

Reviewed July 2022

Next review date September 2023

RSE AT MASCALLS ACADEMY

VISION

- To enable every student to be safe, happy and make informed, responsible decisions independently and within well chosen support networks
- To enable students to be responsible citizens who can operate successfully in society, manage personal challenge and positively shape their cultures and communities
- To ensure that students have access to high quality RSE with designated curriculum time, delivered in part by specialist teachers

OVERVIEW OF DELIVERY

Mascalls believes that strong RSE provision should be delivered in a holistic, cohesive approach that permeates every sphere of school life. The statutory guidance is therefore predominantly met in the following ways:

- Curriculum time for 'Healthy Minds' programme (once a fortnight in KS3 from 2020/2021)
- Subject areas are aware of the statutory guidance and use relevant opportunities to enable discussion and input
- The advisory programme covered in advisory time daily enables special focus of some areas or current relevant social/emotional/moral issues emerging
- The assembly programme
- Special visits/events e.g. 'Smashed' alcohol awareness theatre workshop for Yr 7 and 8, South Eastern Rail, Fire Brigade etc

- Occasional workshop/theme days
- Behaviour as a curriculum with specific focus on Character and Culture

Overview w 22-23	Sem 1	Sem 2	Sem 3	Sem 4	Sem 5	Sem 6
YEAR 7	Organisation	Appreciation	Leadership	Initiative	Communication - Respect	Resilience
	<i>Starting as we mean to go on</i>	<i>Being involved</i>	<i>Setting an example</i>	<i>Putting myself out there</i>	<i>effective expression</i>	<i>Adv- Pixl sessions</i>
	Adv- Pixl sessions	Adv- Culture - Kindness	Adv- Pixl sessions	Adv- Pixl sessions + Kindness	Adv- Pixl sessions	Adv- Pixl sessions
	HM - Resilience	HM - Resilience /Drugs	HM - Social Media	HM - Social Media/ Alcohol	HM - Choices	HM - Breathe
	IB- inquirers & caring	IB - open-minded	IB - Knowledgeable & reflective	IB - Thinkers & risk takers	IB - balanced & communicators	IB - Reflective & principled
	Independent learners - KO use	Community - Desert Island	British Values	What is culture	Effective revision	exam stress and response
	Digital learning - Chrome book & google classrooms intro and NOS	Digital Learning - Google Docs and NOS	Digital Learning - Google sheets and NOS	Digital Learning - NOS - Chrome	Digital Learning - effective online revision	Digital Learning - NOS - safely getting more from your device
	Careers- Unifrog introduction	Careers- Stereotypes and Future you - 1 to 1's	Careers focus Adv - Team building - roles and responsibilities	Careers- NCW National careers week	Careers- My typical day	Careers- My skills - reflection (Unifrog logs)
YEAR 8	Appreciation	Leadership	Communication - Growth Mindset	Growth Mindset & resilience	Initiative	Organisation and problem solving
	<i>Celebrating our differences</i>	<i>showcasing our differences</i>	<i>Thinking with a clear head</i>	<i>No mistakes, No progress</i>	<i>Committing to growth</i>	<i>putting the hard work in</i>

YEAR 8

	Adv- Mascalls appreciate + Kindess (pixl)	Adv- Pixl sessions	Adv- Growth mindset sessions	Adv- Pixl sessions	Adv- Pixl sessions	Adv- Pixl sessions
	HM - Resilience Revisited	HM - Resilience Revisited + sex ed	HM- Media influences	HM- Media influences	HM - School to life	HM - School to life
	IB - open-minded & principled	IB - Risk-takers & communicators	IB- Thinkers	IB - Reflective & Balanced	IB - Inquirers	IB - Knowledgeable & Caring
	Love where you live	British Values	Family	Finance	Effective revision	exam stress and response
	Careers- Diagnostic tests - (Platform)	Careers- does money matter? (STEM focus)	Careers- Post 16 options (LMI)	Careers- NCW National careers week	Careers - Professional skills - emails	Careers- My skills - reflection (Unifrog logs) 1 to 1's
YEAR 9	Leadership	Communication - Respect	Organisation	Resilience	Initiative	Appreciation
	<i>Building each other up</i>	<i>Finding my voice</i>	<i>forward thinking</i>	<i>Building my confidence</i>	<i>Self regulation</i>	<i>Appreciating everyone's choices</i>
	Adv- Pixl sessions	Adv- Pixl sessions	Adv- Pixl sessions	Adv- Pixl sessions	Adv- Pixl sessions	Adv- Pixl sessions
	HM - Resilient relationships	HM - Resilient relationships	HM - Sex ed	HM - Sex ed	HM - Drugs and Alcohol	HM - Reflection Life's choices
	IB- inquirers & caring	IB - Principled & Communicators	IB- Knowledgeable & open-minded	IB - Risk Takers	IB - Reflective & Balanced	IB - Thinkers & open-minded
	British Values	Community Project - (first aid)	Community Project	Community Project	Effective revision	Exam stress and response
	Careers- Post 16 options (LMI)	Careers- Cross-curricular activities / Careers Convention	Careers focus Adv - Decision Making options 1 to 1's	Careers- NCW National careers week	Careers - CV starts	Careers- My skills - reflection (Unifrog logs)
YEAR	Resilience	Organisation	Leadership	Appreciation	Communication - Respect	Initiative

	<i>Maximising my choices</i>	<i>Putting myself out there</i>	<i>No mistakes, No progress</i>	<i>Celebrating our differences</i>	<i>Knowing myself</i>	<i>Bettering Myself</i>
	Adv - HM - Resilient Decisions	Adv- Pixl sessions	Adv- Pixl sessions	Adv- Pixl sessions	Adv - HM - Mental Health	Adv- Pixl sessions
	Adv- Pixl sessions		Stress 20-21 resources (LPR)	Sex ed	Pixl - Prepare to perform	SMSC
	Peer pressure - drugs and alcohol		Careers - Cyber crime and future		Effective revision	Exam stress and response
						LGBTQ+
	Careers - How many careers do people have?	Careers - How do I get there? - Research project and 1 to 1's	Careers - How do I get there? - Research project and 1 to 1's	Careers- NCW National careers week	Careers - Changing world of work Work Shadowing Prep	Careers Week - My week of work Post 16 options Mascalls 6th form
	Resilience	Initiative	Mocks	Communication - Respect	Appreciation	6th form induction
	<i>Forward thinking</i>	<i>Making Plans</i>	Kent choices	<i>Action - Consequence</i>	<i>Making good decisions and being aware of the impact</i>	
	Adv- Pixl sessions	Kent choices	Kent choices	Adv- Pixl sessions	Adv- Pixl sessions	
	Peer pressure Drugs and Alcohol	SMSC	Stress 20-21 resources (LPR)	Effective revision	Exam stress and response	
	Organisation	Leadership	Careers - Cyber crime and future	Adv - HM - Resilient Learners	Sex ed	
	<i>Adv- Pixl sessions</i>	Adv- Pixl sessions				
YEAR 11	Careers - Review Post 16 Options and mascalls 6th form	Careers - Aspirations	Careers - where do my Mock results lead	Careers- NCW National careers week	Careers - Appreciating ALL jobs	

(The above overview will change with the needs of students based on world affairs, local affairs and results to student surveys)

Specific Delivery of Statutory Guidance

Physical Health and Mental Wellbeing: Key stages 3 and 4		
Mental Wellbeing	<i>How this is covered in Healthy Minds at Mascalls</i>	<i>Where else this is covered at Mascalls</i>
How to talk about their emotions accurately and sensitively, using appropriate vocabulary	<p>Resilience Competencies: Self Regulation, Human Connection, Self Awareness and Compassion</p> <p>Resilience Lesson Learning Outcomes include: Understand that emotions can be helpful and unhelpful and we can learn to regulate them. Explore the brain and the role of emotions. Understand the importance of being calm to help with resilient responses. Learn about the link between thoughts, feelings and behaviour. Understand that resilience skills can help us understand why we react the way we do. Learn how to calm down when emotions are strong.</p> <p>.breathe learning outcomes include: Develop some simple tools for training their own attention. Be encouraged towards key attitudes to attention-training: kindness, patience, repetition. Understand that we can choose what to do with our attention. Humans are social beings, and our brains are designed to help us identify the emotions and experiences of others as well as our own. These signals can sometimes be difficult to read, and made all the more powerful through the combination of thoughts, feelings, actions and body sensations Learning to 'breathe' can give us the space and time to see more clearly and respond more skillfully in such situations.</p>	<p>RE: KS3 & KS4 all units enable this</p> <p>Drama: KS3 & 4&5 (discussions had as a response to varied units(GCSE/A-Level - Devised work/ Set - text and scripted)</p> <p>Music KS3: Students reflect each lesson on how the music in the listening task can affect their mood; and students are also given the chance to reflect on how performing can influence their emotions.</p> <p>History - Y9 Sem 4 - The Holocaust - we spend a lot of time reflecting on the information we learn and how it effects us.</p> <p>English - discussions founded on read texts that explore key themes like identity, death, love etc e.g Year 7 ' A Monster Calls' , Yr 8 'Boy In Striped Pyjamas' Yr 9 'Of Mice and Men'/'TKAM' GCSE: conflict poetry,creative writing etc .Relating texts to their own experiences. Creative writing that offers opportunities and support to express their ideas and feelings. Developing empathy through a diverse range of texts that explore ideas from a range of perspectives. Spoken language activities offer an opportunity to articulate their thoughts and feelings in an appropriate way.</p>
That happiness is linked to being connected to others	<p>Resilience Competencies: Human Connection, Self Awareness and Compassion</p> <p>Resilience Lesson Learning Outcomes include: Understand the importance of gratitude. Practise gratitude.</p>	

	<p>Consider how resilience skills can help me express myself and how it helps me understand others.</p> <p>Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p> <p>Learn what empathy means.</p> <p>Know how to stand in the shoes of others and show empathy.</p> <p>Be introduced to the idea of Big Sticky Beliefs (value-based beliefs).</p> <p>Consider the effect that BSBs can have on relationships.</p> <p>Recognise BSBs can cause people to react differently to the same Activating Event.</p> <p>Understand that BSBs can affect how we communicate which affects our relationships.</p> <p>Discover how communicating assertively builds healthy relationships.</p> <p>From School to Life Learning Outcomes include:</p> <p>Recognise that everyone has different ideas about who they want to be in the future.</p> <p>Learn that positive role models can help them reach their goals.</p> <p>Learn that negative role models can distract and hinder goals.</p> <p>Learn that everyone faces obstacles and difficulties.</p> <p>Learn that there are decisions and choices to be made.</p> <p>Mental Illness Investigated Learning Outcomes include:</p> <p>Draw parallels between mental and physical health.</p> <p>Understand that mental health is a spectrum and can illustrate this with examples.</p>	
How to recognise the early signs of mental wellbeing concerns	<p>Resilience Competencies: Self Regulation, Human Connection, Self Awareness and Compassion</p> <p>Resilience Lesson Learning Outcomes include:</p> <p>Explore the brain and the role of emotions.</p> <p>Learn about the link between thoughts, feelings and behaviour.</p> <p>Understand that resilience skills can help us understand why we react the way we do.</p> <p>Understand the difference between optimistic and pessimistic thinking.</p> <p>Learn different communication styles (aggressive, passive and assertive).</p> <p>Learn the beliefs that can get in the way of assertive communication.</p> <p>Practise assertive communication.</p> <p>Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p> <p>Reflect on personal wellbeing.</p> <p>.breathe learning outcomes include:</p> <p>Learn to work with stress in a slightly different way</p> <p>Humans are social beings, and our brains are designed to help us identify the emotions and experiences of others as well as our own.</p>	<p>Psychology: Psychopathology (Year 12 SEM3) We study the symptoms of psychological disorders such as depression, anxiety and OCD</p> <p>Psychology: Schizophrenia (Year 13 SEM3) We study the causes, symptoms, features and types of schizophrenia using the Diagnostic and Statistical Manual of Mental Disorders (DSM-5)</p>

