategies</p> <p>R38. the skills and strategies to manage being targeted or witnessing a person being bullied. R31. the skills and strategies to respond to bullying, harassment and exploitation of these people. R34. strategies to challenge all forms of prejudice and discrimination towards these people. R38. how to report abusive behaviours or access support for themselves or others</p> <p>Signposting: Pupils must be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding any aspect of diversity and equality.</p>
<p>Day 5</p>	<p style="text-align: center;">Democracy and Community</p> <p style="text-align: center;">Under Construction</p> <p style="text-align: center;">Citizenship content with PSHE overlaps</p>

	<p>Year 9</p>
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<p style="text-align: center;">Day 1</p>	<p style="text-align: center;">Positive Relationships</p> <p>Different types of relationship R1. About different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them. R3. About the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation R10. To understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values. Committed relationships. R6. That marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion. R4. The importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships. Positive relationship qualities R1. The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality. R2. Indicators of positive, healthy relationships and unhealthy relationships, including online R13. How to safely and responsibly form, maintain and manage positive relationships, including online. R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) R9. To clarify and develop personal values in friendships, love and intimate relationships. R10. The importance of trust in relationships and the behaviours that can undermine or build trust. R11. To evaluate expectations about gender roles, behaviour and intimacy within romantic relationships Media R7. How the media portrays relationships and the potential impact of this on people’s expectations of relationships (Love Island) R8. To understand the potential impact of the portrayal of intimacy in the media and social media can affect people’s expectations of relationships and intimacy attitudes. R23. The services available to support healthy relationships, and how to access them.</p> <p>Signposting: Pupils must be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding relationships of any kind.</p>
<p style="text-align: center;">Day 2</p>	<p style="text-align: center;">Diversity and Equality – Gender</p> <p>Similarities and differences R3. about the similarities, differences and diversity among people of different sex, gender identity, and sexual orientation R4. the difference between biological sex, gender identity and sexual orientation R5. to recognise that sexual attraction and sexuality are diverse. R6. about diversity in romantic and sexual attraction and developing sexuality Equality R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online. R5. the legal rights, responsibilities and protections provided by the Equality Act 2010 Negative behaviours</p>

	<p>R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including homophobia, biphobia, transphobia. R37. To recognise the characteristics and warning signs of abusive behaviours, such as emotional abuse, bullying, and violence; R38. The impact of abusive behaviours Challenging negative behaviours R38. the skills and strategies to manage being targeted. R31. R38. the skills and strategies to respond to witnessing exploitation, bullying, and harassment. R34. strategies to challenge all forms of prejudice and discrimination. R37. how to report abusive behaviours or access support for themselves or others</p> <p>Signposting: Pupils must be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding any aspect of gender diversity and equality.</p>
<p>Day 3</p>	<p style="text-align: center;">Addiction – Knowledge</p> <p>Legal substances and drugs H23. the positive uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics. H29. about the concepts of dependence and addiction H23. the negative uses of drugs in society H26. information about alcohol, nicotine and other legal and illegal substances. H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use Risk H26. the short-term and long-term health risks associated with their use. H27. the personal and social risks and consequences of substance use and misuse including occasional use. R28. to recognise when others are using manipulation, persuasion or coercion. H22. H23. strategies to identify risk and emergency situations and manage personal safety in social settings. H23. where there may be legal consequences H28. the law relating to the supply, use and misuse of legal and illegal substances. Strategies R28. How to respond to manipulation, persuasion or coercion H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers. H29. awareness of help to overcome addictions. Signposting: Pupils must be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding any aspect of addiction, habit or dependency in relation to substance use.</p>

Intimate Relationships

Day 4

Wise choices

R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex.

R9. to recognise, clarify and if necessary, challenge their own values and understand how their values influence their decisions, goals and behaviours.

R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values.

R18. to manage the strong feelings that relationships can cause (including sexual attraction)

R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple

Risk

H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)

R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour

R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, and exploitation; to recognise warning signs.

R28. to recognise when others are using manipulation, persuasion or coercion and how to respond.

H22. H23. strategies for identifying and managing risky and emergency situations in social settings.

R19. about the impact of attitudes towards sexual assault and to challenge victim blaming,

R37. how to report abusive behaviours or access support for themselves or others

Consent

R18. about the concept of consent in maturing relationships

R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances.

R25. about the law relating to sexual consent

R26. how to seek, give, not give and withdraw consent (in all contexts, including online)

R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected.

