

	British Values	Year 10 – Term 1	Learning goals	Resources for you to ADAPT:	Core Knowledge – students need to...	BIG IDEAS	Video
Lesson 1	D RL TCR MR IL	How are Human Rights & the Equality Act 2010 relevant to me?	<ul style="list-style-type: none"> <li>*I know the historical context for human rights</li> <li>*I know what the human rights declaration is and can name some of them</li> <li>*I know what the Equalities Act is and why it is important.</li> </ul>	<a href="https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe">https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe</a>	<ul style="list-style-type: none"> <li>*Students should explore the importance of stable, committed relationships, including the rights and protections provided within legally recognized marriages and civil partnerships and the legal status of other long-term relationships</li> <li>*the legal rights, responsibilities and protections provided by the Equality Act 2010</li> <li>*what equality is and why it is important, students should know the benefits of living in an equal society... when everybody is treated equally then this can lead to less poverty, healthier communities and extends life expectancy. Observing human rights can have a positive impact on our mental health as citizens feel a sense of justice. (<a href="#">benefits of equality can be found here</a>).</li> <li>*Students should understand how the Human rights Act defends equality and ensures that it's a fundamental right for all, something which we are all entitled to. Students should know why the declaration was drawn up in 1948.</li> <li>*Citizens of countries that have signed up for the declaration of human rights have their protected by law</li> <li>* explore examples of times when human right's laws have not been adhered to and the associated repercussions.</li> </ul>	<p><b>1. Why do people self harm, commit suicide and what can I do about it?</b></p> <p><b>2. What factors in society trigger anxiety/stress ?</b></p> <p><b>3. How can having human rights and living in a multi-cultural society alleviate stress &amp; anxiety?</b></p>	<a href="#">Equality - GCSE PSHE and Citizenship - BBC Bitesize</a>
Lesson 2	MR	How can I Manage my emotions and treat myself with respect? Inc. suicide and self-harm.	<ul style="list-style-type: none"> <li>*recognise how self harm is an emotional response / a coping strategy to stress and anxiety.</li> <li>* I can manage emotions associated with stress/anxiety, including the awareness of echo chambers</li> <li>*I know how to support somebody is suffering and signs linked to suicide</li> </ul>	<a href="https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe">https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe</a>  <a href="#">Molly Russell inquest: Online life was 'the bleakest of worlds' - BBC News</a>	<ul style="list-style-type: none"> <li>* explore the story of Molly Russell (second link). A 14-year-old girl who took her own life after prolonged self-harming in part due to Algorithms generated by online past search history on sites such as Instagram etc... much of the content seemed to "normalise" self-harm and suicide and discouraged people to get help with mental health. An example of an echo chamber, which is likely to generate negative outcomes.</li> <li>*Students should know the reasons for self-harm include but not limited to: expressing or coping with emotional distress trying to feel in control, a way of punishing themselves, relieving unbearable tension, a cry for help</li> </ul>		

					<p>a response to intrusive thoughts.</p> <p>*Students must know the symptoms to look for in a desperately unhappy, potentially suicidal person and how/who to obtain help from.</p>		
Lesson 3	RL MR IL	Online Risks & identity including etiquette and the Law online	<p>*I know what sexting, nudes and dick pics. are</p> <p>*I understand the reasons people might have for sending them</p> <p>*I am aware of what the law says and social repercussion for them sending explicit images.</p>	<p><a href="https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe">https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe</a></p>	<p>*Explore the definition of Netiquette -comprises the rules of etiquette on the net, what should be done and what should not be done in online communication.</p> <p>*Explore some examples of netiquette, such as....</p> <ul style="list-style-type: none"> <li>-Respect each other's bandwidth. This implies not sending by email or instant messaging files of great weight or difficult to download.</li> <li>-Don't send pictures or videos of other people, especially if they're intimate. The modification of the Criminal Code in Spain in 2015 includes this action as a crime that can be punished with between three months and one year in prison, even if the images have been taken at the time with the authorization of the person who appears in it.</li> <li>-Also, do not disseminate private information about yourself or others.</li> <li>-Take care of spelling. Unfortunately, this is one of the points to which less attention is currently paid.</li> <li>-WhatsApp groups, express your opinion with respect and never attacking others.</li> </ul> <p>*Students should be aware of what the law says if netiquette rules are broken</p>		
Lesson 4	RL IL	What are my employment rights and responsibilities as a minor?	<p>*I am able to identify a variety of employment rights and responsibilities in the UK</p> <p>*I understand different issues related to employee rights</p> <p>*I am able to explain what the gender pay gap in society is.</p>	<p><a href="https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe">https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe</a></p>	<p>*Students will know the skills and attributes to manage rights and responsibilities at work. They will be aware of legislation relating to breaks, holiday time and other entitlements as an employee at an organization. Students will also know about the responsibilities they will have, which may vary significantly based on area of employment. This should include discussion around contract types – zero, hours, permanent temporary and the impact they have on the employee</p> <p>* Students should explore health and safety procedures, confidentiality in the workplace, when it should be kept and when it might need to be broken</p>		