	<p>These signals can sometimes be difficult to read, and made all the more powerful through the combination of thoughts, feelings, actions and body sensations Learning to 'breathe' can give us the space and time to see more clearly and respond more skillfully in such situations.</p> <p>Mental Illness Investigated Learning Outcomes include: Define mental health and mental illness. Draw parallels between mental and physical health. Understand that mental health is a spectrum and can illustrate this with examples. Explain that the brain's role in keeping us mentally healthy. Explain some of the common triggers for mental illness. Differentiate between facts and myths about mental health and know where to seek further information if unsure. Model how to have a conversation with a friend about their mental health. Know when, where, how and why to get support for themselves or a friend and are aware of the types of support that are available.</p>	
Common types of mental ill health (e.g. anxiety and depression)	<p>Resilience Competencies: Self Regulation, Human Connection, Self Awareness and Compassion</p> <p>Resilience Lesson Learning Outcomes include: Understand the difference between optimistic and pessimistic thinking. Learn how to recognise pessimistic thoughts. Know how to use evidence to create more flexible and accurate thinking. Identify when anxiety is getting in the way of my learning or my ability to do my best in tests and exams. Learn to identify common Gremlins of resilience. Learn to recognise that the Gremlins are not in control. Understand the difference between optimistic and pessimistic thinking. Reflect on personal wellbeing.</p> <p>.breathe learning outcomes include: Understand that we can choose what to do with our attention Understand stress: where it comes from, why it is necessary, how it works and the potentially harmful effects. Identify and draw their "stress signature" - where in the body do they feel stress? Learn to work with stress in a slightly different way Understand stress: where it comes from, why it is necessary, how it works and the potentially harmful effects. Identify and draw their "stress signature" - where in the body do they feel stress? Learn to work with stress in a slightly different way Humans are social beings, and our brains are designed to help us identify the emotions and experiences of others as well as our own.</p>	<p>Psychology: Psychopathology (Year 12 SEM3) We study the symptoms of psychological disorders such as depression, anxiety and OCD</p> <p>Psychology: Schizophrenia(Year 13 SEM3) We study the causes, symptoms, features and types of schizophrenia using the Diagnostic and Statistical Manual of Mental Disorders (DSM-5)</p> <p>Drama: KS3 - Through topics such as Theatre in Education / Bullying and the results of this</p> <p>Drama KS4: GCSE - Blood Brothers explores mental health issues with the protagonist / Scripted pieces can often explore these issues / responses to stimuli</p> <p>Drama: KS5: Scripted pieces can often explore these issues / Set-text: Heda Gabler / responses to stimuli</p> <p>English - discussions are often stimulated by mutual sharing of experiences related to mental health. Especially evident in KS4 spoken language task where students often articulate their thoughts and feelings on this topic. Yr 7 'A Monster Calls' deals with anxiety in connection with grief</p>

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How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include:</p> <p>Explore that life is a journey with challenges (big and small) and it is our resilience that helps us overcome these.</p> <p>Learn about the link between thoughts, feelings and behaviour.</p> <p>Understand that resilience skills can help us understand why we react the way we do.</p> <p>Learn to identify common Gremlins of resilience.</p> <p>Learn to recognise that the Gremlins are not in control.</p> <p>Understand the difference between optimistic and pessimistic thinking.</p> <p>Explore the importance of respect for different perspectives.</p> <p>Know how to use evidence to create more flexible and accurate thinking.</p> <p>Notice our brains are wired to notice what we want to see.</p> <p>Understand the importance of gratitude.</p> <p>Learn the WoBbLe skill and how to use it to tame the Catastrophising Gremlin.</p> <p>Learn how to calm down when emotions are strong.</p> <p>Understand the concept of ambiguity in decision-making.</p>	<p>Drama KS3 / KS4 - at the end of most lessons students asked to reflect on who has made them feel proud and give a reason. It is explained why we do this task.</p> <p>Dance KS3/4/5- students asked to watch performances live or recorded to reflect on progress made throughout the unit.</p> <p>RE -How can religion help us with difficult issues in life ? (Year 9 SEM3/4). We consider the effect of minor/major life decisions on identity & self-esteem</p> <p>Spanish KS5 - discussions around the positive and negative impact of celebrities on young people</p> <p>English - through texts we explore actions and consequences and evaluate reactions and differing perceptions of events.</p>

	<p>Be able to discuss how to approach dilemmas and difficult decisions students may face in the coming years.</p> <p>Be able to explain the importance of flexible and accurate thinking for dilemmas that I may face in the coming years.</p> <p>Be better able to identify the risk and opportunity in the decisions I may face in the coming years.</p> <p>Understand the power of peer influence on the decision-making process.</p> <p>Practise the skills to objectively 'weigh up' a situation.</p> <p>Understand that our beliefs play a part in our decision-making.</p> <p>Be able to communicate a decision more effectively and negotiate if appropriate.</p> <p>Understand what to do when faced with difficult decisions and choices.</p> <p>Be able to explain how to apply resilient thinking skills to decision-making.</p> <p>Understand what a resilient relationship is.</p> <p>Learn the beliefs that are inappropriate.</p> <p>.breathe learning outcomes include:</p> <p>Be encouraged towards key attitudes to attention-training: kindness, patience, repetition.</p> <p>Understand that we can choose what to do with our attention Understand stress: where it comes from, why it is necessary, how it works and the potentially harmful effects.</p> <p>Identify and draw their "stress signature" - where in the body do they feel stress?</p> <p>Learn to work with stress in a slightly different way</p> <p>Understand stress: where it comes from, why it is necessary, how it works and the potentially harmful effects.</p> <p>Identify and draw their "stress signature" - where in the body do they feel stress?</p> <p>Learn to work with stress in a slightly different way</p> <p>Humans are social beings, and our brains are designed to help us identify the emotions and experiences of others as well as our own.</p> <p>These signals can sometimes be difficult to read, and made all the more powerful through the combination of thoughts, feelings, actions and body sensations</p> <p>Learning to 'breathe' can give us the space and time to see more clearly and respond more skillfully in such situations.</p> <p>From School to Life Learning Outcomes include:</p> <p>Recognise that everyone has different ideas about who they want to be in the future.</p> <p>Learn that positive role models can help them reach their goals.</p> <p>Learn that negative role models can distract and hinder goals.</p> <p>Learn that everyone faces obstacles and difficulties.</p> <p>Learn that there are decisions and choices to be made.</p> <p>Learn that thinking ahead about obstacles can help with planning for the future.</p> <p>Learn that the far future is linked to the present by the near choices we make.</p> <p>Learn that becoming the adult you want to be in the future, involves making choices now.</p> <p>Learn that what we do now influences the choices we make.</p> <p>Learn that a strategy is something that includes specific actions.</p>	
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	<p>Learn that taking action now makes the far future feel closer and is the difference between dreaming of who I want to be in the future and making the dream possible.</p> <p>Learn that what they do now in school matters for the future.</p> <p>Learn how to plan ways to overcome difficulties and cope with problems at school.</p> <p>Think about who may be able to help them with difficulties- teachers and other adults.</p> <p>Sex Ed Sorted Learning Outcomes Include:</p> <p>Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p> <p>Mental Illness Investigated Learning Outcomes include:</p> <p>Understand that mental health is a spectrum and can illustrate this with examples.</p> <p>Explain that the brain's role in keeping us mentally healthy.</p> <p>Understand that physical health underlies mental health and can describe small changes we can make to promote our wellbeing.</p> <p>Explain some of the common triggers for mental illness.</p> <p>Differentiate between facts and myths about mental health and know where to seek further information if unsure.</p> <p>Describe the 'five ways to wellbeing' and outline simple changes they could try to make to promote own wellbeing.</p> <p>Model how to have a conversation with a friend about their mental health.</p> <p>Know when, where, how and why to get support for themselves or a friend and are aware of the types of support that are available.</p>	
<p>The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</p>	<p>The link between mind and body is implicit. The role of emotions as a source of energy and harnessing emotions can be achieved through physical activity.</p> <p>Resilience Lesson Learning Outcomes include:</p> <p>Learning calming, focusing and distraction techniques to look after ourselves.</p> <p>Being grateful for other people and how expressing gratitude is helpful for self and for others in terms of wellbeing.</p> <p>.breathe learning outcomes include:</p> <p>Be encouraged towards key attitudes to attention-training: kindness, patience, repetition.</p> <p>Understand that we can choose what to do with our attention Understand stress: where it comes from, why it is necessary, how it works and the potentially harmful effects.</p> <p>Humans are social beings, and our brains are designed to help us identify the emotions and experiences of others as well as our own.</p> <p>These signals can sometimes be difficult to read, and made all the more powerful through the combination of thoughts, feelings, actions and body sensations</p> <p>Learning to 'breathe' can give us the space and time to see more clearly and respond more skillfully in such situations.</p> <p>Mental Illness Investigated Learning Outcomes include:</p>	<p>PE- We discuss the benefits of exercise regularly in KS3 and KS4 core lessons, but a lot when teaching fitness/athletics. We also teach this in AQA GCSE Sports Science when teaching reasons for participation in sport and stress management.</p> <p>Music - KS3-5 - Promotion and discussion around participating in public performances for the school community and the wider community.</p> <p>Drama - KS3, 4 & 5: Discussion taken place around the benefits of participating in school performances and those in the wider community.</p> <p>Dance K3,4 &5 - discuss the benefits of exercising regularly. Students involved in annual performances recognise the benefits</p> <p>Spanish - KS3-4: the topics of sports and health are covered where benefits of exercise are discussed</p> <p>Science KS3 - Unit 1 Lesson 9 Skeleton - benefits of exercise to keep bones healthy. Lesson 11 Muscles - benefits of exercise to strengthen muscles.</p>

	<p>Understand that physical health underlies mental health and can describe small changes we can make to promote our wellbeing.</p> <p>Describe the 'five ways to wellbeing' and outline simple changes they could try to make to promote own wellbeing.</p>	<p>Science KS4 - Health, Disease and the Development of Medicine - Definition of Health, Non-communicable disease.</p> <p>Science KS5 - Biology Module 3.2 Transport in Animals - learning about mammalian circulation and gas exchange and the effects of exercise</p>
Internet safety & harms	<i>How this is covered in Healthy Minds at Mascalls</i>	
<p>The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online</p> <p>How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include:</p> <p>Understand the difference between optimistic and pessimistic thinking.</p> <p>Explore the importance of respect for different perspectives.</p> <p>Know how to use evidence to create more flexible and accurate thinking.</p> <p>Notice our brains are wired to notice what we want to see.</p> <p>Understand what a resilient relationship is.</p> <p>Learn the beliefs that are inappropriate.</p> <p>Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.</p> <p>Social Media Investigated Learning Outcomes include:</p> <p>Learn how to define media literacy.</p> <p>Learn the difference between text and subtext.</p> <p>Learn how to recognise characteristics of social media vs. traditional media.</p> <p>Learn how to define and recognise characteristics of reality television.</p> <p>Learn how to identify the differences between reality and fantasy in various types of media and see the untold stories when watching reality television.</p> <p>Learn to define and understand what it means to set a boundary in their life.</p> <p>Learn to identify the advantages and disadvantages of social media.</p> <p>Understand the impact of their present social media activity on future goals and aspirations.</p> <p>Learn how to create their own guidelines for using social media in a positive way.</p> <p>Learn and discuss how media can be used to build community, find support, and decrease isolation in their lives.</p> <p>Learn how to describe their identity and how they want to be thought of by others online.</p> <p>Learn to express how social media forms part of their identity now and in the future.</p> <p>Learn how to identify that others have different ideas and identities and use social media in different ways.</p> <p>Can explain how their online identity will influence their future.</p> <p>Are able to identify at least three techniques of media persuasion and the risks such as gambling, debt.</p> <p>Learn to differentiate between persuasion and manipulation.</p>	<p>ICT KS3 Year 7 Project 1</p> <p>ICT KS3 Year 8 After Project 2</p> <p>Drama: KS3, 4, and 5: Safety online is explored through Theatre in Education. The use of social media and the issues it can create, but also the positive effects are explored at times as responses to stimuli during the devising process.</p> <p>Drama KS4: Scripted text that is used 'Chatroom' exploring the negative impact of social media but also the positive relationships it can create.</p> <p>Spanish KS3-5: technology is covered at every key stage including the benefits and dangers of the work of technology and social media</p> <p>English - Explore a range of non-fiction texts that often express concerns regarding the use of the Internet. This leads to discussion and evaluation of their own usage.</p>

