|  |  |
| --- | --- |
| PSHE Key Stage 3 and 4 Long Term Plan | |
| Diagram  Description automatically generated | School Pedagogy:  Launchpad Tuition has a child centred pedagogy. The school adopts an inclusive, transformative pedagogy as we believe that a child’s ‘capacity to learn can change and be changed for the better as a result of what happens and what people do in the present’ (*Hart et al. 2004, P166*). Learning is about shared communication between staff and pupils. Implementation of our curriculum intent is underpinned by Rosenshine’s 10 Principles of Instruction (*Rosenshine, 2012*). All learning sessions include the following elements; reference to curriculum intent, recap of knowledge and skills, assessment for learning and pupil voice.  Subject Specific Pedagogy:  Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the statutory topics of Sex Education and Health Education supported by a spiral curriculum where themes are revisited and built on throughout KS3 and KS4.  It is important pupils get to explore Health and Wellbeing, Relationships and  Living in the Wider World to enable them to become citizens who can succeed  in society after school. Pupils are given the opportunity to take part in activities  to prepare them for life after school and to be independent. |
| Subject Intent:  The PSHE curriculum is designed to be accessible and enjoyable through personalised learning and topics that are useful and relevant to pupils experiences. Pupils will be encouraged to be independent through differentiated learning and support. The teaching equips pupils with understanding of health and wellbeing, mental health, sex and relationships education and living in the wider world. The curriculum will support literacy through the learning of key words and using these in context. Through a varied scheme, pupils will be encouraged to know more, remember more and understand more. Topics will be revisited to help pupils to build on knowledge and understanding.  PSHE enables our pupils to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up |

| Key Stage and Subject Long Term Plan | Topic/Learning Pathway | Key Vocabulary | Links to previous learning (Component Skills) | Links to wider curriculum |
| --- | --- | --- | --- | --- |
| Year 9 and 10  Autumn Term  SRE  External visit  Year 9  Autumn 2  Achieving with good mental health | TAZ /SRE  • 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.  • 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.  • The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.  • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.  • That they have a choice to delay sex or to enjoy intimacy without sex.  1,Behaving to achieve – why do we have rules in the classroom?  Learning Outcomes:    Challenge: Identify poor decisions, what we want to achieve from our time at school and what we need to work on in order to do this.  More challenging:  Describe our classroom behaviour rules and what we will do to help establish these and invest in our future selves.  Mega challenge: Analyse what the future may hold for us if we ignore the classroom rules and don’t invest in our future selves.  2. Human rights: access to education  Learning Outcomes:  Challenge: Identify some factors which stopped Mahder going to school  More challenging: Describe how a number of reasons could have stopped Mahder from going to school.  Mega challenging: Explain in detail why Mahder didn't go to school.  OMG challenge: Categorise the reasons why Mahder didn't go to school and judge the significance of factors.  3. Interpersonal skills  Learning outcomes:  Challenge: Identify different interpersonal skills we can develop and categorise them correctly.  More challenging: Describe visually how different people can develop their interpersonal skills, and begin the plan to develop your own.  Mega challenge: Explain why we sometimes need to change our mindsets and challenge our own assumptions about ourselves and our peers.  4. Discrimination and the Equality Act 2010  Learning Outcomes:    Challenge: Correctly identify cases of workplace discrimination.  More challenging: Explain why we needed the Equality Act 2010 and still do today by describing problems which occurred prior to the law’s creation.  Mega challenge: Create examples of your own to test your own and a partners knowledge of the Equality Act 2010  5. Growth mindset  Learning Outcomes:  Challenge: Identify statements that describe either a Fixed or a Growth Mindset.  More challenging: Describe the attributes of a Fixed or Growth Mindset and how we can apply those of a Growth Mindset to our own lives.  Mega challenge: Explain why a Growth Mindset can help us succeed and develop our skills and personal qualities.  6. Coping with stress  Learning Outcomes:  Challenge: Correctly identify mental health illnesses and the symptoms of stress  More challenging: Describe possible ways for us to retain good mental health and how we can deal positively with stress  Mega challenge: Explain how you could apply ideas you have learned about dealing positively with stress to your own life  7. Managing anxiety  Learning Outcomes:  Challenge: Correctly identify physical and mental symptoms of anxiety and some ways to deal with anxiety  More challenging: Describe possible ways for us to deal positively with anxiety in the form of a letter including statistics from health professionals  Mega challenge: Explain how a teenager can deal positively with anxiety and help reduce the symptoms and the differences between stress, anxiety and depression.  8. Selfie safety  Learning Outcomes:  Challenge: Correctly identify the potential problems our sharing images of ourselves on the internet.  More challenging: Describe the possible long and short term consequences of sharing images of ourselves on the internet.  Mega challenge: Explain the how companies can use our images through ‘implicit consent’ and how selfie culture affects our personal body image.  Assessment – self assessment and completion of assessment grids in books. | Vocabulary relating to sex and contraception  Investment – the idea of doing something which may make life a tiny bit harder for now, in order to reap much bigger benefits in the future.  Self Managers – people who take control of their own behaviour, failures and successes and do not blame or credit others with their actions.  HIV/AIDS - a disease that can spread easily and often causes death. Has had the biggest impact in Africa.  Right to education – one of the 30 Human Rights to which we are all entitled.  Interpersonal skills– The skills you use to successfully communicate and work with other employees, such as your listening skills, your personal attitude and how you speak to others.  Prejudice –judging someone based on ideas you already have about that particular type of person.  Discrimination - when prejudices are acted upon resulting in the unfair treatment of someone  Growth Mindset – The idea that your mind will not always be the same and can be shaped to achieve what you would like it to, through hard work, dedication and resilience.  Mental health – like physical health, a measure of how  well a person is, just in their mind instead of their body  Stress – a state of mental or emotional strain resulting from difficult or demanding circumstances.  Mental health – like physical health, a measure of how  well a person is, just in their mind instead of their body.  Anxiety – a feeling or state of worry, nervousness, or unease about something with an uncertain outcome.  