R28. to gauge readiness for sexual intimacy

Sexting

R29. the impact of sharing sexual images of others without consent

R30. how to manage any request or pressure to share an image of themselves or others, and how to get help

R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences.

Signposting:

Pupils **must** be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding any aspect of intimate relationships, consent and sexual health specifically.

Sexual Health - Prevent

Day 5

Revisit consent

H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)

- Condom demo

H27. about specific STIs, their treatment and how to reduce the risk of transmission.

H35. about the purpose, importance and different forms of contraception.

H35. how and where to access contraception and advice (see also Relationships)

H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)

H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services

Signposting:

Pupils **must** be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding any aspect of sexual health.

Year 10

<p style="text-align: center;">Day 1</p>	<p style="text-align: center;">Unhealthy Relationships</p> <p>Forming and maintaining respectful relationships R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs. R28. to recognise when others are using manipulation, persuasion or coercion and how to respond. R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online.</p> <p>Abusive relationships R30. to recognise when a relationship is abusive and strategies to manage this. R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships. R19. to develop conflict management skills and strategies to reconcile after disagreements. R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so.</p> <p>End of relationships R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships. R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support R12. to safely and responsibly manage changes in personal relationships including the ending of relationships. R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them.</p> <p>Online R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks. R15. the legal and ethical responsibilities people have in relation to online aspects of relationships.</p> <p>Strategies R11. strategies to manage the strong emotions associated with the different stages of relationships. R32. sources of appropriate advice and support, and how to access them regarding domestic abuse. R16. how to seek help for unwanted attention such as harassment and stalking R17.R23. ways to access information, and services available to support and manage unhealthy relationships including those experiencing difficulties. R37. how to report abusive behaviours or access support for themselves or others who experience abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation.</p> <p>Signposting: Pupils must be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding any aspect of relationships.</p>
<p style="text-align: center;">Day 2</p>	<p style="text-align: center;">Addiction – Impact</p> <p>Risks to others and self; socially and professionally H23. strategies for identifying risky and emergency situations, regarding addictive substances. H23. how to manage risky and emergency situations and get appropriate help, H23. the legal consequences related to drugs and alcohol. H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities. H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle.</p>

	<p>H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation. R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations</p> <p>Signposting: Pupils must be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding any aspect of habits, dependency and addiction in relation to substance use.</p>
<p>Day 3</p>	<p style="text-align: center;">Pregnancy</p> <p>Recap consent covered in Yr 9</p> <p>Contraception R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health') R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</p> <p>Consequences R33. the risks related to unprotected sex. R34. the consequences of unintended pregnancy, sources of support and the options available R24. the physical and emotional responses people may have to unintended pregnancy. R24. H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice. R27. about the current legal position on abortion and the range of beliefs and opinions about it</p> <p>Parenthood H30. about healthy pregnancy and how lifestyle choices affect a developing foetus R35. the roles and responsibilities of parents, carers and children in families R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children. R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families. R26. the reasons why people choose to adopt/foster children. H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors. H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy</p> <p>R24. whom to talk to for accurate, impartial advice and support regarding pregnancy.</p> <p>Signposting: Pupils must be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding any aspect of unprotected sex, the consequences of unintended pregnancy, parenthood.</p>
<p>Day 4</p>	<p style="text-align: center;">Life Beyond Priory</p> <p>Employability skills review L1. to evaluate and further develop their study and employability skills. L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting. L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p>

	<p>L12. about different work roles and career pathways, including clarifying their own early aspirations.</p> <p>Employment rights and responsibilities</p> <p>L13. about young people’s employment rights and responsibilities</p> <p>L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures.</p> <p>L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken.</p> <p>L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it.</p> <p>Preparation for work</p> <p>CV writing</p> <p>Mock Interviews</p> <p>Preparing for work experience</p> <p>Signposting:</p> <p style="color: red;">Pupils must be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding any aspect of life beyond Priority.</p>
Day 5	<p style="text-align: center;">Personal Safety</p> <p>Influence</p> <p>R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs.</p> <p>R36. skills to support younger peers when in positions of influence.</p> <p>R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help.</p> <p>R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime</p> <p>R28. to recognise when others are using manipulation, persuasion or coercion and how to respond.</p> <p>R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships.</p> <p>Risk</p> <p>H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online.</p> <p>H23. strategies for identifying risky and emergency situations.</p> <p>H23. ways to manage risky and emergency situations.</p> <p>H23. where to get help in risky situations</p> <p>Consequences</p> <p>H23. legal consequences of being involved in drugs, violent crime and gangs.</p> <p>Signposting:</p> <p style="color: red;">Pupils must be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding any aspect of personal safety.</p>