	<p>Discuss stereotypes applied to females and males in UK society.</p> <p>Identify the gender constructs in various media examples including how some messages (such as gambling) as targeted.</p> <p>Able to examine how ideas about gender affect their own lives.</p> <p>Learn the subtext and untold stories behind media messages regarding sex and sexuality.</p> <p>Identify target marketing tactics to various age groups.</p> <p>Learn to understand the intersection of gender, age, and body size.</p> <p>Learn about body shaming messages and how to counter these negative messages by being body positive.</p> <p>Compare the marketing of a product with its actual nutritional value.</p> <p>Learn to examine which foods are targeted to specific groups of people.</p> <p>Understand the connection between access to healthy foods and the future of one's health.</p> <p>Identify structural issues that hinder accessing healthy food.</p> <p>Identify healthier options for them and their families.</p> <p>Learn how to contrast the ideas about a product with real facts about how the product can impact one's health.</p> <p>Learn how to analyse the ways in which they themselves are targeted by media and evaluate how media impact their thoughts and beliefs.</p> <p>From School to Life Learning Outcomes include:</p> <p>Recognise that everyone has different ideas about who they want to be in the future.</p> <p>Learn that positive role models can help them reach their goals.</p> <p>Learn that negative role models can distract and hinder goals.</p> <p>Learn that everyone faces obstacles and difficulties.</p> <p>Learn that there are decisions and choices to be made.</p> <p>Learn that thinking ahead about obstacles can help with planning for the future.</p> <p>Learn that the far future is linked to the present by the near choices we make.</p> <p>Learn that becoming the adult you want to be in the future, involves making choices now.</p> <p>Learn that what we do now influences the choices we make.</p> <p>Learn that a strategy is something that includes specific actions.</p> <p>Learn that taking action now makes the far future feel closer and is the difference between dreaming of who I want to be in the future and making the dream possible.</p> <p>Learn how to plan ways to overcome difficulties and cope with problems at school.</p> <p>Think about who may be able to help them with difficulties- teachers and other adults.</p> <p>Sex Ed Sorted Learning Outcomes include:</p> <p>Recognise how homophobia, biophobia and transphobia operates in society and the impact it has on everyday life for Lesbian, Gay, Bisexual and Transgender (LGBT) people.</p> <p>Consider how we influence other people's actions and how they influence ours.</p> <p>Recognise how discussion and communication can help us understand what other people want and why.</p>	
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	<p>Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.</p> <p>Know the basic terms relating to sexual orientation and gender identity.</p> <p>Understand the difference between sex, sexual orientation and gender identity.</p> <p>Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p>	
Physical health and fitness	<i>How this is covered in Healthy Minds at Mascalls</i>	
The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion</p> <p>Resilience Lesson Learning Outcomes include:</p> <p>Understand the difference between optimistic and pessimistic thinking.</p> <p>Understand that emotions can be helpful and unhelpful and we can learn to regulate them.</p> <p>Explore the brain and the role of emotions.</p> <p>The role of emotions as a source of energy and harnessing emotions can be achieved through physical activity.</p> <p>.breathe learning outcomes include:</p> <p>Be encouraged towards key attitudes to attention-training: kindness, patience, repetition.</p> <p>Understand that we can choose what to do with our attention Understand stress: where it comes from, why it is necessary, how it works and the potentially harmful effects.</p> <p>Identify and draw their “stress signature” - where in the body do they feel stress?</p> <p>Learn to work with stress in a slightly different way</p> <p>Understand stress: where it comes from, why it is necessary, how it works and the potentially harmful effects.</p> <p>Identify and draw their “stress signature” - where in the body do they feel stress?</p> <p>Learn to work with stress in a slightly different way</p> <p>Humans are social beings, and our brains are designed to help us identify the emotions and experiences of others as well as our own.</p> <p>These signals can sometimes be difficult to read, and made all the more powerful through the combination of thoughts, feelings, actions and body sensations</p> <p>Learning to ‘breathe’ can give us the space and time to see more clearly and respond more skillfully in such situations.</p> <p>Mental Illness Investigated Learning Outcomes include:</p> <p>Draw parallels between mental and physical health.</p> <p>Understand that mental health is a spectrum and can illustrate this with examples.</p> <p>Explain that the brain’s role in keeping us mentally healthy.</p>	<p>PE- We discuss the benefits of exercise regularly in KS3 and KS4 core lessons. We also teach this in AQA GCSE Sports Science when teaching reasons for participation in sport and stress management.</p> <p>Spanish KS4: the benefits of sport and healthy lifestyles is covered</p> <p>Science KS4 - Health, Disease and the Development of Medicine - Definition of Health, Non-communicable disease</p>

	<p>Understand that physical health underlies mental health and can describe small changes we can make to promote our wellbeing.</p> <p>Describe the 'five ways to wellbeing' and outline simple changes they could try to make to promote own wellbeing.</p>	
<p>The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</p>	<p>Social Media Investigated Learning Outcomes include:</p> <p>Compare the marketing of a product with its actual nutritional value.</p> <p>Learn to examine which foods are targeted to specific groups of people.</p> <p>Understand the connection between access to healthy foods and the future of one's health.</p> <p>Identify structural issues that hinder accessing healthy food.</p> <p>Identify healthier options for them and their families.</p> <p>Learn how to contrast the ideas about a product with real facts about how the product can impact one's health.</p> <p>Mental Illness Investigated Learning Outcomes include:</p> <p>Understand that physical health underlies mental health and can describe small changes we can make to promote our wellbeing.</p> <p>Describe the 'five ways to wellbeing' and outline simple changes they could try to make to promote own wellbeing.</p> <p>Cancer and cardio-vascular ill-health are not covered. -</p>	<p>PE- AQA GCSE- We teach the consequences of a sedentary lifestyle and go into great depth about obesity and its effects. OCR Sport Science- We teach a unit called sports nutrition that covers what you should eat, the importance of this and the impacts.</p> <p>Design and Technology-KS3 - We look at healthy eating across all year groups and the eatwell table. The impact of an unhealthy lifestyle (Briefly covered). KS4 Food and nutrition/Hospitality and catering - We consider healthy eating and the impact of particular foods and the impact they can have looking at alternative options to prevent medical conditions. It's taught throughout units depending on what we are looking at but also in the Diet and good health section/unit in depth.</p> <p>Spanish KS3-5: healthy and unhealthy lifestyles are compared and KS4/5 look at the impacts of both lifestyles</p> <p>Science KS3 - Unit 8 Health & lifestyle - looking at links between alcohol, drugs & smoking with cancer, liver and lung conditions.</p> <p>Unit 8 also addresses the impacts of an unhealthy diet and which nutrients are needed to maintain a healthy weight.</p> <p>Science KS4 - Health, Disease and the Development of Medicine - Definition of Health, Non-communicable disease eg: Cardio-Vascular disease.</p> <p>Science KS5 - Biology Module 3.2 Transport in Animals - learning about mammalian circulation and gas exchange and the effects of exercise</p>
<p>The science relating to blood, organ and stem cell donation</p>	<p>Not explicitly covered</p>	<p>Sci: Ethics on use of stem cells in medical treatment and research. GCSE course covers the process of IVF, which also looks at the the process of harvesting eggs and also the ethics of use of any embryos not used in IVF.</p> <p>Science KS3 - Unit 1 Cells - Discuss what stem cells are, how they may be used to cure disease and the ethical and moral factors around their use for research (embryonic stem cells). Links also made to IVF.</p>

		Science KS5 Biology - Module 2.6: Cell Differentiation - learning about stem cells, potential uses and ethics
Healthy eating	<i>How this is covered in Healthy Minds at Mascalls</i>	<i>Where else this is covered at Mascalls</i>
How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer	<p>Resilience Competencies: Flexible and Realistic Thinking, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Social Media Influences Investigated Learning Outcomes include: Understand the connection between access to healthy foods and the future of one's health. Identify structural issues that hinder accessing healthy food. Identify healthier options for them and their families. Learn how to contrast the ideas about a product with real facts about how the product can impact one's health. Learn to differentiate between persuasion and manipulation.</p> <p>Tooth decay and cancer are not covered.</p>	<p>PE- Covered in AQA and OCR SS including cancers, however no link to tooth decay.</p> <p>Design and Technology - Covered in KS3/KS4 food - little reference to tooth decay.</p> <p>Spanish KS3-5: healthy and unhealthy lifestyles are compared and KS4/5 look at the impacts of both lifestyle</p> <p>Sci: KS3 - Unit 8 Role of vitamins in healthy diet. Investigation into the energy content of different food groups, linked to topics on healthy diets.</p> <p>Science KS4 - Animal coordination, Control and Homeostasis - Type II Diabetes</p> <p>Science KS5 - Module 3.2: Structure and function of the heart, including how unhealthy diet affects arteries and leads to other diseases such as cancer and CHD</p> <p>Advisory programme looks at cancer and how to support the charities</p>
Drugs alcohol and tobacco	<i>How this is covered in Healthy Minds at Mascalls</i>	<i>Where else this is covered at Mascalls</i>
The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions	<p>Resilience Competencies: Flexible and Realistic Thinking, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Unplugged Learning Outcomes Include: Learn that belonging to a group is necessary for personal growth. Learn that there are spontaneous and structured groups with explicit and implicit dynamics. Identify how much behaviour is modified by a group. Learn how it feels to be excluded from a group and reflect on this encounter. Learn that there are different factors that influence people to take drugs (effects/ expectations on the effects of the drugs, environment/ social and personal/physiological factors.) Understand how to look critically at the information. Understand how to look critically at social perception. Achieve a realistic picture of peer drug use. Learn that short-term benefits are often considered more important than long-term health effects.</p>	<p>PE- AQA GCSE- We teach about performance enhancing drugs, however very much in sporting context only.</p> <p>RE Year 9 - Crime and Punishment unit</p> <p>Drama: Ks4 &5: can often be a topic that is explored in their devising work as a response to a stimuli.</p> <p>Drama: GCSE - Blood Brothers - Mickey has a drug problem that impacts his relationships and life.</p> <p>Spanish KS4/5: drug addiction is briefly covered where students may read about the associated risks through stories or reports</p> <p>Science KS3 Unit 8 (Health & lifestyle) - Describe the difference between recreational and medicinal drugs, giving examples. Describe the effects of drugs on behaviour. Discussion around key terms of addiction and withdrawal symptoms.</p>

	<p>Learn the effects and risks of drugs use.</p> <p>Identify healthy coping strategies.</p> <p>Reflect on strong and not so strong personal attributes.</p> <p>Learn that negative feelings are not wrong or dangerous.</p> <p>Cope with weaknesses and limitations in a constructive way.</p> <p>Learn a model to solve personal problems.</p> <p>Learn creative thinking.</p> <p>Learn to stop, calm down and think when they have a problem, instead of reacting impulsively.</p> <p>Distinguish between long term and short term positive and negative consequences of different actions/ solutions.</p> <p>Practise splitting long-term goals into short-term objectives.</p> <p>Reflect on the opportunity and apply what they learned in an individual context.</p> <p>Evaluate strengths and weaknesses in the process of this programme.</p>	<p>English - debates can be structured and centred on relevant topical issues such as this.</p>
<p>The law relating to the supply and possession of illegal substances</p>	<p>Unplugged Learning Outcomes Include:</p> <p>Reflect on their own knowledge about drugs.</p> <p>Learn the effects and risks of drug use.</p> <p>Learn the effects and risks of drugs use.</p> <p>Learn how to access information on different kinds of drugs.</p> <p>Identify healthy coping strategies.</p> <p>Reflect on strong and not so strong personal attributes.</p> <p>Learn that negative feelings are not wrong or dangerous.</p> <p>Cope with weaknesses and limitations in a constructive way.</p> <p>Learn a model to solve personal problems.</p> <p>Learn creative thinking.</p> <p>Learn to stop, calm down and think when they have a problem, instead of reacting impulsively.</p> <p>Distinguish between long term and short term positive and negative consequences of different actions/ solutions.</p> <p>Practise splitting long-term goals into short-term objectives.</p> <p>Reflect on the opportunity and apply what they learned in an individual context.</p> <p>Evaluate strengths and weaknesses in the process of this programme.</p>	<p>RE - How should we punish criminals? (Year 9 SEM1/2). We consider how the Criminal Justice System deals with those with addiction to illegal substances</p>
<p>The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood</p>	<p>School Health Alcohol Harm Reduction Programme (SHAHRP) Learning Outcomes Include:</p> <p>Learn how to dispel myths about alcohol.</p> <p>Learn “units” and effects of alcohol.</p> <p>Examine reasons why people might use alcohol.</p> <p>Examine factors that would put people off drinking alcohol.</p> <p>Realise that there is a direct link between harmful outcomes and consumption levels.</p> <p>Realise that moderate drinking has fewer negative outcomes than heavy drinking.</p>	<p>KS5 Music, we cover a unit entitled “The Music Artist and the Media” looking at case studies where musicians’ careers have been affected by how the media and social media portrays them - including their conduct when under the influence of alcohol</p> <p>Drama: KS4 &5: Alcoholism can be an issue that is a result of exploring stimuli and scripted extracts.</p>