Self expression – A way of showing the world your true self, or showing how you would like people to think of you.  Consent – Permission for something to happen or agreement to do something.  Body image -the perception of the physical self and the thoughts and feelings that result from this. | Deepen understanding from last year’s TAZ sessions | PSHE Association references –  H20  H22  H23  H26  H27  H28  H29  H30  H31  H32  H33  KS4 Positive relationships –  R1  R2  R3  R4  R5  R6  R7  R8  Relationship values –  R9  R11  R12  Consent –  R18  R19  R20  R21  R22  Contraception and parenthood  R23  R24  R25  R26  R27  PSHE Association references:  KS3 H1  KS3 H2  KS3 H4  KS3 H5  KS3 H9  KS3 H13  KS3 L2  KS3 L3  KS3 L4  KS3 L9  PSHE Association references:  KS3 H36  KS3 R36  KS3 R35  KS3 L10  Links to Citizenship  PSHE Association Guidelines references:  KS3 L1  KS3 L2  KS3 L3  KS3 L4  KS3 L9  KS3 H1  KS3 H6  PSHE Association references:  KS3 H1  KS3 R3  KS3 R4  KS3 R5  KS3 R38  KS3 R39  KS3 R40  KS3 R41  KS3 L13  PSHE Association references:  KS3 H1  KS3 H4  KS3 H6  KS3 H10  KS3 H13  KS3 L1  KS3 L2  KS3 L3  KS3 L9  PSHE Association references  KS3 H2  KS3 H4  KS3 H5  KS3 H6  KS3 H7  KS3 H10  KS3 H12  KS3 H14  KS3 H15  KS3 H17  KS3 H21  KS3 H27  PSHE Association references  KS3 H2  KS3 H4  KS3 H5  KS3 H6  KS3 H7  KS3 H10  KS3 H12  KS3 H14  KS3 H15  KS3 H17  KS3 H21  KS3 H27  PSHE Association references  KS3 H3  KS3 H5  KS3 R7  KS3 R14  KS3 R42  KS3 L17  KS3 L18  KS3 L20  KS3 L24 |
| Year 9  Spring 1  Our health and personal Safety | 1.Alcohol awareness  Learning Outcomes:    Challenge: Describe some negative effects of excessive alcohol drinking.  More challenging: Explain how excessive alcohol drinking can damage the body.  Mega challenge: Analyse why people continue to drink alcohol excessively, despite having knowledge of the risks.  2. Drugs and the Law  Learning Outcomes:  Challenging: Identify correctly the penalties and fines for Class A, B and C drugs in the UK.  More challenging: Describe our opinions on current UK law after studying source evidence and government legislation. Describe the short and long term risks of illegal drug use.  Mega challenge: Explain any issues faced by current UK legislation in relation to medical evidence as well as the legal and health risks posed by illegal drug use in the UK.  3/4.Vaccinations, organ and blood donation stem cells and hygiene (2 hour lesson)  Learning outcomes:  Challenge: Identify the different responsible health choices we need to make. Describe the impact of these on others.  More challenging: Describe what could happen to our health if we don’t look after our personal hygiene and get vaccinated. Describe how donation helps our wider community.  Mega challenge: Explain why having poor personal hygiene can have a major effect on our health. Explain why some people have objections to stem cell research and vaccinations.  5.Acid attacks  Learning Outcomes:    Challenge: Describe how to immediately treat an acid attack victim and explain why these attacks are on the increase.  More challenging: Explain why it is difficult too criminalise the sale of acids and why acids are such dangerous substances.  Mega challenge: Explain, using all today’s new key terminology in the correct context, how an attack can steal the identity of the victim and ruin the life of the perpetrator too.  6.Self Harm  Learning Outcomes:  Challenge: Correctly identify cases of self-harm, dematillomania, anxiety and depression.  More challenging: Describe the characteristics of the above and how we can help support the different conditions.  Mega challenge: Explain the difference between self-harm and dermatillomania and how we should support sufferers of either condition.  Assessment – self assessment and completion of assessment grids in books. | Alcohol – a chemical which is in certain drinks and changes how people behave.  Legalisation– The process of making something legal to use.  Schizophrenia – A long term mental health condition which can cause a sufferer to have frightening hallucinations.  Vaccination – the process of giving someone a weakened form of a disease in order to teach their body how to defend against it  Organ donation – the act of giving a bodily organ in order to help someone else in need of that organ. This can be done when the donor is alive and it can also be done after the donor has passed away  Stem cells – cells that have not differentiated, and can generate infinite amounts of other cells which can then specialise  Hygiene – the name given to practices which promote good health, especially prevention of disease, often through cleanliness  Sulphuric Acid – An acid with many useful purposes, used as part of fertiliser for crops and in car batteries.  Vitriol Attack – another name for an acid attack, where the purpose is usually to humiliate the victim through their changed appearance.  Gender Crime – a crime where statistically the victims are a particular gender.  Self-harm - deliberate injury to oneself, typically due to an overwhelming negative mental state.  Dermatillomania – a psychological condition where people pick, scratch or harm themselves, not to feel pain but because of an addictive urge to do this. |  | PSHE Association References:  KS3 H27  KS3 H5  KS3 H24  KS3 H25  KS3 H26  KS3 H31    PSHE Association References:  KS3 R20  KS3 H24  KS3 H26  KS3 H27  KS3 H29  KS3 H28  KS3 H31  PSHE Association References:  KS3 H6  KS3 H5  KS3 H19  KS4 H19  PSHE Association References:  KS3 H30  KS3 H31  KS3 H33  PSHE Association References:  KS3 H11  KS3 H3  KS3 H5  KS3 H7  KS3 H8  KS3 H10  KS3 H12 |
| Year 9  Spring 2-  Healthy relationships with others and ourselves | 1.Eating Disorders  Learning Outcomes:    Challenge:  Correctly identify different eating disorders and their symptoms  More challenging: Describe possible ways for us to retain good mental and physical health to help prevent eating disorders developing  Mega challenge: Explain how keeping good mental health could help prevent eating disorders and how eating disorders can be treated.  2. Body Image  Learning Outcomes:  Challenge: Correctly identify body image issues which affect males and females and explain why we shouldn’t worry about how bodies are presented in the media  More challenging: Explain how media images are often unattainable and whether or not the situation is getting better or worse.    Mega challenge: Explain using precise source examples how media images are often unattainable, whether or not the situation is getting better or worse and evaluate whether there is more pressure on males or females.  3.Child Sexual Exploitation  Learning outcomes:  Challenge: Correctly identify the warning signs of CSE and what we can do if we suspect a case of CSE.  More challenging: Describe three most important red flags for both online and offline safety which suggest cases of CSE.  Mega challenge: Explain the manipulation techniques used by abusers and why we should leave investigation to the authorities.  4. Abusive Relationships  Learning Outcomes:    Challenge: Identify ‘red flags’ that someone  may be in an abusive relationship.  More challenging: Describe how a person in an abusive  relationship could receive help and the services they can access.  Mega challenge: Explain why a person may stay in an  abusive relationship, even when it is making them feel bad and they know  it is abusive.  5.Peer Pressure  Learning Outcomes:  Challenge: Identify strategies to resist peer pressure and reasons this can be so difficult.  