	Year 11
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<p>Day 1</p>	<p style="text-align: center;">My Money</p> <p>L16. how to effectively budget, including the benefits of saving. L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks. L18. to recognise and manage the range of influences on their financial decisions. L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights L20. the skills to challenge or seek support for financial exploitation in different contexts including online. L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms, and how to access support for themselves or others.</p> <p>This includes coverage on: Understanding and managing debt Money and work</p> <p>Signposting: Pupils must be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they require further information in the future.</p>
<p>Day 2</p>	<p style="text-align: center;">Financing Life</p> <p>L16. how to effectively budget, including the benefits of saving. L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks. L18. to recognise and manage the range of influences on their financial decisions. L20. the skills to challenge or seek support for financial exploitation in different contexts including online.</p> <p>This includes coverage on: Debt Sources of finance - Credit cards, loans, mortgages Fraud (scams, money mules, identity theft, online safety) Financial Risk (inc. insurance) Saving (inc. interest rates)</p> <p>Signposting: Pupils must be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they require further information in the future.</p>

<p style="text-align: center;">Day 3</p>	<p style="text-align: center;">Health related decisions</p> <p>H11. to make informed lifestyle choices regarding sleep, diet and exercise H12. the benefits of having a balanced approach to spending time online H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health. H14. about the health services available to people H14 strategies to become a confident user of the NHS and other health services. H14 to overcome potential concerns or barriers to seeking help. H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination H15. the purpose of blood, organ and stem cell donation for individuals and society H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds. H18. the ways in which industries and advertising can influence health and harmful behaviours.</p> <p>Signposting: Pupils must be informed of reliable sources of advice, support and reassurance, support services available and how to access them independently, should they feel, or believe others feel they have concerns regarding any aspect of physical health.</p>
<p style="text-align: center;">Day 4</p>	<p style="text-align: center;">The Law Home and Abroad</p> <p style="text-align: center;">Under Construction</p> <p style="text-align: center;">Citizenship content with PSHE overlaps</p>

Not delivered in PSHE, but delivered elsewhere:

In RE

- R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support.
- H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM.
- R2. the role of pleasure in intimate relationships
- R31. that intimate relationships should be pleasurable

In Computer Studies

- L20. that features of the internet can amplify opportunities, e.g. speed and scale of information sharing,
- L20. that features of the internet can amplify risks, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity.
- L21. strategies to safely manage personal information and images on social media.
- L21. strategies to safely manage personal information and images.
- L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues.
- L22. that there are positive and safe ways to create and share content online and the opportunities this offers
- L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this.
- L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this
- L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours.
- H22. ways to identify risk and manage personal safety online.
- R37. how to access support for themselves or others

In Learning for Life

- L1. study, organisational, research and presentation skills
- H5. to develop empathy and understanding about how daily actions can affect people's mental health.
- R15. to further develop and rehearse the skills of team working.
- R16. to further develop the skills of active listening, clear communication, negotiation, and compromise

Choices and pathways

Employment

- L7. about the labour market (refer to local LMI), local, national and international employment opportunities.
- L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work.
- L8. about employment sectors and types and changing patterns of employment.

Being prepared

- L9. to research, secure and take full advantage of any opportunities for work experience that are available.
- L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities.
- L11. the benefits and challenges of cultivating career opportunities online
- L12. strategies to manage their online presence and its impact on career opportunities.

Pathways

- L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process.
- L4 L8. about the range of opportunities and progression routes available to them for, career progression, including in education, training and employment. To include other vocational and academic opportunities

Ambition

- L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life
- L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities.
- L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations.

CEIAG Careers education information and guidance

- L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities.

Mental and Emotional Health:

- H5. the characteristics of mental and emotional health
- H6. about change and its impact on mental health and wellbeing
- H6. and to recognise the need for emotional support during life changes and/or difficult experiences
- H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns.
- H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available.

H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [*NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).*]

H10. how to recognise when they or others need help with their mental health and wellbeing

H10. to explore and analyse ethical issues when peers need help.

H10. strategies and skills to provide basic support and identify and access the most appropriate sources of help.

Leaflets and videos provided through Learning for Life and Teams homework platform.

H19. the importance of taking increased responsibility for their own physical health including self-examination (especially testicular self-examination in late KS3)