	<p>Learn some physical health issues especially the notion of Blood Alcohol Concentration (BAC)</p> <p>Learn ways to reduce alcohol-related harm in society.</p> <p>Examine alcohol and the body in greater detail Look at issues that may arise on a Night Out</p> <p>Examine pressures that may be brought to bear on young people in a drinking context</p> <p>Examine some scenarios which may be a reality for young people with regards to underage drinking</p> <p>Consider behaviours that would be more (or less) safe on a night out.</p> <p>Establish a final hierarchy of risky alcohol- related behaviour, thus discouraging more unhealthy behaviours.</p> <p>Examine some scenarios which may be a reality for young people with regards to underage drinking</p>	<p>RE - How should we punish criminals? (Year 9 SEM1/2). We consider how the Criminal Justice System deals with those with addiction to illegal substances</p> <p>Spanish KS4/5: alcohol addiction is briefly covered where students may read about the associated risks through stories or reports</p> <p>Sci: KS4: Long- & Short-term effects of alcohol covered in biology and also in physics when linked to reaction times & stopping distances.</p> <p>KS3 Science Unit 8 (Health & Lifestyle) - Describe the effects of alcohol on health and behaviour. Risks involved with alcohol and pregnancy discussed. Units of alcohol that can be consumed safely. Long term dangers of alcohol and liver damage e.g cirrhosis.</p> <p>KS5 Science - Biology - Module 5.2: Liver structure and function deals with the role of the liver in cleaning the blood and detoxifying alcohol and drugs</p>
The physical and psychological consequences of addiction, including alcohol dependency	<p>School Health Alcohol Harm Reduction Programme (SHAHRP) Learning Outcomes Include:</p> <p>Learn how to dispel myths about alcohol.</p> <p>Learn “units” and effects of alcohol.</p> <p>Examine reasons why people might use alcohol.</p> <p>Examine factors that would put people off drinking alcohol.</p> <p>Realise that there is a direct link between harmful outcomes and consumption levels.</p> <p>Realise that moderate drinking has fewer negative outcomes than heavy drinking.</p> <p>Realise the wide range of alcohol- related harm that exist.</p> <p>Be able to sense how emergency service personnel are affected by alcohol-related harm.</p> <p>Learn some physical health issues especially the notion of Blood Alcohol Concentration (BAC)</p> <p>Learn ways to reduce alcohol-related harm in society.</p> <p>Learn to focus in depth on media messages about alcohol.</p> <p>Learn to think about possible issues in their lives.</p> <p>Review material from previous lessons and explore some issues in greater depth</p> <p>Examine alcohol and the body in greater detail Look at issues that may arise on a Night Out</p> <p>Examine pressures that may be brought to bear on young people in a drinking context</p> <p>Examine some scenarios which may be a reality for young people with regards to underage drinking</p> <p>Think about keeping themselves safe.</p> <p>Consider behaviours that would be more (or less) safe on a night out.</p> <p>Establish a final hierarchy of risky alcohol- related behavior, thus discouraging more unhealthy behaviours.</p> <p>Examine some scenarios which may be a reality for young people with regards to underage drinking</p>	<p>KS5 Music, we cover a unit entitled “The Music Artist and the Media” looking at case studies where musicians’ careers have been affected by how the media and social media portrays them - including their conduct when under the influence of alcohol</p> <p>Drama: KS4 &5: Alcoholism can be an issue that is a result of exploring stimuli and scripted extracts.</p> <p>RE KS3 - How should we punish criminals? (Year 9 SEM1/2). We consider how the Criminal Justice System deals with those with addiction to illegal substances</p> <p>Spanish KS4/5: addiction is sometimes covered through the reading or listening to stories or reports</p> <p>Science KS3 Unit 8 (Health & Lifestyle) - Effect of alcohol on the body as depressants. Discussion around how regular drinking can cause addiction and lead to alcoholism.</p> <p>KS5 Science - Biology - Module 5.2: Liver structure and function deals with the role of the liver in cleaning the blood and detoxifying alcohol and drugs</p>

Awareness of the dangers of drugs which are prescribed but still present serious health risks	<p>Unplugged Learning Outcomes Include:</p> <p>Reflect on their own knowledge about drugs. Learn the effects and risks of drug use. Learn the effects and risks of drugs use. Learn how to access information on different kinds of drugs. Identify healthy coping strategies.</p>	<p>Music - KS5 - Students reflect on the importance of good health to enhance their ability to perform as a musician.</p> <p>Drama: GCSE - Blood Brothers - Mickey has a drug problem that impacts his relationships and life.</p> <p>RE - How should we punish criminals? (Year 9 SEM1/2). We consider how the reasons for and potential harms/justifications of dependency on prescription drugs.</p> <p>Psychology: Psychopathology (Year 12 SEM3) We study the pharmacological treatment of psychological disorders such as depression, anxiety and OCD</p> <p>Psychology: Schizophrenia (Year 13 SEM3) We study the treatment of schizophrenia using typical and atypical antipsychotic medication</p> <p>KS3 Science Unit 8 (Health & Lifestyle) - Benefits of medicinal drugs and how they can cause harm if not taken in the correct way. Ideas of overdose and side effects discussed.</p>
The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so	<p>Resilience Lesson Learning Outcomes include:</p> <p>Explore that life is a journey with challenges (big and small) and it is our resilience that helps us overcome these. Learn about the link between thoughts, feelings and behaviour. Understand that resilience skills can help us understand why we react the way we do. Learn to identify common Gremlins of resilience. Learn to recognise that the Gremlins are not in control. Understand the difference between optimistic and pessimistic thinking. Explore the importance of respect for different perspectives. Know how to use evidence to create more flexible and accurate thinking. Understand the importance of gratitude. Understand the concept of ambiguity in decision-making. Be able to discuss how to approach dilemmas and difficult decisions students may face in the coming years. Be able to explain the importance of flexible and accurate thinking for dilemmas that I may face in the coming years. Be better able to identify the risk and opportunity in the decisions I may face in the coming years. Understand the power of peer influence on the decision-making process. Practise the skills to objectively 'weigh up' a situation. Understand that our beliefs play a part in our decision-making. Be able to communicate a decision more effectively and negotiate if appropriate.</p>	<p>Music - KS5 - Students reflect on the importance of good health to enhance their ability to perform as a musician.</p> <p>Spanish KS4/5: some coverage although not in great detail</p> <p>RE - How should we punish criminals? (Year 9 SEM1/2). We consider how the reasons for and potential harms/justifications of smoking tobacco & drinking alcohol.</p> <p>Science KS3 Unit 8 (Health & Lifestyle) - Effects of tobacco smoke on health. What passive smoking is and how this can be harmful. Links to smoking and heart diseases, cancer and respiratory infections.</p> <p>Science KS5 Biology - Module 3.1: Gas Exchange. This can come in during application questions about the effects of smoking on tissues in the mammalian respiratory system</p>

	<p>Understand what to do when faced with difficult decisions and choices. Be able to explain how to apply resilient thinking skills to decision-making.</p> <p>Unplugged Learning Outcomes Include: Learn that belonging to a group is necessary for personal growth. Learn that there are different factors that influence people to take drugs (effects/ expectations on the effects of the drugs, environment/ social and personal/physiological factors.) Understand how to look critically at social perception. Achieve a realistic picture of peer drug use. Learn about the effects of smoking. Learn that expected effects do not reflect real effects. Learn that short-term benefits are often considered more important than long-term health effects. Learn why people smoke even though they know about the health damaging effects. Experience how to make contact with other people.</p>	
Health and prevention	Not explicitly covered	<p>Whole unit developed for advisory and linked to Covid responses 20-21</p> <p>21 onwards - Health and prevention part of Advisory programme</p>
Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics	Not explicitly covered	<p>Design and Technology - Covered in KS3 and KS4 food. KS3 is covered at the beginning of every topic in year 7/8/9. KS4 (eduqas) in the Food Spoilage unit discusses the causes and how bacteria is spread.</p> <p>KS4 Science Module 4: Communicable Disease - deals with transmission of pathogens, how the body defends against disease, the immune response, antibodies and medicinal treatment, including vaccinations Module 6.4: Biotechnology - students learn how micro-organisms are cultured and practice aseptic technique</p> <p>Advisory 20-21</p>
Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist		Advisory programme
The benefits of regular self-examination and screening		Sex ed advisory programme.

The facts and science relating to immunization and vaccination		<p>Science KS4 - Health, Disease and the Development of medicines - Immunisations and role of vaccines.</p> <p>KS5 Science Module 4: Communicable Disease - deals with transmission of pathogens, how the body defends against disease, the immune response, antibodies and medicinal treatment, including vaccinations</p>
The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn		<p>PE- We touch on this in OCR and AQA SS when discussing sedentary lifestyle and how poor sleep could affect injury risks.</p> <p>Music - KS5 - Students reflect on the importance of good health and good sleep to enhance their ability to perform as a musician.</p> <p>Sociology - External factors in educational achievement (Years 10/12) We consider how poor health adversely affects educational outcomes (e.g. housing, diet, sleep, stress/anxiety)</p> <p>Spanish KS4/5: there is reference to this during the discussion of healthy lifestyles at KS4 and KS5 may read or listen to information relating to this</p>
Basic first aid	<i>How this is covered in Healthy Minds at Mascalls</i>	<p><i>Where else this is covered at Mascalls</i></p> <p><i>An award for students is being developed with british red cross- become a first aid champion</i></p>
Basic treatment for common injuries	Not explicitly covered _ all students will now complete in year 7 through british red cross and - 'become a first aid champion'.	<p>PE- OCR SS has a whole unit of work on this. KS3 PE will discuss this briefly, but regularly when discussing injury prevention in lessons.</p> <p>HSC KS4 - A whole unit on First Aid and treatments including practical assessments.</p> <p>Advisory</p>
Life-saving skills, including how to administer CPR	<p>The ability to remain calm, not catastrophise in an emergency is key, as is the ability to be able to communicate in a clear and assertive manner.</p> <p>Resilience Lesson Learning Outcomes include: Learn how to respond in an emergency. Learn the WoBbLe skill and how to use it to tame the Catastrophising Gremlin. Learn how to calm down when emotions are strong. Learn different communication styles. Practise assertive communication.</p>	HSC KS4- A whole unit on First Aid, CPR and treatments including practical assessments.

	Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.	
The purpose of defibrillators and when one might be needed	Not explicitly covered	Advisory - plus location in school - MYP link to paddock wood map of all defibs locally.
Changing adolescent body		Advisory Sex ed
Key facts about puberty, the changing adolescent body and menstrual wellbeing	<p>Resilience Competencies: Flexible and Realistic Thinking, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Sex Ed Sorted Learning Outcomes Include: Learn to appreciate individual variation in terms of physical and biological development. Understand and learn to compare sexual reproduction. Learn that structure and behaviour adapts for effective reproduction. Recognise that puberty is an important and necessary stage in the human life-cycle, marked by different rituals in different cultures. Learn that physical variation between people is normal; and that media tend to show a limited range of body types. Learn the structure and function of the human reproductive system. Learn that everyone's experience of puberty varies and to identify who to talk to for reassurance. Learn to identify the role of hormones in fertility – the production of sex cells: sperm and eggs. Learn the route from production to fertilisation which is followed by the human male and female sex cells. Learn the functions and the parts of the female and male reproductive systems. Learn the importance of the menstrual cycle and how it affects fertility and hormone levels. Learn that hormones affect boys and girls differently for different reasons. Learn how to explain the menopause is and its effects. Learn which websites are most appropriate for advice and information on sex and relationships. Able to identify the sequence of conception, pregnancy and birth: sexual intercourse, fertilisation, implantation, embryonic/foetal development; Learn that hormones produce sexual feelings to help ensure conception and effective human reproduction.</p>	<p>Year 7 Music,- touch on voice types - boys voices changing through cambiana one and two as they hit puberty.</p> <p>Science KS3 Unit 1 - State the difference between puberty and adolescence. Examples of puberty in boys and girls. Describe the main stages of the menstrual cycle. Hormonal changes that may occur and how this affects emotions.</p>
The main changes which take place in males and females, and the implications for emotional and physical health	<p>Resilience Competencies: Flexible and Realistic Thinking, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Sex Ed Sorted Learning Outcomes Include:</p>	Science KS3 - Main changes that take place during puberty. Implications of sex hormones at this time.