More challenging: Describe the best ways particular case studies can resist peer pressure and the meaning of herd mentality.  Mega challenge: Explain the difference herd mentality, herd behaviour and peer pressure and analyse which strategies will work best in which case.  6.British Community, Religion and Culture  Learning Outcomes:  Challenge: Describe the successes of a contemporary  celebrity who is both loyal to their religion and loyal to British values.  More challenging: Explain how being loyal to both your religion and British values is achieved.  Mega challenge: Analyse what issues different people may have to overcome to remain loyal to their religion and British values and explain how they manage to do this.  7.British Values: Identity  Learning Outcomes:  Challenge: Discover and describe our personal identities, identifying our heritage and describing the contributions of our cultures in helping to form Britain today.  More challenging: Explore and explain our multiple personal identities, explaining our heritage and the contributions of our cultures in helping to form  Britain today.  Mega challenge: Research and analyse our multiple personal identities, explaining our heritage and the evaluating the impact of our cultures in helping to form Britain today.  8.The LGBTQAI+ Community  Learning Outcomes:  Challenge: Correctly identify the different LGBTQAI identities and what the community want us know about these.  More challenging: Describe the difference between these identities and use the new terms articulately and in the correct context.  Mega challenge: Explain the problems of gender stereotyping and why you can’t always tell people’s genders just by looking at them.  Assessment – self assessment and completion of assessment grids in books. | Mental Heath – like physical health, a measure of how  well a person is, just in their mind instead of their body  Eating disorder – a type of illness which affects a person’s eating habits in an unhealthy way.  Mental health – like physical health, a measure of how  well a person is, just in their mind instead of their body.  Body image– somebody's own impression of how his or her body looks.  Child Sexual Exploitation - sexual abuse of under 18s through the exchange of sex or sexual acts for drugs, food, shelter, protection, other basics of life, and/or money. Sexual exploitation includes involving under 18s in creating pornography and sexually explicit websites too.  Abusive relationship – a relationship where one person is abusive or controlling of the other. This could be verbally, physically or emotionally.  Peer Pressure - direct influence on people by peers, to follow by changing their attitudes, values, or behaviours to conform to those of the influencing group.  British values –  The name given to the values that characterise British society, namely: democracy; rule of law; individual liberty; mutual tolerance.  Identity: the facts about a person which are important to their sense of who they are as a person. These may include things that the person had no control over, like where they were born, or things that the person has chosen, for example supporting a particular football team  LGBTQAI – Lesbian, Gay, Trans, Queer/Questioning, Asexual, Inter-sex community.  Cis-gender – what most people usually are. People who are content with the biological sex they were born with. These people can still be gay or straight or bi. | Mental Heath – like physical health, a measure of how  well a person is, just in their mind instead of their body  Eating disorder – a type of illness which affects a person’s eating habits in an unhealthy way.  Mental health – like physical health, a measure of how  well a person is, just in their mind instead of their body.  Body image– somebody's own impression of how his or her body looks.  Child Sexual Exploitation - sexual abuse of under 18s through the exchange of sex or sexual acts for drugs, food, shelter, protection, other basics of life, and/or money. Sexual exploitation includes involving under 18s in creating pornography and sexually explicit websites too.  Abusive relationship – a relationship where one person is abusive or controlling of the other. This could be verbally, physically or emotionally. | PSHE Association Guidelines:  KS3 H11  KS3 H12  KS3 H5  KS3 H3  KS3 H10  KS3 H8  KS3 H17 / H18  PSHE Association Guidelines:  KS3 H3  KS3 H5  KS3 L24  KS3 L22  KS3 R44  KS3 H5  PSHE Association references:  KS3 R37  KS3 R30  KS3 R27  KS3 R2  KS3 R17  KS3 R24  KS3 R26  KS3 R30  KS3 L20  PSHE Association Guidelines:  KS3 R37  KS3 R2  KS3 R10  KS3 R38  KS3 R31  PSHE Association Guidelines:  KS3 H25  KS3 H27  KS3 H24  KS3 H30  KS3 R42  KS3 R43  KS3 R44  PSHE Association references:  KS3 R40  KS3 R39  (also see SMSC audit Statutory Citizenship coverage).  PSHE Association Guidelines:  KS3 R40  KS3 R39  (also see SMSC audit Statutory Citizenship coverage).  PSHE Association references:  KS3 R40  KS3 R41  KS3 R38  KS3 R3  KS3 R4  KS3 R5  KS3 R11 |
| Year 9  Summer 1-rights and responsibilities | 1.Who are UNICEF and how do they help around the world?  Learning Outcomes:    Challenge: Explain in which circumstances UNICEF provide aid to children and why.  More challenging:  Analyse what would happen in particular case studies if UNICEF’s aid did not reach the intended children.  Mega challenge: Evaluate how much the political climate has played a role in causing each disaster.  2. Human rights: trafficking  Learning Outcomes:  Challenge: Describe how modern slavery and human trafficking happen and the risks they pose to the victims.  More challenging: Explain why modern slavery and human trafficking happen, how victims are trafficked, working conditions and the risk of abuse.  Mega challenging: Explain why the most vulnerable groups are at most risk, why it is difficult to prevent trafficking and the UK and international law surrounding both trafficking and modern slavery.  3.How and why does the UK help people in other countries?  Learning outcomes:  Challenge: Describe the different types of aid and how the UK helps other countries in need.  More challenging: Explain that there are different types of aid and how they  can be used in different situations.  Mega challenge: Analyse whether aid can be sustainable and whether the UK should be spending more or less money on foreign aid.  4.What is sustainability and how can we personally  live in a more sustainable way?  Learning Outcomes:    Challenge: Describe the current situation that faces humanity concerning meat farming and what we could do to bring about positive change  More challenging: Explain why the current situation is unsustainable and why we must start caring for our environment and resources more responsibly  Mega challenge: Personally analyse the way you could help ensure resources and the environment are used responsibly, on a local and global level.  5.How does the law deal with young offenders?  Learning Outcomes:  Challenge: Describe some ways in which young offenders are treated differently to adults and what punishments there are for young offenders.  More challenging: Be able to explain the difference between the way young offenders and adults are treated and what happens when young people commit crimes.  Mega challenge: Be able to apply knowledge and create arguments explaining your opinion about the way young people are treated by the law.  6.Why do teens get involved with knife crime and what are the consequences?  Learning Outcomes:  Challenge: Correctly identify the consequences of knife crime and why young people become involved.  