					*about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it		
Lesson 5	D RL TCR MR IL	What are the benefits of living in a multicultural society and what happens when it goes wrong? including inequality, force marriages breast ironing, FGM & hate crimes.	*I know what Multiculturalism, society & inequality is and can cite historical or modern examples *I can identify benefits of living in such a society *I am able to contrast with a country where such freedoms are not afforded to its civilians looking at examples of hate crimes .	<a href="https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe">https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe</a>			<a href="https://www.youtube.com/watch?v=07jEYUqbbQc">https://www.youtube.com/watch?v=07jEYUqbbQc</a> – What would it take for society to flourish?
Lesson 6	MR	How do relationships change Power/Change in relationships Coercive control – physical /Mental resilience	*I recognise that there are different forms of relationships *I am aware of the research carried out in <b>Relationship Power Dynamics 101</b> , which shows how power and dynamics change *I know what coercive control is and how it can be effectively countered.	<a href="#">Is this coercive control? - BBC Teach</a>  <a href="#">9 Stages of Relationship Power Phases   Power Dynamics™ (thepowermoves.com)</a>			
	British Values	Year 10– Term 2	Learning goals	Resources for you to ADAPT:	Core Knowledge – students need to...	<b>BIG IDEAS</b>	<b>Video</b>
Lesson 1	IL	How can I achieve a work life balance?	*I can recognise a life balance wheel and I am aware of my current work/life balance from completing the wheel.	<a href="#">10 work/life balance tips for teachers   PSHE blog   PSHE Lessons   Schools learning and development (laughology.co.uk)</a>  <a href="https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe">https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe</a>	*know what a work life balance is and how a healthy balance can feed into good mental and physical health. There should be a brief re-cap on the difference between the two. *explore the idea that feeling positive about ourselves enables others to see us (the virtual and real) in a more positive light. *Understand that when we are thriving, we are more likely to succeed and achieve our long term goals. Essentially there is a correlation with health and success.	<b>1.How can I make sure I am physically well?</b>  <b>2.How can somebody be helped who is not very well?</b>	<a href="#">What Is Social Anxiety? - YouTube</a>
Lesson 2	IL	How can I check my bits for lumps? Inc. cancer	*I know how to check for lumps in my breasts and testicles	<a href="#">normal_5f9fc1ae1bf6c.pptx (live.com)</a>	*How to check for testicular and breast cancer and why it is so important to do this. Teacher can model how this is done by using the resources available.	<b>3.What is domestic violence and coercion?</b>	<a href="#">Why Haven't We Cured Cancer Yet? - YouTube</a>

			<p>*I know what to do if I detect something I am concerned about.</p> <p>*I can explain the signs and symptoms of breast and testicular cancer</p>	<p><a href="#">What is testicular cancer? PSHE lesson plan for KS4-5 - Healthy Surrey</a></p> <p><a href="#">CoppaFeel! breast cancer awareness (pshe-association.org.uk)</a></p> <p><a href="#">Orchid   Information for Schools (orchid-cancer.org.uk)</a></p> <p><a href="https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe">https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe</a></p> <p><b>PLEASE ASK FOR RESOURCES FOR THIS LESSON – models</b></p>	<p>*How these types of cancers can present themselves other than lumps.</p> <p>*what to do if somebody is presenting with a lump and or symptoms.</p>		<p><a href="#">Love Island's Chris Hughes Undergoes a Testicular Exam Live   This Morning - YouTube</a></p> <p><a href="#">How To Check For Breast Cancer   This Morning - YouTube</a></p> <p><b>NUDITY</b></p> <p><a href="#">Breast Cancer – Our Progress   Cancer Research UK - YouTube</a></p>
Lesson 3	IL	What recreational drugs? how & why are they classed?	<p>*I can identify a range of different recreation drugs and I am familiar with the effects and the harm they can cause</p> <p>*I am aware of the legal status of possession and intent to supply</p>	<p><a href="#">RSHE lesson for Key Stage 4: recognising mental ill-health : Mentally Healthy Schools</a></p> <p><a href="https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe">https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe</a></p> <p><b>ASK FOR DRUG BOX</b></p>	<p>*understand how substances can contribute to mental health disorders e.g. paranoia, anxiety.</p> <p>*explore how self-harm is done, why it is done (that it is not always an endeavor to commit suicide).</p> <p>*who can help, where guidance and support can be obtained from.</p>		
Lesson 4	TCR MR IL	Why should I consider organ and blood donation?	<p>*I can name a variety of genetic diseases and I understand what a genetic disease is.</p> <p>*I understand the basic process of stem cell therapy and how this can help.</p> <p>I understand the basic process of Organ donation and how this can help.</p>	<p><a href="#">NHS Blood and Transplant: Exploring blood, organ and stem cell donation (pshe-association.org.uk)</a></p> <p><a href="https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe">https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe</a></p>	<p>*what organ/blood donation is, the current legal situation and why it could be so important.</p> <p>*Explore stem cell therapy including a basic understanding of how it's done, why it is used.</p>		
Lesson 5	TCR MR IL	What is the UK law in relation to	<p>*I can describe what domestic abuse and domestic violence is</p>		<p>*Different types of relationships including hetro/homo sexual and the legal status, including church and civil union and social attitudes shift.</p>		<p><a href="https://www.youtube.com/watch?v=pLa">https://www.youtube.com/watch?v=pLa</a></p>