	<p>Learn to appreciate individual variation in terms of physical and biological development.</p> <p>Understand and learn to compare sexual reproduction.</p> <p>Learn that structure and behaviour adapts for effective reproduction.</p> <p>Recognise that puberty is an important and necessary stage in the human life-cycle, marked by different rituals in different cultures.</p> <p>Learn that physical variation between people is normal; and that media tend to show a limited range of body types.</p> <p>Learn which websites are most appropriate for advice and information on sex and relationships.</p>	<p>Science KS4 - Animal coordination, control and homeostasis. General on hormones, menstrual cycle and hormone use for fertility/contraception (some only Higher Tier)</p> <p>KS5 Biology - relevant in some contexts that deal with differences between male and female bodies e.g exercise, amount of calories per day</p>
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Relationships and Sex Education: Key stages 3 and 4

Families	<i>How this is covered in Healthy Minds at Mascalls</i>	<i>Where else this is covered at Mascalls</i>
<p>That there are different types of committed, stable relationships.</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include: Understand what a resilient relationship is. Learn the beliefs that are inappropriate. Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.</p> <p>Sex Ed Sorted Learning Outcomes include: Develop a broad understanding of 'sex'. Know that sexual feelings are normal and driven by human biology. Understand the role of hormones in sexual feelings. Consider how sexual attraction and love are different but related feelings. Consider how we influence other people's actions and how they influence ours. Recognise how discussion and communication can help us understand what other people want and why. Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations. Know the basic terms relating to sexual orientation and gender identity. Understand the difference between sex, sexual orientation and gender identity. Recognise how homophobia, biophobia and transphobia operates in society and the impact it has on everyday life for Lesbian, Gay, Bisexual and Transgender (LGBT) people. Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p>	<p>RE: every unit</p> <p>Drama: Relationships are explored throughout all year groups in Drama when analysing character relationships and what types of relationships these are.</p> <p>English - the exploration of different relationships is integral to understanding complex texts and gaining understanding of characters and relating to the wider world.</p>
<p>How these relationships might contribute to human happiness and their importance for bringing up children</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include: Be introduced to the idea of Big Sticky Beliefs (value-based beliefs).</p>	<p>GCSE Sociology - Families and Households unit - Functionalist view of the families</p> <p>Drama: GCSE: Analysing the relationships of both protagonists in Blood Brothers and the impact of their upbringing either though they are related.</p>

	<p>Learn the difference between Gremlin Beliefs and Big Sticky Beliefs (BSBs).</p> <p>Consider the effect that BSBs can have on relationships.</p> <p>Recognise BSBs can cause people to react differently to the same Activating Event.</p> <p>Understand that BSBs can affect how we communicate which affects our relationships.</p> <p>Discover how communicating assertively builds healthy relationships.</p> <p>Understand the long-term implications of Big Sticky Beliefs (BSBs) for our future.</p> <p>Know how to manage our BSBs and therefore control our consequences.</p> <p>Discuss and agree how we will continue to use resilience skills in our lives.</p> <p>Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.</p> <p>Sex Ed Sorted Learning Outcomes Include:</p> <p>Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p>	<p>Drama: Alevel: Hedda Gabler - her relationships with all characters and the impact they have.</p> <p>Spanish KS4: relationships is a unit we study where benefits of marriage and being in a relationship are discussed</p> <p>Drama: KS4 and 5: Devising work - exploring characters who are parents within the piece, within a set-text or devising roles which explore the impact of raising children. Analysing meaning from a characters background and their upbringing.</p> <p>English - the exploration of different relationships is integral to understanding complex texts and gaining understanding of characters and relating to the wider world.</p>
What marriage is, including its legal status	Not explicitly covered	British values Advisory programme
Why marriage is an important relationship choice for many couples and why it must be freely entered into	Not explicitly covered	<p>Spanish KS4: students study a unit about relationships and how these have changed over time</p> <p>RE</p> <p>Advisory programme</p>
The characteristics and legal status of other types of long-term relationships	Not explicitly covered	<p>RE</p> <p>Advisory programme</p>
The roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting	Not explicitly covered	<p>RE</p> <p>English - touched on in novels such as 'A Monster Calls' and 'To Kill A Mockingbird' in KS3 and poetry and 'An Inspector Calls' in KS4</p> <p>Year 8 Music - Samba - discussion about parenting and bringing up children in the favelas of Rio.</p>

		<p>Drama: GCSE: Analysing the relationships of both protagonists in Blood Brothers and the impact of their upbringing either though they are related.</p> <p>Drama: KS4 and 5: Devising work - exploring characters who are parents within the piece, within a set-text or devising roles which explore the impact of raising children. Analysing meaning from a characters background and their upbringing.</p> <p>Spanish KS4: relationships and the changing role of men and women / mothers and fathers is briefly explored</p>
How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include: Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective. Understand what a resilient relationship is. Learn the beliefs that are inappropriate. Knowing when and how to get support when needed.</p> <p>Sex Ed Sorted learning Outcomes include: Be able to identify what is risky about different sexual activities and how risks can be reduced. Consider how different sexual activities may be more or less enjoyable. Know where to find local sexual health services and how they can contribute to good sexual health. Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p>	<p>Spanish KS4/5: the unit on ciberspace explores social media which can include fake news for example to raise awareness</p>
Respectful relationships, including friendships	How this is covered in Healthy Minds at Mascalls	Where else this is covered at Mascalls
the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include: Understand what a resilient relationship is. Learn the beliefs that are inappropriate.</p>	<p>KS3 Music, we reiterate the importance of respecting everyone as they perform their work each lesson, including what the impact might be if they felt people laughed at them.</p> <p>Drama KS3: Rules on supporting one another when sharing practical work and ideas within Drama.</p>

<p>includes different (non-sexual) types of relationship</p>	<p>Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective. Learn different communication styles (aggressive, passive and assertive). Learn the beliefs that can get in the way of assertive communication. Practise assertive communication. Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p> <p>Sex Ed Sorted learning Outcomes include: Be able to identify what is risky about different sexual activities and how risks can be reduced. Consider how different sexual activities may be more or less enjoyable. Know where to find local sexual health services and how they can contribute to good sexual health. Develop a broad understanding of 'sex'. Know that sexual feelings are normal and driven by human biology. Understand the role of hormones in sexual feelings. Consider how sexual attraction and love are different but related feelings. Consider how we influence other people's actions and how they influence ours. Recognise how discussion and communication can help us understand what other people want and why. Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations. Know the basic terms relating to sexual orientation and gender identity. Understand the difference between sex, sexual orientation and gender identity. Recognise how homophobia, biophobia and transphobia operates in society and the impact it has on everyday life for Lesbian, Gay, Bisexual and Transgender (LGBT) people. Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p>	<p>KS3, 4, and 5: Drama explores and discusses all types of relationships and how these are conveyed in life. These are explored through analysing texts, characters, and the creation of characters.</p> <p>Spanish KS3: MYP units on friends and family introduce students to these ideas</p> <p>English - the characteristics of positive and negative relationships are explored in a range of texts in English and are often used as a stimulus for their own creative writing e.g 'A Monster Calls', 'Boy In The Striped Pyjamas', 'To Kill A Mockingbird', 'Macbeth', 'A Christmas Carol', 'An Inspector Calls' and a range of poetry on the theme of conflict.</p>
<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include: Understand what a resilient relationship is. Learn the beliefs that are inappropriate. Learn how to identify BSBs using 'what' questions. Consider the effect that BSBs can have on relationships.</p>	<p>GCSE and A level Sociology - Families and Households unit - roles within the family - Feminist Vs Functionalist roles in the family Education Unit - hierarchy within the education system and how that fuels society to work together (functionalist perspective).</p> <p>Drama KS3: Rules on supporting one another when sharing practical work and ideas within Drama.</p> <p>PE: ethos of 'fair play' and sporting etiquette</p>

	<p>Understand that BSBs can have a significant impact on our feelings and behaviour.</p> <p>Recognise BSBs can cause people to react differently to the same Activating Event.</p> <p>Learn that our BSBs can help us understand why we act and feel the way we do.</p> <p>Practise finding alternative BSBs.</p> <p>Recognise the importance of finding evidence for a belief.</p> <p>Understand how to modify or challenge unhelpful BSBs.</p> <p>Understand that BSBs can affect how we communicate which affects our relationships.</p> <p>Learn different communication styles (aggressive, passive and assertive).</p> <p>Learn the beliefs that can get in the way of assertive communication.</p> <p>Practise assertive communication.</p> <p>Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p> <p>Discover how communicating assertively builds healthy relationships.</p> <p>Gain strategies to deal with unhelpful BSBs.</p> <p>Understand the long-term implications of Big Sticky Beliefs (BSBs) for our future.</p> <p>Know how to manage our BSBs and therefore control our consequences.</p> <p>Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.</p> <p>From School to Life Learning Outcomes include:</p> <p>Recognise that everyone has different ideas about who they want to be in the future.</p> <p>Learn that positive role models can help them reach their goals.</p> <p>Learn that negative role models can distract and hinder goals.</p> <p>Learn that everyone faces obstacles and difficulties.</p> <p>Learn that there are decisions and choices to be made.</p> <p>Learn that thinking ahead about obstacles can help with planning for the future.</p> <p>Learn that the far future is linked to the present by the near choices we make.</p> <p>Learn that becoming the adult you want to be in the future, involves making choices now.</p> <p>Learn that what we do now influences the choices we make.</p> <p>Learn that a strategy is something that includes specific actions.</p> <p>Learn that taking action now makes the far future feel closer and is the difference between dreaming of who I want to be in the future and making the dream possible.</p>	
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	<p>Learn how to plan ways to overcome difficulties and cope with problems at school. Think about who may be able to help them with difficulties- teachers and other adults.</p> <p>Sex Ed Sorted learning Outcomes include: Learn that hormones affect boys and girls differently for different reasons. Learn how to explain the menopause is and its effects. Learn which websites are most appropriate for advice and information on sex and relationships. Able to identify the sequence of conception, pregnancy and birth: sexual intercourse, fertilisation, implantation, embryonic/foetal development; Learn that hormones produce sexual feelings to help ensure conception and effective human reproduction. Learn that sexual feelings cannot always be fulfilled through sexual contact with other people – alternatives include masturbation and this is normal. Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people).</p>	
How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include: Be able to explain the importance of flexible and accurate thinking for dilemmas that I may face in the coming years. Be better able to identify the risk and opportunity in the decisions I may face in the coming years. Understand the power of peer influence on the decision-making process. Practise the skills to objectively ‘weigh up’ a situation. Understand that our beliefs play a part in our decision-making. Be able to communicate a decision more effectively and negotiate if appropriate. Understand what to do when faced with difficult decisions and choices. Be able to explain how to apply resilient thinking skills to decision-making. Reinforce the impact our decisions have. Understand what a resilient relationship is. Learn the beliefs that are inappropriate.</p>	<p>KS3 Music, we challenge any comments or judgements that are made based on stereotypes. The dialogue is very open when covering different genres of music - musical theatre, Rastafarianism in Reggae, Slave Trade in Blues, gang culture in Rio for Samba.</p> <p>GCSE and A level Sociology - Families and Households unit - roles within the family - Feminist Vs Functionalist roles in the family Crime and Deviance Unit - we explore the prejudice that exists in society and the links to crime and deviant behaviour that is may cause or have an impact upon</p> <p>Drama : KS3, 4, and 5: Exploration of stereotypes when devising work, analysing scripted pieces and set-texts and the impact of these.</p> <p>Spanish KS4/5: stereotypes are discussed and explored further in KS5 through the units of racism and discrimination</p>