More challenging: Describe the long term and short term consequences of carrying knives and why knife crime is difficult to prevent.  Mega challenge: Explain how the methods used to stop knife crime sometimes don’t help and why this is.  Assessment – self assessment and completion of assessment grids in books. | UNICEF - The United Nations Children's (emergency) Fund. A charitable organisation to help children around the world.  Human trafficking – smuggling or illegally transporting people to another country, in order to exploit them financially, physically or sexually.  Modern slavery – trapping people into a situation where they are forced to work long, gruelling hours, either for no money or for money which is immediately taken from them.      Foreign aid - money, food, or other resources given or lent by one country to another.  Sustainability – the idea of living in a way that can maintained in the long term. We talk about ‘sustainability’ in terms of looking after our environment  Age of criminal responsibility – the age at which young people can be blamed for their crimes. This is age 10 in the UK.  Peer Pressure – The pressure felt to do what people in your age group are doing and to do what they want you to do.  Knife Crime – illegal activities involving knives, e.g. carrying a knife, using a knife as a weapon, hiding a knife used as a weapon, selling a knife or possessing a knife as a weapon. |  | PSHE Association references  KS3 H12  KS3 R6  KS3 R33  KS3 R37  KS3 R47  KS3 H36  PSHE Association references  KS3 R2  KS3 R6  KS3 R10  KS3 R24  KS3 R31  KS3 R36  KS3 R37  KS3 R38  PSHE Association references  KS3 L5  KS3 L17  KS3 L16  KS3 L23  KS3 L26  PSHE Association references  KS3 L23  KS3 L26  KS3 L18  KS3 L3  PSHE Association references  KS3 R47  KS4 R37  KS4 R38  PSHE Association references  KS3 R47  KS4 R37  KS4 R38  KS3 R42  KS3 R43  KS3 R44  KS3 R45  KS3 R46  KS3 R47 |
| Year 9  Summer 2  Preparing for the wider world- finance and careers | How can we keep financially savvy and avoid debt?  Learning Outcomes:  Challenge: Correctly identify ways we can avoid debt and stay financially savvy through case studies.  More challenging: Explain how each teenager can avoid or at least minimise their debts and use the key terms in context.  Mega challenge:  Analyse how poor financial circumstances can be avoided in the future by savvy financial planning in the present.  2.How can I successfully manage my money?  Accounts, savings, loans and financial organisations  Learning outcomes:  Challenge: Identify relevant financial organisations which can provide information of current accounts, savings and loans.  More challenging: Describe the purpose of different types of financial products and institutions through the creation of a visual display.  Mega challenge: Explain which accounts are appropriate for particular purposes and suitable for particular individuals.    3. Consumers and the Law – what are my rights?  Challenge: Identify correctly the outcomes for consumers in situations where their rights have not been upheld.  More challenging: Describe why we have consumer rights and what these rights are in particular circumstances.  Mega Challenge: Explain the responsibilities sellers have in upholding consumer rights.  4.Employability – Applying and preparing for the world of work  Learning Outcomes:  Challenge: Correctly identify what would improve or worsen a person’s employability in the eyes of employers.  More challenging: Describe what applicants could do to improve their chances in gaining job interviews and securing employment.  Mega challenging: Explain why some applicants would be picked over others by putting yourself in the position of the employer.  Assessment – self assessment and completion of assessment grids in books. | Interest – the extra amount you pay on the money you borrowed, according to a set interest rate.  Short term loans – tend to be easy to take out but have higher interest rates, you are supposed to pay them back quickly.  Long term loans – hard to take out but generally better deals with lower interest rates, paid back over months or even years.  Credit score – a number, available to all lending companies, which indicates how reliable you are to lend money to.  Bank - A safe place to save or borrow money, which is owned by shareholders (people who have invested in it with some of their own money)  Building Society - Like banks but without shareholders, so cans sometimes offer better deals as there’s only customers to share profits with.  Loan company - Sometimes advertised on TV, a company that will lend you money, but be careful, you will have to pay back more than you would a bank or building society.  Consumer Rights –  The rights you are entitled to as a consumer of goods or services.  For example, the right to a refund on faulty goods.  Employability –  how ‘employable’ you appear to be to potential employers – how much your skillset, qualifications and personal qualities meet the vacancies you are applying for.  Self –discipline: having the ability and determination to stick to the goals we set ourselves, even the face of temptation not to.  Personal Development Plan: A plan we will create and stick to, to help us track and achieve our goals in the different areas we have set for ourselves.  Enterprise skills: the qualities and attributes an enterprising  person demonstrates. |  | PSHE Association references:  KS3 L3  KS3 L15  KS3 L16  KS3 L18  KS3 L26  KS3 L19  PSHE Association references:  KS3 L3  KS3 L15  KS3 L16  KS3 L18  KS3 L26  PSHE Association Guidelines coding:  KS3 L15  KS3 L16  KS4 L18  KS4 L20  PSHE Association references:  KS3 L7  KS3 L8  KS3 L11  KS3 L12  Gatsby Benchmarks:  1,2,3, 4 |

| Key Stage and Subject Long Term Plan | Topic/Learning Pathway | Key Vocabulary | Links to previous learning (Component Skills) | Links to wider curriculum |
| --- | --- | --- | --- | --- |
| Autumn Term  Year 10  SRE  Year 10  Autumn 2  Living Responsibly | TAZ /SRE  • 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.  • 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.  • The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.  • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.  • That they have a choice to delay sex or to enjoy intimacy without sex.  1.Managing time effectively  Learning Outcomes:  Challenge: Identify ways we can manage our time effectively and sustainably through revision season.  More challenging: Describe the main reasons why some people don’t manage their time effectively – how we can avoid doing this and create our own effective time management plan for one day.  Mega challenging: Create our own sustainable effective time management plan for one day. Explain ways we can use our time for active rather than passive revision.  2. Living sustainably  Learning outcomes:  Challenge: Identify the problems caused to our planet by our excessive carbon emissions and what we can do to reduce our carbon footprint.  More challenging: Describe in detail the changes we can make on a personal level, but also how we can put pressure on governments and corporations to take action.  Mega challenge: Explain, using today’s key terminology in the correct context, why we all need to start taking our carbon footprints seriously and evaluate whether our individual actions are pointless compared the changes corporations and governments could make.  3. Homelessness  Learning Outcomes:    Challenge: Identify causes of people becoming rough sleepers or homeless. Describe ways we can help people who become homeless.  