	<p>Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.</p> <p>Social Media Investigated Learning Outcomes include: Discuss stereotypes applied to females and males in UK society. Identify the gender constructs in various media examples. Able to examine how ideas about gender affect their own lives. Learn the subtext and untold stories behind media messages regarding sex and sexuality. Identify target marketing tactics to various age groups. Learn to understand the intersection of gender, age, and body size. Learn about body shaming messages and how to counter these negative messages by being body positive.</p> <p>Sex Ed Sorted learning Outcomes include: Learn that hormones affect boys and girls differently for different reasons. Learn how to explain the menopause is and its effects. Learn which websites are most appropriate for advice and information on sex and relationships. Learn that sexual feelings cannot always be fulfilled through sexual contact with other people – alternatives include masturbation and this is normal. Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people). Recognise how discussion and communication can help us understand what other people want and why. Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations. Know the basic terms relating to sexual orientation and gender identity. Understand the difference between sex, sexual orientation and gender identity. Recognise how homophobia, biophobia and transphobia operates in society and the impact it has on everyday life for Lesbian, Gay, Bisexual and Transgender (LGBT) people. Know that emergency contraception can be used after sex but is less effective the later it is taken. Know at what point pregnancy can be detected and why early detection is important for pregnancy choices and good health. Know where to find local sexual health services and how they can contribute to good sexual health. Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p>	<p>English - prejudice and stereotypes are explored in a range of texts and contexts. Our GCSE poetry anthology relates poems to race, gender, prejudice, class, stereotypes etc.</p>
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<p>That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs,</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include:</p> <p>Explore the importance of respect for different perspectives. Know how to use evidence to create more flexible and accurate thinking. Learn about the link between thoughts, feelings and behaviour. Understand that resilience skills can help us understand why we react the way we do. Learn to identify common Gremlins of resilience. Learn to recognise that the Gremlins are not in control. Understand the difference between optimistic and pessimistic thinking. Explore the importance of respect for different perspectives. Know how to use evidence to create more flexible and accurate thinking. Learn different communication styles (aggressive, passive and assertive). Learn the beliefs that can get in the way of assertive communication. Practise assertive communication. Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships. Learn that we all have habits of thinking that can be hard to change. Notice our brains are wired to notice what we want to see. Use the resilience skills to deal with everyday situations that occur. Learn what empathy means. Know how to stand in the shoes of others and show empathy. Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective. Understand what a resilient relationship is. Learn the beliefs that are inappropriate. Be able to explain the importance of flexible and accurate thinking for dilemmas that I may face in the coming years. Be better able to identify the risk and opportunity in the decisions I may face in the coming years. Understand the power of peer influence on the decision-making process.</p> <p>Unplugged Learning Outcomes Include:</p> <p>Learn how to distinguish between verbal and non-verbal communication. Learn how to experience communication that is more than talking. Identify circumstances when they are assertive. Provide and gather examples of assertive expressions. Learn how to stand up for their rights. Develop a respect for the rights and opinions of other people.</p>	<p>KS3 Music, we challenge any comments or judgements that are made based on stereotypes. The dialogue is very open when covering different genres of music - musical theatre, Rastafarianism in Reggae, Slave Trade in Blues, gang culture in Rio for Samba.</p> <p>GCSE and A level Sociology - Families and Households unit - roles within the family - Feminist Vs Functionalist roles in the family Crime and Deviance Unit - we explore the prejudice that exists in society and the links to crime and deviant behaviour that is may cause or have an impact upon</p>
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	<p>Experience how to make contact with other people. Recognise and appreciate the positive qualities of other people (positive feedback). Learn to accept positive feedback. Practise non-verbal and verbal ways to present oneself to others and reflecting upon the way this is done. Learn to stop, calm down and think when they have a problem, instead of reacting impulsively. Distinguish between long term and short term positive and negative consequences of different actions/ solutions. Practise splitting long-term goals into short-term objectives. Reflect on the opportunity and apply what they learned in an individual context.</p> <p>Sex Ed Sorted Learning Outcomes Include: Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p>	
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include: Learn the beliefs that are inappropriate. Be able to explain the importance of flexible and accurate thinking for dilemmas that I may face in the coming years. Be better able to identify the risk and opportunity in the decisions I may face in the coming years. Understand the power of peer influence on the decision-making process. Knowing how and where to get support when needed. Learn the beliefs that can get in the way of assertive communication. Learn different communication styles (aggressive, passive and assertive). Practise assertive communication. Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p> <p>From School to Life Learning Outcomes include: Recognise that everyone has different ideas about who they want to be in the future. Learn that positive role models can help them reach their goals. Learn that negative role models can distract and hinder goals. Learn that everyone faces obstacles and difficulties. Learn that there are decisions and choices to be made.</p>	<p>KS3 Music: we reiterate the importance of respecting everyone as they perform their work each lesson, including what the impact might be if they felt people laughed at the performance</p> <p>Drama KS3: Rules on supporting one another when sharing practical work and ideas within Drama.</p> <p>Drama KS4: Scripted text that is used ‘Chatroom’ exploring the negative impact of social media but also the positive relationships it can create.</p> <p>Drama KS3/4/5: Bullying is usually discussed or a topic used when exploring the Theatre in Education style or when devising new original work in response to a stimulus.</p> <p>English: texts cover bullying e.g KS ‘A Monster Calls’, ‘Boy in Striped PJ’. ‘To Kill A Mockingbird’</p> <p>Spanish KS5: Alevel Units 4 & 6 on Social Movements and Citizens of tomorrow cover rights and responsibilities alongside types of behaviour within society</p> <p>Drama A-Level: These themes are explored through both set-texts for the written exam due to themes. Additionally, it can be explored through scripted exam practical exam pieces and devising work as a response to stimuli; e.g. Childish Gambino - This is America</p>

	<p>Social Media Investigated Learning Outcomes include:</p> <p>Learn to define and understand what it means to set a boundary in their life.</p> <p>Learn to identify the advantages and disadvantages of social media.</p> <p>Understand the impact of their present social media activity on future goals and aspirations.</p> <p>Learn how to create their own guidelines for using social media in a positive way.</p> <p>Learn and discuss how media can be used to build community, find support, and decrease isolation in their lives.</p> <p>Learn how to describe their identity and how they want to be thought of by others online.</p> <p>Learn to express how social media forms part of their identity now and in the future.</p> <p>Learn how to identify that others have different ideas and identities and use social media in different ways.</p> <p>Can explain how their online identity will influence their future.</p> <p>Are able to identify at least three techniques of media persuasion and the risks such as gambling, debt.</p> <p>Learn to differentiate between persuasion and manipulation.</p> <p>Discuss stereotypes applied to females and males in UK society.</p> <p>Able to examine how ideas about gender affect their own lives.</p> <p>Learn the subtext and untold stories behind media messages regarding sex and sexuality.</p> <p>Sex Ed Sorted Learning Outcomes Include:</p> <p>Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p>	
That some types of behaviour within relationships are criminal, including violent behaviour and coercive control	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include:</p> <p>Understand what a resilient relationship is.</p> <p>Learn the beliefs that are inappropriate.</p> <p>Learn different communication styles (aggressive, passive and assertive).</p> <p>Learn the beliefs that can get in the way of assertive communication.</p> <p>Practise assertive communication.</p> <p>Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p>	<p>Drama KS3: Rules on supporting one another when sharing practical work and ideas within Drama.</p> <p>Drama: GCSE: Criminal and violent behaviour is discussed through the actions of the protagonist, Mickey, in Blood Brothers. Additionally, it is explored through chosen topics and responses to stimuli for devising and scripted extracts.</p>

	<p>Sex Ed Sorted learning Outcomes include:</p> <p>Learn that hormones affect boys and girls differently for different reasons. Learn how to explain the menopause is and its effects. Learn which websites are most appropriate for advice and information on sex and relationships. Learn that sexual feelings cannot always be fulfilled through sexual contact with other people – alternatives include masturbation and this is normal. Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people). Recognise how discussion and communication can help us understand what other people want and why. Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations. Know the basic terms relating to sexual orientation and gender identity. Understand the difference between sex, sexual orientation and gender identity. Recognise how homophobia, biophobia and transphobia operates in society and the impact it has on everyday life for Lesbian, Gay, Bisexual and Transgender (LGBT) people. Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p>	<p>Sociology KS4/5: Crime and Deviance Unit - we explore the prejudice that exists in society and the links to crime and deviant behaviour that is may cause or have an impact upon</p>
<p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include:</p> <p>Understand what a resilient relationship is. Learn the beliefs that are inappropriate. Learn different communication styles (aggressive, passive and assertive). Learn the beliefs that can get in the way of assertive communication. Practise assertive communication. Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p> <p>Sex Ed Sorted Learning Outcomes Include:</p> <p>Appreciate the harm caused by prejudice and how to play a part in stopping prejudice. Learn that sexual feelings cannot always be fulfilled through sexual contact with other people – alternatives include masturbation and this is normal.</p>	

	<p>Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people).</p> <p>Recognise how discussion and communication can help us understand what other people want and why.</p> <p>Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.</p>	
The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal	<p>Not explicitly covered</p> <p>Sex Ed Sorted Learning Outcomes Include:</p> <p>Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p>	<p>Drama A-Level: These themes are explored through both set-texts for the written exam due to themes. Additionally, it can be explored through scripted exam practical exam pieces and devising work as a response to stimuli; e.g. Childish Gambino - This is America</p> <p>GCSE and A level Sociology - Families and Households unit - roles within the family - Feminist Vs Functionalist roles in the family</p>
Online and Media	<i>How this is covered in Healthy Minds at Mascalls</i>	<i>Where else this is covered at Mascalls</i>
<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include:</p> <p>Understand what a resilient relationship is.</p> <p>Learn the beliefs that are inappropriate.</p> <p>Learn different communication styles (aggressive, passive and assertive).</p> <p>Learn the beliefs that can get in the way of assertive communication.</p> <p>Practise assertive communication.</p> <p>Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p> <p>Social Media Investigated Learning Outcomes include:</p> <p>Learn to define media literacy.</p> <p>Learn how to explain media literacy concepts.</p> <p>Learn to identify text and subtext in media examples.</p> <p>Learn how to recognise characteristics of social media vs. traditional media.</p> <p>Learn how to define and recognise characteristics of reality television.</p> <p>Learn how to identify the differences between reality and fantasy in various types of media and see the untold stories when watching reality television.</p> <p>Learn to define and understand what it means to set a boundary in their life.</p>	<p>KS5 Music, we cover a unit entitled “The Music Artist and the Media” looking at case studies where musicians’ careers have been affected by how the media and social media portrays them.</p> <p>Drama: KS3, 4, and 5: Safety online is explored through Theatre in Education. The use of social media and the issues it can create, but also the positive effects are explored at times as responses to stimuli during the devising process.</p> <p>Drama KS4: Scripted text that is used ‘Chatroom’ exploring the negative impact of social media but also the positive relationships it can create.</p> <p>Spanish KS4/5 units on technology are explored which cover the opportunities and dangers of being online</p>

	<p>Learn to identify the advantages and disadvantages of social media. Understand the impact of their present social media activity on future goals and aspirations. Learn how to create their own guidelines for using social media in a positive way. Learn and discuss how media can be used to build community, find support, and decrease isolation in their lives. Learn how to describe their identity and how they want to be thought of by others online. Learn to express how social media forms part of their identity now and in the future. Learn how to identify that others have different ideas and identities and use social media in different ways. Can explain how their online identity will influence their future.</p> <p>Sex Ed Sorted Learning Outcomes Include: Appreciate the harm caused by prejudice and how to play a part in stopping prejudice. Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people). Recognise how discussion and communication can help us understand what other people want and why. Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.</p>	
About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include: Understand what a resilient relationship is. Learn the beliefs that are inappropriate.</p> <p>Social Media Investigated Learning Outcomes include: Learn to define media literacy. Learn how to explain media literacy concepts. Learn to identify text and subtext in media examples. Learn how to recognise characteristics of social media vs. traditional media. Learn how to define and recognise characteristics of reality television. Learn how to identify the differences between reality</p>	<p>KS5 Music, we cover a unit entitled “The Music Artist and the Media” looking at case studies where musicians’ careers have been affected by how the media and social media portrays them.</p> <p>Drama: KS3, 4, and 5: Safety online is explored through Theatre in Education. The use of social media and the issues it can create, but also the positive effects are explored at times as responses to stimuli during the devising process.</p> <p>Drama KS4: Scripted text that is used ‘Chatroom’ exploring the negative impact of social media but also the positive relationships it can create.</p>

	<p>and fantasy in various types of media and see the untold stories when watching reality television.</p> <p>Learn to define and understand what it means to set a boundary in their life.</p> <p>Learn to identify the advantages and disadvantages of social media.</p> <p>Understand the impact of their present social media activity on future goals and aspirations.</p> <p>Learn how to create their own guidelines for using social media in a positive way.</p> <p>Learn and discuss how media can be used to build community, find support, and decrease isolation in their lives.</p> <p>Learn how to describe their identity and how they want to be thought of by others online.</p> <p>Learn to express how social media forms part of their identity now and in the future.</p> <p>Learn how to identify that others have different ideas and identities and use social media in different ways.</p> <p>Can explain how their online identity will influence their future.</p>	
<p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include:</p> <p>Understand what a resilient relationship is.</p> <p>Learn the beliefs that are inappropriate.</p> <p>Learn different communication styles (aggressive, passive and assertive).</p> <p>Learn the beliefs that can get in the way of assertive communication.</p> <p>Practise assertive communication.</p> <p>Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p> <p>Social Media Investigated Learning Outcomes include:</p> <p>Learn how to recognise characteristics of social media vs. traditional media.</p> <p>Learn how to identify the differences between reality and fantasy in various types of media and see the untold stories when watching reality television.</p> <p>Learn to define and understand what it means to set a boundary in their life.</p> <p>Learn to identify the advantages and disadvantages of social media.</p> <p>Understand the impact of their present social media activity on future goals and aspirations.</p>	<p>Drama: KS3, 4, and 5: Safety online is explored through Theatre in Education. The use of social media and the issues it can create, but also the positive effects are explored at times as responses to stimuli during the devising process.</p> <p>Drama KS4: Scripted text that is used 'Chatroom' exploring the negative impact of social media but also the positive relationships it can create.</p>

	<p>Learn how to create their own guidelines for using social media in a positive way.</p> <p>Learn and discuss how media can be used to build community, find support, and decrease isolation in their lives.</p> <p>Learn how to describe their identity and how they want to be thought of by others online.</p> <p>Learn to express how social media forms part of their identity now and in the future.</p> <p>Learn how to identify that others have different ideas and identities and use social media in different ways.</p> <p>Can explain how their online identity will influence their future.</p>	
What to do and where to get support to report material or manage issues online	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include:</p> <p>Learn different communication styles (aggressive, passive and assertive). Learn the beliefs that can get in the way of assertive communication. Practise assertive communication. Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p> <p>Social Media Investigated Learning Outcomes include:</p> <p>Learn to identify the advantages and disadvantages of social media. Learn to define and understand what it means to set a boundary in their life. Understand the impact of their present social media activity on future goals and aspirations. Learn how to create their own guidelines for using social media in a positive way.</p> <p>From School to Life Learning Outcomes Include:</p> <p>Learn how to plan ways to overcome difficulties and cope with problems at school. Think about who may be able to help them with difficulties- teachers and other adults.</p> <p>Sex Ed Sorted Learning Outcomes Include:</p> <p>Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p>	<p>Drama: KS3, 4, and 5: Safety online is explored through Theatre in Education. The use of social media and the issues it can create, but also the positive effects are explored at times as responses to stimuli during the devising process.</p> <p>Drama KS4: Scripted text that is used 'Chatroom' exploring the negative impact of social media but also the positive relationships it can create.</p>

	<p>Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people).</p> <p>Recognise how discussion and communication can help us understand what other people want and why.</p> <p>Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.</p>	
The impact of viewing harmful content	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion</p> <p>Resilience Lesson Learning Outcomes include: Understand what a resilient relationship is. Learn the beliefs that are inappropriate.</p> <p>Social Media Investigated Learning Outcomes include: Learn to identify the advantages and disadvantages of social media. Learn to define and understand what it means to set a boundary in their life. Learn how to describe their identity and how they want to be thought of by others online. Learn to express how social media forms part of their identity now and in the future.</p> <p>Sex Ed Sorted Learning Outcomes Include: Appreciate the harm caused by prejudice and how to play a part in stopping prejudice. Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people).</p>	<p>Drama: KS3, 4, and 5: Safety online is explored through Theatre in Education. The use of social media and the issues it can create, but also the positive effects are explored at times as responses to stimuli during the devising process.</p> <p>Drama KS4: Scripted text that is used ‘Chatroom’ exploring the negative impact of social media but also the positive relationships it can create.</p>
That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partner	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion</p> <p>Resilience Lesson Learning Outcomes include: Understand what a resilient relationship is. Learn the beliefs that are inappropriate. Learn what empathy means. Know how to stand in the shoes of others and show empathy. Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.</p> <p>Social Media Investigated Learning Outcomes include: Learn to differentiate between persuasion and manipulation.</p>	<p>Drama: KS3, 4, and 5: Safety online is explored through Theatre in Education. The use of social media and the issues it can create, but also the positive effects are explored at times as responses to stimuli during the devising process.</p> <p>Drama KS4: Scripted text that is used ‘Chatroom’ exploring the negative impact of social media but also the positive relationships it can create.</p> <p>Spanish KS5: this is briefly covered through the study Almodóvar films and the censorship under the dictator Franco</p>

	<p>Discuss stereotypes applied to females and males in UK society. Identify the gender constructs in various media examples. Able to examine how ideas about gender affect their own lives. Learn the subtext and untold stories behind media messages regarding sex and sexuality.</p> <p>Sex Ed Sorted Learning Outcomes Include: Appreciate the harm caused by prejudice and how to play a part in stopping prejudice. Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people).</p>	
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	Healthy Minds Year 9 - Sexting	<p>Drama: KS3, 4, and 5: Safety online is explored through Theatre in Education. The use of social media and the issues it can create, but also the positive effects are explored at times as responses to stimuli during the devising process. Drama KS4: Scripted text that is used 'Chatroom' exploring the negative impact of social media but also the positive relationships it can create.</p> <p>Advisory programme - National online safety (NoS) student briefing</p>
How information and data is generated, collected, shared and used online	Healthy Minds - Media units in Year 8 and 9	<p>Drama: KS3, 4, and 5: Safety online is explored through Theatre in Education. The use of social media and the issues it can create, but also the positive effects are explored at times as responses to stimuli during the devising process.</p> <p>Drama KS4: Scripted text that is used 'Chatroom' exploring the negative impact of social media but also the positive relationships it can create.</p> <p>Advisory programme - National online safety (NoS) student briefing</p>
Being Safe	<i>How this is covered in Healthy Minds at Mascalls</i>	

<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include: Understand what a resilient relationship is. Learn the beliefs that are inappropriate. Learn what empathy means. Know how to stand in the shoes of others and show empathy. Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.</p> <p>Sex Ed Sorted Learning Outcomes Include: Appreciate the harm caused by prejudice and how to play a part in stopping prejudice. Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people). Recognise how discussion and communication can help us understand what other people want and why. Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.</p>	<p>Drama: KS4 and 5: Through discussions, but not explicitly taught some of these topics can come up in Drama through the mediums of devised work and responding to a stimulus, or the themes and narratives in a play text.</p>
<p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion</p> <p>Resilience Lesson Learning Outcomes include: Understand what a resilient relationship is. Learn different communication styles (aggressive, passive and assertive). Learn the beliefs that can get in the way of assertive communication. Practise assertive communication. Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships. Learn the beliefs that are inappropriate. Learn what empathy means. Know how to stand in the shoes of others and show empathy. Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.</p> <p>Sex Ed Sorted Learning Outcomes Include: Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p>	

	<p>Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people).</p> <p>Recognise how discussion and communication can help us understand what other people want and why.</p> <p>Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.</p> <p>Develop a broad understanding of 'sex'.</p> <p>Know that sexual feelings are normal and driven by human biology.</p> <p>Understand the role of hormones in sexual feelings.</p> <p>Consider how sexual attraction and love are different but related feelings.</p> <p>Consider how we influence other people's actions and how they influence ours.</p> <p>Recognise how discussion and communication can help us understand what other people want and why.</p> <p>Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.</p>	
Intimate and sexual relationships, including sexual health	How this is covered in Healthy Minds at Mascalls	
How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion</p> <p>Resilience Lesson Learning Outcomes include:</p> <p>Understand what a resilient relationship is.</p> <p>Learn different communication styles (aggressive, passive and assertive).</p> <p>Learn the beliefs that can get in the way of assertive communication.</p> <p>Practise assertive communication.</p> <p>Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p> <p>Learn the beliefs that are inappropriate.</p> <p>Learn what empathy means.</p> <p>Know how to stand in the shoes of others and show empathy.</p> <p>Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.</p> <p>Sex Ed Sorted Learning Outcomes Include:</p> <p>Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p>	<p>Drama: KS4 and 5: Through discussions, but not explicitly taught some of these topics can come up in Drama through the mediums of devised work and responding to a stimulus, or the themes and narratives in a play text.</p> <p>English KS4 'Macbeth', 'An Inspector Calls'</p>

	<p>Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people).</p> <p>Recognise how discussion and communication can help us understand what other people want and why.</p> <p>Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.</p> <p>Develop a broad understanding of 'sex'.</p> <p>Know that sexual feelings are normal and driven by human biology.</p> <p>Understand the role of hormones in sexual feelings.</p> <p>Consider how sexual attraction and love are different but related feelings.</p> <p>Consider how we influence other people's actions and how they influence ours.</p> <p>Recognise how discussion and communication can help us understand what other people want and why.</p> <p>Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.</p>	
<p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include:</p> <p>Understand what a resilient relationship is.</p> <p>Learn the beliefs that are inappropriate.</p> <p>Learn what empathy means.</p> <p>Know how to stand in the shoes of others and show empathy.</p> <p>Social Media Investigated Learning Outcomes include:</p> <p>Learn about body shaming messages and how to counter these negative messages by being body positive.</p> <p>Learn to differentiate between persuasion and manipulation.</p> <p>Sex Ed Sorted Learning Outcomes Include:</p> <p>Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p> <p>Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people).</p> <p>Recognise how discussion and communication can help us understand what other people want and why.</p> <p>Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.</p>	<p>Drama: KS4 and 5: Through discussions, but not explicitly taught some of these topics can come up in Drama through the mediums of devised work and responding to a stimulus, or the themes and narratives in a play text.</p> <p>English KS4 'Macbeth', 'An Inspector Calls'</p>

	<p>Develop a broad understanding of 'sex'.</p> <p>Know that sexual feelings are normal and driven by human biology.</p> <p>Understand the role of hormones in sexual feelings.</p> <p>Consider how sexual attraction and love are different but related feelings.</p> <p>Consider how we influence other people's actions and how they influence ours.</p> <p>Recognise how discussion and communication can help us understand what other people want and why.</p> <p>Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.</p> <p>Know the basic terms relating to sexual orientation and gender identity.</p> <p>Understand the difference between sex, sexual orientation and gender identity.</p> <p>Recognise how homophobia, biophobia and transphobia operates in society and the impact it has on everyday life for Lesbian, Gay, Bisexual and Transgender (LGBT) people.</p> <p>Be able to describe the journey of the sperm and egg from the gonads (testes and ovaries) to the implantation of the fertilised egg in the uterus.</p> <p>Be able to understand how contraception prevents conception.</p> <p>Be able to identify advantages and disadvantages of types of contraception relating to both effectiveness and practicalities of use.</p> <p>Know that emergency contraception can be used after sex but is less effective the later it is taken.</p>	
<p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p>	<p>Sex Ed Sorted Learning Outcomes Include:</p> <p>Learn to appreciate individual variation in terms of physical and biological development.</p> <p>Understand and learn to compare sexual reproduction.</p> <p>Learn that structure and behaviour adapts for effective reproduction.</p> <p>Recognise that puberty is an important and necessary stage in the human life-cycle, marked by different rituals in different cultures.</p> <p>Learn that physical variation between people is normal; and that media tend to show a limited range of body types.</p> <p>Learn the structure and function of the human reproductive system.</p> <p>Learn that everyone's experience of puberty varies and to identify who to talk to for reassurance.</p> <p>Learn to identify the role of hormones in fertility – the production of sex cells: sperm and eggs.</p> <p>Learn the route from production to fertilisation which is followed by the human male and female sex cells.</p> <p>Learn the functions and the parts of the female and male reproductive systems.</p> <p>Learn the importance of the menstrual cycle and how it affects fertility and hormone levels.</p>	<p>Drama: KS4 and 5: Through discussions, but not explicitly taught some of these topics can come up in Drama through the mediums of devised work and responding to a stimulus, or the themes and narratives in a play text. GCSE - Blood Brothers for example hints at infertility with Mrs Lyons and this is discussed briefly in relation to her actions.</p> <p>Science KS3 Unit 1 - Reproductive system structures. Unit 8 - Effect of drugs, smoking and alcohol on fertility and a developing fetus.</p>

	<p>Learn that hormones affect boys and girls differently for different reasons.</p> <p>Learn how to explain the menopause is and its effects.</p> <p>Learn which websites are most appropriate for advice and information on sex and relationships.</p> <p>Able to identify the sequence of conception, pregnancy and birth: sexual intercourse, fertilisation, implantation, embryonic/foetal development;</p> <p>Learn that hormones produce sexual feelings to help ensure conception and effective human reproduction.</p> <p>Learn that sexual feelings cannot always be fulfilled through sexual contact with other people – alternatives include masturbation and this is normal.</p> <p>Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people).</p>	
<p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include:</p> <p>Understand the concept of ambiguity in decision-making.</p> <p>Be able to discuss how to approach dilemmas and difficult decisions students may face in the coming years.</p> <p>Be able to explain the importance of flexible and accurate thinking for dilemmas that I may face in the coming years.</p> <p>Be better able to identify the risk and opportunity in the decisions I may face in the coming years.</p> <p>Understand the power of peer influence on the decision-making process.</p> <p>Practise the skills to objectively ‘weigh up’ a situation.</p> <p>Understand that our beliefs play a part in our decision-making.</p> <p>Be able to communicate a decision more effectively and negotiate if appropriate.</p> <p>Understand what to do when faced with difficult decisions and choices.</p> <p>Be able to explain how to apply resilient thinking skills to decision-making.</p> <p>Reinforce the impact our decisions have.</p> <p>Understand that emotions can be helpful and unhelpful and we can learn to regulate them.</p> <p>Recognise that we all have resilience and it can be developed.</p> <p>Explore the brain and the role of emotions.</p> <p>Learn about the link between thoughts, feelings and behaviour.</p> <p>Learn to identify common Gremlins of resilience.</p> <p>Learn to recognise that the Gremlins are not in control.</p>	