More challenging: Describe in detail the most significant causes for homeless in Britain. Explain the long and short term effects on individuals.  Mega challenge: Analyse why homelessness is on the increase and what measures could be put in place to help solve the issue.  4.Hate crime  Learning Outcomes:  Challenge: Correctly identify whether cases are hate crimes and classify the factors behind them.    More challenging: Describe why cases of hate crime are reported to be on the increase and the reasons behind this.  Mega challenge: Explain the meaning of new key terminology and use these phrases articulately in the correct context.  5.Tattoos and piercings  Learning Outcomes:  Challenge: Correctly identify the potential problems getting tattoos and body piercings at a young age can cause.  More challenging: Describe the possible long term and short term consequences of body piercings and tattoos.  Mega challenge: Explain how small decisions made in youth can have far reaching consequences in many areas of our adult lives.  6.Binge drinking  Learning Outcomes:  Challenge: Describe the effects of binge drinking on the body and both the long and short term consequences.  More challenging: Explain how binge drinking effects different organs in the long and short term and the best way we could discourage young people from binge drinking.  Mega challenge: Analyse why people still binge drink despite knowing the consequences and why government attempts to curb binge drinking have failed so far.  Assessment – self assessment and completion of assessment grids in books. | Vocabulary relating to sex and contraception  Procrastinating - Putting things off, delaying or postponing something we need to do.  Active revision – creating revision materials, testing ourselves, making mind maps, doing practice papers – actively learning and relearning.  Passive revision - Watching documentaries, reading without testing, listening to someone speak about a subject.  Time management - The idea of having control over how we best use our time, making decisions in advance to use our time most effectively.  Carbon Footprint - the amount of carbon dioxide released into the atmosphere as a result of the activities of a particular individual, organization, or community.  Sustainability – The avoidance of the depletion of natural resources in order to maintain an ecological balance in our global environment.  Climate Change – When the temperature of the world around us changes, including the temperature of the sea.  Homelessness – When a person has no permanent residence of their own, and may be on the streets, sofa-surfing or in a hostel.  Rough Sleeping - sleeping in places which aren’t designed for sleeping, often outside.  Hate Crime - a crime motivated by racial, sexual, or other prejudice, typically one involving violence.  Inciting Racial Hatred – a crime under UK law, deliberately provoking hatred of a racial group.  Self Expression – A way of showing the world your true self, or showing how you would like people to think of you.  Septicaemia / Sepsis – Blood infection conditions, which can be fatal. This can happen very quickly too if not treated immediately.  Binge Drinking - the consumption of an excessive amount of alcohol in a short period of time.  Alcohol Poisoning - condition in which alcohol causes the body's functions (heart rate, breathing and gag reflex) to shut down, and when the liver can no longer detoxify the alcohol in the body. | Deepen understanding from last year’s TAZ sessions | PSHE Association references –  H20  H22  H23  H26  H27  H28  H29  H30  H31  H32  H33  KS4 Positive relationships –  R1  R2  R3  R4  R5  R6  R7  R8  Relationship values –  R9  R11  R12  Consent –  R18  R19  R20  R21  R22  Contraception and parenthood  R23  R24  R25  R26  R27  PSHE Association references:  KS4 H1  KS4 H4  KS4 H5  KS4 H11  KS4 H12  KS4 L1  KS4 L2  PSHE Association references:  KS4 H5  KS4 H11  KS4 R35  KS4 L17  KS4 L18  KS4 L25  PSHE Association references  KS4 H5  KS4 H6  KS4 H10  KS4 H19  KS4 H20  KS4 H21  KS4 H23  KS4 R9  KS4 R12  KS4 R34  PSHE Association references:  KS4 H4  KS4 H5  KS4 H7  KS4 H10  KS4 H22  KS4 H23  KS4 R3  KS4 R5  KS4 R6  KS4 R28  KS4 R34  KS4 L28  KS4 L29  PSHE Association references:  KS4 H4  KS4 H9  KS4 H17  KS4 R9  KS4 R36  PSHE Association references:  KS4 H4  KS4 H5  KS4 H7  KS4 H9  KS4 H10  KS4 H11  KS4 H13  KS4 H14  KS4 H18  KS4 H19  KS4 R20  KS4 H21 |
| Year 10  Spring 1  Mental Health and Wellbeing | 1.Managing tough times: change, grief and bereavement  Learning Outcomes:    Challenge: Correctly identify the different stages of grief and ways we can support people who are grieving.  More challenging:  Describe the different stages of grief, the best ways to support grieving people and what a person may experience during the different stages.  Mega challenge: Explain in scientific terms what happens to a person’s mind during the grieving process and why particular activities may be helpful.  2. Suicide  Learning Outcomes:  Challenge: Correctly identify warning signs from those who may intend on suicide, describe ways we can support those with depression.  More challenging: Describe the factors that contribute towards some people committing suicide, the biggest risk factors and what we can do to aid prevention.  Mega challenging: Explain why people commit suicide, why people find it difficult to communicate their thoughts and the best ways to offer support.  3. Managing social anxiety  Learning outcomes:  Challenge: Identify what causes people to have social anxiety and the physical symptoms of the condition  More challenging: Describe the different treatments available to people with social anxiety  Mega challenge: Explain how social anxiety is caused by chemicals in the body and reactions in the mind  4 Social media and self-esteem  Learning Outcomes:    Challenge: Correctly identify the ways people contrive online personas and the effects this can have on both our self-esteem and that of others.  More challenging: Explain why people create online personas, the meaning of imposter syndrome and how people can get addicted to social media.  Mega challenge: Explain, using today’s key terminology in the correct context, why people feel the need to create online ‘brands’ of themselves as well as the risks addiction to social media poses to our mental health.  5.Screen time  Learning Outcomes:  Challenge: Correctly identify the consequences of too much screen time and the ways this can impact upon our mental and physical health.  More challenging: Describe in detail the consequences of having too much screen time, how this affects the brain and positive alternatives for recreation.  Mega challenge: Explain, using today’s key terminology in the correct context, why too much screen time can damage our brains and whether screen time can have positive effects if enjoyed in moderation.  Assessment – self assessment and completion of assessment grids in books. | Bereavement - the experience of losing a loved one through their death.  Grief - the feelings you experience after the death of a loved one or the loss of something which you deeply valued.  Suicide - the act or an instance of taking one's own life voluntarily and intentionally.  Depression – a mental health condition with symptoms of feelings of severe sadness, emptiness or hopelessness.  Social anxiety - an anxiety disorder in which a person has an excessive fear of social situations.  Anxiety - a feeling of worry, nervousness, or unease about something with an uncertain outcome.  Online persona – The image you portray of yourself online. This could be entirely contrived and different to your real self.  