	<p>Understand the difference between optimistic and pessimistic thinking. Explore the importance of respect for different perspectives. Know how to use evidence to create more flexible and accurate thinking. Consider how resilience skills can help me express myself and how it helps me understand others. Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships. Learn that we all have habits of thinking that can be hard to change. Notice our brains are wired to notice what we want to see. Use the resilience skills to deal with everyday situations that occur. Learn what empathy means. Know how to stand in the shoes of others and show empathy.</p> <p>From School to Life Learning Outcomes include: Learn that positive role models can help them reach their goals. Learn that negative role models can distract and hinder goals. Learn that everyone faces obstacles and difficulties. Learn that there are decisions and choices to be made. Learn that thinking ahead about obstacles can help with planning for the future. Learn that the far future is linked to the present by the near choices we make. Learn that becoming the adult you want to be in the future, involves making choices now. Learn that what we do now influences the choices we make.</p> <p>Sex Ed Sorted Learning Outcomes Include: Learn to appreciate individual variation in terms of physical and biological development. Learn that hormones affect boys and girls differently for different reasons. Learn how to explain the menopause is and its effects. Learn which websites are most appropriate for advice and information on sex and relationships. Learn that sexual feelings cannot always be fulfilled through sexual contact with other people – alternatives include masturbation and this is normal. Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people). Develop a broad understanding of 'sex'. Know that sexual feelings are normal and driven by human biology. Understand the role of hormones in sexual feelings. Consider how sexual attraction and love are different but related feelings.</p>	
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	<p>Consider how we influence other people's actions and how they influence ours.</p> <p>Recognise how discussion and communication can help us understand what other people want and why.</p> <p>Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.</p> <p>Unplugged Learning Outcomes Include:</p> <p>Learn that belonging to a group is necessary for personal growth.</p> <p>Learn that there are spontaneous and structured groups with explicit and implicit dynamics.</p> <p>Identify how much behaviour is modified by a group.</p> <p>Learn how it feels to be excluded from a group and reflect on this encounter.</p> <p>Understand how to look critically at information.</p> <p>Understand how to look critically at social perception.</p> <p>Learn how to communicate effectively.</p> <p>Learn how to distinguish between verbal and non-verbal communication.</p> <p>Learn how to experience communication that is more than talking.</p> <p>Identify circumstances when they are assertive.</p> <p>Provide and gather examples of assertive expressions.</p> <p>Learn how to stand up for their rights.</p> <p>Develop a respect for the rights and opinions of other people.</p>	
That they have a choice to delay sex or to enjoy intimacy without sex	<p>Sex Ed Sorted Learning Outcomes Include:</p> <p>Learn to appreciate individual variation in terms of physical and biological development.</p> <p>Learn that hormones affect boys and girls differently for different reasons.</p> <p>Learn how to explain the menopause is and its effects.</p> <p>Learn which websites are most appropriate for advice and information on sex and relationships.</p> <p>Learn that sexual feelings cannot always be fulfilled through sexual contact with other people – alternatives include masturbation and this is normal.</p> <p>Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people).</p> <p>Develop a broad understanding of 'sex'.</p> <p>Know that sexual feelings are normal and driven by human biology.</p> <p>Understand the role of hormones in sexual feelings.</p> <p>Consider how sexual attraction and love are different but related feelings.</p> <p>Consider how we influence other people's actions and how they influence ours.</p>	

	<p>Recognise how discussion and communication can help us understand what other people want and why.</p> <p>Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.</p>	
<p>The facts about the full range of contraceptive choices, efficacy and options available</p>	<p>Sex Ed Sorted Learning Outcomes Include:</p> <p>Be able to describe the journey of the sperm and egg from the gonads (testes and ovaries) to the implantation of the fertilised egg in the uterus.</p> <p>Be able to understand how contraception prevents conception.</p> <p>Be able to identify advantages and disadvantages of types of contraception relating to both effectiveness and practicalities of use.</p> <p>Know at what point pregnancy can be detected and why early detection is important for pregnancy choices and good health.</p> <p>Be able to use a condom correctly.</p> <p>Know that emergency contraception can be used after sex but is less effective the later it is taken.</p>	<p>KS3 Science Unit 1 - 2 most common forms of contraception discussed. How condoms and the pill work. Idea of the pill not providing protection against STIs and this must be considered when evaluating the options.</p> <p>KS4 Science - use of hormones as contraceptive Higher Tier.</p>
<p>The facts around pregnancy including miscarriage</p>	<p>Sex Ed Sorted Learning Outcomes Include:</p> <p>Be able to describe the journey of the sperm and egg from the gonads (testes and ovaries) to the implantation of the fertilised egg in the uterus.</p> <p>Be able to understand how contraception prevents conception.</p> <p>Be able to identify advantages and disadvantages of types of contraception relating to both effectiveness and practicalities of use.</p> <p>Know that emergency contraception can be used after sex but is less effective the later it is taken.</p> <p>Know at what point pregnancy can be detected and why early detection is important for pregnancy choices and good health.</p> <p>Be able to use a condom correctly.</p> <p>Learn the structure and function of the human reproductive system.</p> <p>Learn that everyone's experience of puberty varies and to identify who to talk to for reassurance.</p> <p>Learn to identify the role of hormones in fertility – the production of sex cells: sperm and eggs.</p> <p>Learn the route from production to fertilisation which is followed by the human male and female sex cells.</p> <p>Learn the functions and the parts of the female and male reproductive systems.</p> <p>Learn the importance of the menstrual cycle and how it affects fertility and hormone levels.</p> <p>Learn that hormones affect boys and girls differently for different reasons.</p>	<p>Drama: KS4 and 5: Through discussions, but not explicitly taught some of these topics can come up in Drama through the mediums of devised work and responding to a stimulus, or the themes and narratives in a play text.</p> <p>KS3 Science Unit 8 - Effects of drinking alcohol pregnancy and how this can lead to miscarriage.</p>

	<p>Learn how to explain the menopause is and its effects.</p> <p>Learn which websites are most appropriate for advice and information on sex and relationships.</p> <p>Able to identify the sequence of conception, pregnancy and birth: sexual intercourse, fertilisation, implantation, embryonic/foetal development;</p> <p>Learn that hormones produce sexual feelings to help ensure conception and effective human reproduction.</p> <p>Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people).</p>	
That there are choices in relation to pregnancy	<p>Sex Ed Sorted Learning Outcomes Include:</p> <p>Be able to describe the journey of the sperm and egg from the gonads (testes and ovaries) to the implantation of the fertilised egg in the uterus.</p> <p>Be able to understand how contraception prevents conception.</p> <p>Be able to identify advantages and disadvantages of types of contraception relating to both effectiveness and practicalities of use.</p> <p>Know that emergency contraception can be used after sex but is less effective the later it is taken.</p> <p>Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people).</p> <p>Know at what point pregnancy can be detected and why early detection is important for pregnancy choices and good health.</p> <p>Be able to use a condom correctly.</p>	<p>Drama: KS4 and 5: Through discussions, but not explicitly taught some of these topics can come up in Drama through the mediums of devised work and responding to a stimulus, or the themes and narratives in a play text.</p>
How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing	<p>Sex Ed Sorted Learning Outcomes Include:</p> <p>Be able to understand how contraception prevents conception.</p> <p>Be able to identify advantages and disadvantages of types of contraception relating to both effectiveness and practicalities of use.</p> <p>Know that emergency contraception can be used after sex but is less effective the later it is taken.</p> <p>Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people).</p> <p>Know at what point pregnancy can be detected and why early detection is important for pregnancy choices and good health.</p> <p>Be able to use a condom correctly.</p>	<p>KS3 Science Unit 1 - 2 most common forms of contraception discussed. How condoms and the pill work. Idea of the pill not providing protection against STIs and this must be considered when evaluating the options.</p> <p>KS4 Science - Health, disease and development of medicines - different STI, transmission and pathogens and the use of screening.</p> <p>KS5 Biology - Module 4 Communicable diseases - case study using HIV as an example</p>

	<p>Understand how different types of sexually transmitted Infections can move from one person to another and how transmission can be prevented.</p> <p>Be able to identify risks of STI transmission in relation to different sexual activities.</p> <p>Know that it is not possible to guess someone has an STI.</p> <p>Know that there is treatment available for STIs but not all can be cured.</p> <p>Consider reasons why people may not share their STI status.</p> <p>Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p> <p>Understand that there are physical and emotional dimensions of good sexual health.</p> <p>Be able to identify what is risky about different sexual activities and how risks can be reduced.</p> <p>Consider how different sexual activities may be more or less enjoyable.</p> <p>Know where to find local sexual health services and how they can contribute to good sexual health.</p>	
About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	<p>Sex Ed Sorted Learning Outcomes Include:</p> <p>Understand how different types of sexually transmitted Infections can move from one person to another and how transmission can be prevented.</p> <p>Be able to identify risks of STI transmission in relation to different sexual activities.</p> <p>Know that it is not possible to guess someone has an STI.</p> <p>Know that there is treatment available for STIs but not all can be cured.</p> <p>Consider reasons why people may not share their STI status.</p> <p>Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p> <p>Understand that there are physical and emotional dimensions of good sexual health.</p> <p>Be able to identify what is risky about different sexual activities and how risks can be reduced.</p> <p>Consider how different sexual activities may be more or less enjoyable.</p> <p>Know where to find local sexual health services and how they can contribute to good sexual health.</p>	
How the use of alcohol and drugs can lead to risky sexual behaviour	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p>	

	<p>Resilience Lesson Learning Outcomes include:</p> <p>Be able to discuss how to approach dilemmas and difficult decisions students may face in the coming years.</p> <p>Be able to explain the importance of flexible and accurate thinking for dilemmas that I may face in the coming years.</p> <p>Be better able to identify the risk and opportunity in the decisions I may face in the coming years.</p> <p>Understand the power of peer influence on the decision-making process.</p> <p>Practise the skills to objectively 'weigh up' a situation.</p> <p>Understand that our beliefs play a part in our decision-making.</p> <p>Be able to communicate a decision more effectively and negotiate if appropriate.</p> <p>Understand what to do when faced with difficult decisions and choices.</p> <p>Unplugged Learning Outcomes Include:</p> <p>Learn that there are different factors that influence people to take drugs (effects/ expectations on the effects of the drugs, environment/ social and personal/physiological factors.)</p> <p>Understand how to look critically at the information.</p> <p>Understand how to look critically at social perception.</p> <p>Learn how to distinguish between verbal and non-verbal communication.</p> <p>Learn how to experience communication that is more than talking.</p> <p>Identify circumstances when they are assertive.</p> <p>Provide and gather examples of assertive expressions.</p> <p>Learn how to stand up for their rights.</p> <p>Develop a respect for the rights and opinions of other people.</p> <p>Experience how to make contact with other people.</p> <p>Recognise and appreciate the positive qualities of other people (positive feedback).</p> <p>Learn to accept positive feedback.</p> <p>Practise non-verbal and verbal ways to present oneself to others and reflecting upon the way this is done.</p> <p>Learn the effects and risks of drug use.</p> <p>Learn how to access information on different kinds of drugs</p> <p>Identify healthy coping strategies.</p> <p>Reflect on strong and not so strong personal attributes.</p> <p>Learn that negative feelings are not wrong or dangerous.</p> <p>Cope with weaknesses and limitations in a constructive way.</p> <p>Learn a model to solve personal problems.</p> <p>Learn to stop, calm down and think when they have a problem, instead of reacting impulsively.</p>	
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	<p>Distinguish between long term and short term positive and negative consequences of different actions/ solutions. Practise splitting long-term goals into short-term objectives.</p> <p>School Health Alcohol Harm Reduction Programme (SHAHRP) Learning Outcomes Include: Learn how to dispel myths about alcohol. Learn “units” and effects of alcohol. Examine reasons why people might use alcohol. Examine factors that would put people off drinking alcohol. Realise that there is a direct link between harmful outcomes and consumption levels. Realise that moderate drinking has fewer negative outcomes than heavy drinking. Realise the wide range of alcohol- related harm that exist. Be able to sense how emergency service personnel are affected by alcohol-related harm. Examine alcohol and the body in greater detail Look at issues that may arise on a Night Out Examine pressures that may be brought to bear on young people in a drinking context Examine some scenarios which may be a reality for young people with regards to underage drinking Think about keeping themselves safe. Consider behaviours that would be more (or less) safe on a night out. Establish a final hierarchy of risky alcohol- related behavior, thus discouraging more unhealthy behaviours. Examine some scenarios which may be a reality for young people with regards to underage drinking</p>	
How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	<p>Resilience Lesson Learning Outcomes include: Knowing when and how to get support when needed. Learn different communication styles (aggressive, passive and assertive). Learn the beliefs that can get in the way of assertive communication. Practise assertive communication. Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p> <p>Sex Ed Sorted Learning Outcomes Include: Know where to find local sexual health services and how they can contribute to good sexual health.</p>	

	<p>Know that there is treatment available for STIs but not all can be cured.</p> <p>Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people).</p>	
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