Brand – usually applied to products, celebrities and others online are now applying this term to their own identity, to help promote themselves.  Self–Esteem - confidence in one's own worth or abilities, how you feel about yourself, which can be affected by comparisons with others.  Screen time – The amount of time spent in front of an  electronic screen, this could be a phone, a laptop or a TV for example.  Electronic Screen Syndrome (ESS) – a term used to describe health  issues related to excessive screen time.  Melatonin – a chemical released by the brain to help us sleep. |  | PSHE Association references:  KS4 H2  KS4 H5  KS4 H6  KS4 H7  KS4 H8  KS4 H10  KS4 R11  KS4 R12  KS4 R13  KS4 R17  PSHE Association references  KS4 H2  KS4 H4  KS4 H5  KS4 H6  KS4 H7  KS4 H8  KS4 H9  KS4 H10  KS4 H13  KS4 H14  KS4 R11  KS4 R12  KS4 R13  KS4 R17  PSHE Association references:  KS4 H2  KS4 H4  KS4 H5  KS4 H7  KS4 H8  KS4 H10  KS4 H12  KS4 H13  KS4 R1  KS4 R9  KS4 R14  KS4 R28  KS4 R35  KS4 R36  KS4 L23  KS4 L24  KS4 L27  PSHE Association references:  KS4 H2  KS4 H5  KS4 H7  KS4 H8  KS4 H9  KS4 H11  KS4 H12  KS4 H13  KS4 H14  KS4 R9 |
| Year 10 Summer 1  Living in the wider world | 1.The criminal justice system  Learning Outcomes:    Challenge: Demonstrate an understanding that several different organisations make up the Criminal Justice System  More challenging: Be able to discuss some of the different arms of the Criminal Justice system and begin explain what they do  Mega challenge: Have a developed understanding of the Criminal Justice System and be able to confidently explain the roles of different organisations  2.Anti-social behaviour  Learning Outcomes:  Challenge: Correctly identify anti-social behaviour and common consequences for the victim and the perpetrator.  More challenging: Describe what constitutes antisocial behaviour and both the long and short term consequences for victims and perpetrators.  Mega challenging: Explain why people commit anti-social behaviour and the legal ramifications for teens who continuously commit anti-social acts.  3.County lines  Learning outcomes:  Challenge: Identify how criminals exploit young people, how County Lines works and where you can get help if you think someone is involved.  More challenging: Describe in detail what is happening in a range of criminal case studies and how young people are groomed by gangs to get involved with County Lines.  Mega challenge: Explain exactly how County Lines and grooming works, how young people are trapped and then exploited and respond to case studies articulately using new key terminology.  4.Money laundering  Learning Outcomes:    Challenge: Correctly identify the different types of money laundering, who is most likely to get involved and the consequences.  More challenging: Describe how and why criminals launder money and how easily victims can become money mules.  Mega challenge: Explain how you can stay out of danger and avoid the consequences of being a money mule.    5.Terrorism and holy war  Learning Outcomes:  Challenge: Demonstrate an understanding of moderate and extreme Islamic and Christian attitudes towards terrorism and holy war.    More challenging: You will demonstrate deep knowledge and you will be able to use suitable Biblical or Qur’anic quotes to back these ideas up in a practice (RE style) exam question.  Mega challenge: A developed understanding of Islamic and Christian attitudes, demonstrating your ability to use religious quotes from numerous sources and religions to argue on both sides of a statement and provide an evaluative conclusion on a practice exam question.  6.Overt and covert racism  Learning Outcomes:  Challenge: Identify examples of racism  More challenging: Explain some reasons why racism is wrong  Mega challenge: Explain in detail whether certain cases are racist or not  7.Fake news and critical thinking  Learning Outcomes:  Challenge: Identify the differences between fake and real news. Complete a literacy task about whether creating and spreading fake news should be illegal.  More challenging: Describe the main reasons why people create fake news, the harm it can cause and argue on both sides about whether it should be illegal.  Mega challenge: Analyse why particular fake news stories are created and use critical thinking skills to assess the motivation behind fake news. Articulately argue on both sides about whether fake news should be criminalised.  Assessment – self assessment and completion of assessment grids in books. | Criminal Justice System - the organisations in the UK collectively  responsible for dealing with criminal activity.  Anti-social behaviour – behaviour likely to cause alarm, harassment, or distress to other people around you.  Legal ramifications – consequences that involve the law – e.g. getting prosecuted or a criminal record.  County Lines – Gangs sending young people from cities into smaller towns and villages in order to sell drugs to the people living in these areas.  Disenchantment- to be disillusioned, in this case with society, and not feeling like there is no part in it for you and you could never play a successful role.  Trap House – a base used for drug operations, usually a person’s home who has been bribed or threatened into the situation.  Money Laundering: the concealment of illegally obtained money, typically by means of transfers involving other bank accounts.  Tax evasion: an illegal practice where a person or organisation intentionally avoids paying their correct tax amount.  Money mule – people not aware that the money they are transferring or looking after is from illegal activity.  Terrorism – use of violence and intimidation, especially against civilians, in the pursuit of political or religious aims.  Holy war – a war for a religious reason, usually lead by extreme leaders who justify war with texts from holy books.  Racism - a belief that members of one race are superior to those of others  Overt – done in the open  Covert – done in secret  Fake News – Inaccurate, fake and fictional stories created by unscrupulous authors to trick the public into believing they are true.  Critical Thinking – Using our intelligence to look at a variety of sources before we make up our minds, taking in and considering as many facts (with evidence) as possible.  Trolls – People who use the internet in order to harass  people, create confusion or mislead people for their own  amusement. | Referencing learning covered in last year’s citizenship session | PSHE association references -  KS4 H19  KS4 H20  KS4 H23  KS4 R16  KS4 R22  PSHE association references –  KS4 H5  KS4 H21  KS4 H22  KS4 R1  KS4 R9  KS4 R16  KS4 R31  KS4 R34  KS4 R35  KS4 R36  KS4 R37  PSHE Association references-  KS4 H2  KS4 H4  KS4 H22  KS4 H23  KS4 R1  KS4 R9  KS4 R16  KS4 R28  KS4 R29  KS4 R30  KS4 R35  KS4 R36  KS4 R37  KS4 R38  PSHE association references –  KS4 H21  KS4 H22  KS4 R9  KS4 R14  KS4 R16  KS4 R28  KS4 R29  KS4 R31  KS4 R35  KS4 R36  KS4 R37  KS4 R38  PSHE association references -  KS4 H4  KS4 H10  KS4 H22  KS4 R1  KS4 R9  KS4 R14  KS4 R28  KS4 R34  KS4 R35  KS4 R36  KS4 R37  KS4 R38  KS4 L24  KS4 L28  KS4 L29  PSHE association references –  KS4 H2  KS4 H4  KS4 H5  KS4 H7  KS4 R5  KS4 R9  KS4 R34  PSHE association references-  KS4 H2  KS4 H4  KS4 H5  KS4 H7  KS4 R5  KS4 R9  KS4 R34 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  | Living in the Wider World – focuses on careers, personal finance independent living, skills for life and personal values.  Health and Wellbeing – focuses on health, hygiene, exercise, mental health, personal safety, drugs and alcohol.  Relationships and Sex Education (RSE) – focuses on sex, relationships, friends and family matters, LGBT+, positive and unhealthy relationships.  Identity – The characteristics determining who or what a person or thing is. In this case, the mix of characteristics which make us the unique human beings we are.  Privilege – a special right, advantage, or immunity granted or available only to a particular person or group.  Body Positivity – the belief that all human beings should have a positive body image, and be accepting of their own bodies as well as the bodies of others.  Obesity – A state of being overweight to a serious degree.  Self–Esteem - Confidence in one's own worth or abilities, how you feel about yourself, which can be affected by comparisons with others.  Terms including –  reproductive system, STIs, chlamydia, estrogen, infertility, menstruation, anaemia, sperm count, menopause, trimester.  Key terms and definitions, including-  Unconscious  Paramedics  Chest compressions  Rescue breaths  Staying Alive  Brain death | Links to Previous SRE work covered | PSHE Association references -  KS4 H2  KS4 H4  KS4 H5  KS4 H10  KS4 H14  KS4 H21  KS4 R1  KS4 R3  KS4 R9  KS4 R17  KS4 R34  KS4 R35  KS4 L2  KS4 L3  KS4 L22  PSHE Association references -  KS4 H2  KS4 H4  KS4 H7  KS4 R9  KS4 R34  KS4 R36  KS4 L3  PSHE association references –  KS4 H1  KS4 H2  KS4 H4  KS4 H7  KS4 R5  KS4 R9  KS4 R34  PSHE association references -  KS4 H2  KS4 H3  KS4 H4  KS4 H7  KS4 H13  KS4 H18  KS4 R9  KS4 R34  KS4 L24  PSHE association references -  KS4 H13  KS4 H14  KS4 H19  KS4 H27  KS4 H28  KS4 H29  KS4 H30  KS4 H31  KS4 H33  KS4 R26  PSHE Association references -  KS4 H13  KS4 H14  KS4 H23  KS4 H24 |
|  |  | Animal Rights - Rights of animals, as set by the UN (but optional for countries).  Sustainability – maintaining an ecological balance through avoiding depletion of natural resources.  Vegan – someone who does not consume any animal products.  Flexitarian – someone who rarely eats meat and when they do, purchase sustainable produce.  Pollution – the presence in or introduction into the environment of a substance which has harmful or poisonous effects.  Waste minimisation - processes and practices intended to reduce the amount of waste produced.  Biodegradability - the capacity of a material to decompose as a result of biological activity (microbes breaking the substance down over time).    Economic Globalisation – expansion of free movement of goods, trading and financial services around the world.  Cultural Globalisation – expansion of culture, ideas, values and media around the world.  Political Globalisation – expansion of political co-operation and interaction between countries.    Multiculturalism – the presence of, or support for the presence of, several distinct cultural or ethnic groups within a society.  Right-wing extremism – Focusing on the superiority of your ethic/racial/ religious group above all others to the extent that other types of people are discriminated against and / or seen as inferior.  Nationalism – the concept that your country is superior to all others and its people deserve better treatment and living conditions – even at the expense of people from other nations or migrants to your country.  Dark Web - the name given to specific websites which are not accessible through normal search engines. Special software or networks are needed in order for it to be accessed.  Visible Web - the internet accessed by search engines, this is the internet  we are most familiar with.  Phishing – fraudulent practice of sending emails purporting to be from reputable companies in order to induce individuals to reveal personal information, such as passwords and credit card numbers  Fraud – wrongful or criminal deception intended to result in financial or personal gain  Cybercrime - criminal activities carried out by means of computers or the Internet.  Vocabulary relating to sex And contraception |  | PSHE Association references –  KS4 L18  KS4 H11  KS4 H18  KS4 R28  PSHE Association references –  KS4 L18  KS4 H11  KS4 H18  KS4 R28  PSHE Association references –  KS4 L18  KS4 H18  KS4 H22  KS4 R28  Links to Citizenship  PSHE Association references –  KS4 L28  KS4 L29  KS4 R34  PSHE Association references -  KS4 L28  KS4 L29  KS4 R34  KS4 R35  KS4 R37  KS4 R38  PSHE Association references –  KS4 L25  KS4 L20  KS4 L17  KS4 R37  KS4 R38  KS4 R22  KS4 H22  KS4 H23  PSHE Association references-  KS4 L25  KS4 L20  KS4 R38  KS4 H22  KS4 H23 |
| Year 11  Summer 1  Living in the Wider World | 1.GCSE revision and study skills  Learning Outcomes:    Challenge: Correctly identify ways we can successfully revise and prepare for our exams  More challenging: Explain why the preparation techniques work and how we can successfully apply them to our lives.  Mega challenge: Create examples using the techniques, applying our learning in a variety of subjects.  2. Applying to college or university  Learning Outcomes:  Challenge: Correctly identify the main things we need to consider and be aware of before we apply for further education  More challenging: Describe what you think the most important things to consider are before applying for further education  Mega challenging: Explain with reference to statistics and figures whether you believe university to be worthwhile as an investment, considering costs, time and commitment needed .  3. Independent living  Learning outcomes:  Challenge: Correctly identify whether the case studies are ready to live independently and the advantages and disadvantages of this.    More challenging: Describe the issues young people face living independently and the best way we can prepare for independent adult lives.  Mega challenge: Explain how we can make a success of living independently by being law abiding, financially capable and self-sufficient.  4. Preparing for job interviews  Learning Outcomes:    Challenge: Correctly identify good ways to prepare for a job interview.  More challenging: Describe what applicants could do to improve their chances of securing employment through job interviews.  Mega challenge: Explain why some applicants would be picked over others by putting yourself in the position of the employer.  5. Health and safety at work  Learning Outcomes:  Challenge: Correctly identify a variety of possible Health and Safety hazards that can arise at work and how employers and employees must negotiate these.  More challenging: Explain why workplaces must abide by Health and Safety procedures and the possible consequences for both parties if they don’t.  Mega challenge: Explain, using today’s key terminology how employers use Health and Safety procedures to protect both employees and themselves. Create some of your own procedures for a variety of workplace scenarios.  6. Trade unions  Learning Outcomes:  Challenge: Describe what trade unions are and how they help employees.    More challenging: Explain how a trade union could aid the employee in this case study  Mega challenge: Hypothesise whether trade union membership has increased since the recession, explaining your answer in full  Assessment – self assessment and completion of assessment grids in books. | Consolidation – when your brain takes the information you have learned and makes a medium term imprint when you are doing something else. This makes you able to recall the information.    Application – when you apply the info you have learned. This is the only way you can help your brain with consolidation through revision. We will look at practical ways to apply learning today.  Personal Statement – Detailing your relevant skills, experience or achievements as well as your ambitions and interests, this cover information will be received by all institutions you apply to.  Tuition fees - costs for your course you will have to pay  Student loans – loans to cover all study related costs, paid back through your wages when you earn above a certain level.  Financially capable – able to manage our income and out-goings (budget) responsibly, not overspend or get into too much debt.  Law-abiding – Living by the law of the country we live in.  Self-sufficient – being able to provide for ourselves, without having to rely too much on family, friends or partners.  Job Interview – An important part of the recruitment process where you usually meet your direct manager and are asked questions and possibly perform tasks to see how suitable you would be for the job.  Health and Safety at Work Act – The 1974 legislation that states you must be kept as safe as possible at your workplace.  Risk Assessment - something employers must do to identify hazards in the workplace – they must train you on negotiating these accordingly.  Health and Safety Policy – A policy outlining how Health and Safety is managed in your workplace.  Trade Unions – a group you can join who help fight for your rights at work.  Employment contract – what your boss has to give you which outlines your rights and responsibilities.  TUC – Trade Union Congress (a federation of trade unions) in England and Wales, representing the majority of trade unions | Link to previous SOWs | PSHE Association references –  KS4 L1  KS4 L2  PSHE Association references -  KS4 L1  KS4 L2  KS4 L3  KS4 L4  KS4 L5  KS4 L6  KS4 L10  KS4 L16  KS4 L17  PSHE Association references –  KS4 L6  KS4 L16  KS4 L17  KS4 L18  KS4 L19  KS4 L21  PSHE Association references-  KS4 L1  KS4 L2  KS4 L5  KS4 L7  KS4 L8  KS4 L9  KS4 L10  KS4 L23  PSHE Association references –  KS4 L1  KS4 L3  KS4 L4  KS4 L5  KS4 L7  KS4 L8  KS4 L10  KS4 L13  KS4 H13  KS4 H21  KS4 H22  PSHE Association references –  KS4 L5  KS4 L6  KS4 L7  KS4 L8  KS4 L13  KS4 L14  KS4 L15 |
| Year 11  Summer 2  Health and Wellbeing | 1.Perseverance and procrastination  Learning Outcomes:    Challenge: Correctly identify cases of procrastination and describe famous cases of success through perseverance.  More challenging: Describe the procrastination cycle and how people can start to break it. Describe the benefits of mastering perseverance.  Mega challenge: Explain using new key terminology what happens to a person’s mind during the procrastination cycle and why we need to master the skill of perseverance.  2.The importance of sleep  Learning Outcomes:  Challenge: Correctly identify the symptoms of sleep deprivation, the benefits of quality sleep and create an infographic to teach others.  More challenging: Describe in detail using statistics the benefits of quality sleep and the issues presented by sleep deprivation.  Mega challenging: Explain articulately the benefits of sleep using new key terminology in the correct context, and the problems of cognitive function impairment through your infographic.  3.Risk taking and decision making  Learning outcomes:  Challenge: Correctly identify why young people take excessive risks and how we can make better decisions.    More challenging: Describe using new key terminology how we can avoid the negative consequences of excessive risk taking through advising the case studies appropriately, explaining the consequences of common risks.  Mega challenge: Explain in scientific terms why young people are pre-disposed to risk taking and analysing both the long and short term consequences of poor decision making.  3.Gambling and online gambling  Learning Outcomes:    Challenge: Correctly identify the dangers of gambling and how they are everywhere in modern life.  More challenging: Describe how it can be difficult it can be to avoid situations where you gamble, especially if you’ve done it before.  Mega challenge: Explain how online gambling sites use certain methods to hook in young people and why these are hard to resist.  4.Digital footprints  Learning Outcomes:  Challenge: Identify how we can take steps to manage our digital footprints, the types of content we would not want future employers to see and describe what the digital footprint of celebrities has revealed about them, even when deleted.  More challenging: Describe in detail how you will take each steps to manage your digital footprint and how we can take measures to prevent a negative digital footprint by creating a three-step rule before posting.  Mega challenge: Explain the impact a negative digital footprint can have on our future career and relationship prospects as well as how you can take immediate measures to prevent a negative digital footprint.  5.Personal safety in the wider world  Learning Outcomes:  Challenge: Describe the best ways to avoid and manage a variety of risky situations that could endanger our personal safety.  More challenging: Explain the impact alcohol (or drugs) can have on risky situations, how criminals look for opportunities and how we can prevent crime and accidents.  Mega challenge: Analyse the most risky situations living in the wider world presents for us and how we can best equip ourselves to manage these, creating a detailed personal safety guide for others.  Assessment – self assessment and completion of assessment grids in books. | Perseverance - persistence in doing something despite difficulty or delay in achieving success.  Procrastination - the action of delaying or postponing something.  Sleep deprivation – the term used when a person has had a lack of sleep, which presents itself through negative physical and mental symptoms.  Melatonin - a hormone which regulates sleep and wakefulness.  Cognitive function – a term for the workings of the mind including memory function, concentration and decision making.  Risk – a situation involving the possibility of negative consequences.  Impaired judgement – a time when your mind isn’t thinking clearly. It may be under the influence of alcohol, drugs or peer pressure.    Dopamine: The ‘feel good’ chemical our brain releases when we win a game, acquire money, take drugs and drink amongst other things.  High street gambling: Usually done through betting shops or machines in pubs.  Online gambling: Usually done through apps or chatrooms online.  Addiction: When we can’t stop ourselves going back for more of that dopamine ‘hit’, whether through drink, drugs, porn, gambling or smoking.  Digital Footprint – the information about a particular person that exists on the Internet as a result of their online activity.  Personal Safety – The freedom from physical harm and threat of physical harm, and freedom from hostility, aggression and any kind of harassment. |  | PSHE Association references-  KS4 H1  KS4 H2  KS4 H4  KS4 H5  KS4 H7  KS4 R9  KS4 L1  KS4 L2  KS4 L3  PSHE Association references-  KS4 H2  KS4 H9  KS4 H11  KS4 H12  KS4 H13  KS4 H14  KS4 R9  PSHE Association references-  KS4 H1  KS4 H19  KS4 H20  KS4 H21  KS4 H22  KS4 H23  KS4 H26  KS4 R14  KS4 R20  KS4 R35  KS4 R36  KS4 R37  KS4 L22  PSHE Association references –  KS4 H4  KS4 H7  KS4 H9  KS4 H12  KS4 H14  KS4 H18  KS4 H21  KS4 H25  KS4 R35  KS4 R37  KS4 L18  KS4 L19  KS4 L20  PSHE Association references -  KS4 H22  KS4 H23  KS4 H26  KS4 R9  KS4 R14  KS4 R21  KS4 R22  KS4 R35  KS4 L22  KS4 L23  KS4 L25  PSHE Association references –  KS4 H19  KS4 H20  KS4 H22  KS4 H23  KS4 R20 |