		Domestic violence, Home based violence (HBV), Forced Marriage (FM)?	<ul style="list-style-type: none"> <li>* I understand a range of things that can cause conflict in a relationship</li> <li>*I understand the barriers and coping strategies for leaving an abusive relationship identifying there is a difference.</li> </ul>	<p><a href="#">PSHE KS3/4: What is domestic violence? - BBC Teach</a></p> <p><a href="https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe">https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe</a></p> <p><a href="#">Microsoft Word - Domestic Abuse Lesson Plan.docx (youthandpolicing.co.uk)</a></p>	*Understand, which type of behavior including coercive behavior, domestic violence (DV), HBV and FM are unacceptable.		<a href="#">HfZgSOYY Adams story – abuse</a>
Lesson 6	TCR MR IL	What are STI's & treatment Contraception?	<ul style="list-style-type: none"> <li>*I can recognise a range of STI's and how they present</li> <li>*I know how to prevent and in some cases treat STI's</li> <li>*I know how to put on a condom properly, avoiding unwanted outcomes.</li> </ul>	<p><a href="#">Free RSE resources – Brook</a></p> <p><a href="#">RSHE: Some dos and don'ts for teaching STIs (sec-ed.co.uk)</a></p> <p><a href="https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe">https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe</a></p> <p>*IF NOT COVERED IN Y9...Use condoms and applicators to demonstrate, Young People need to practice the application</p>	<ul style="list-style-type: none"> <li>*know what STIs are and how they present (symptoms)</li> <li>*Explore how STIs can be avoided and treated.</li> <li>*understand the process involved when speaking to a doctor in terms of confidentiality.</li> </ul>		<a href="#">STI PPT resource</a>
	British Values	Year 10– Term 3	Learning goals	Resources for you to ADAPT:	Core Knowledge – students need to...	<b>BIG IDEAS</b>	<b>Video</b>
Lesson 1	D RL IL MR	How to Avoid criminal organisations, Gangs and Anti-social Behaviour?	<ul style="list-style-type: none"> <li>*I know what a gang is and the difference between a street gang and an organised criminal gang, make reference to County Lines.</li> <li>*I understand the reasons why Young People join gangs</li> <li>*I understand the associated risks with gangs</li> </ul>	<p><a href="#">Gangs and Youth Violence (solgrid.org.uk)</a></p> <p><a href="#">Criminal exploitation and gangs   NSPCC</a></p>	*Know when behavior becomes anti-social, for example...It is considered to be disruptive to others in society. Antisocial behavior encompasses a wide range of behaviors, such as initiating physical fights, bullying, lying to others for personal gain, being reckless toward others, and even engaging in unlawful acts that do not directly hurt others but indirectly affect others in a negative way. Students should be encouraged to consider what is happening to other members of society when a group/Individual is acting in an anti-social way. Others may feel scared, threatened, isolated and develop an avoidance of going out etc...	<p><b>1.What values do gangs have and how does this compare to healthy relationships?</b></p> <p><b>2How has a media portrayal of 'the perfect' relationship changed over time.</b></p>	<a href="https://www.youtube.com/watch?v=CjYdt0j3Ik">https://www.youtube.com/watch?v=CjYdt0j3Ik</a>

					<p>*Know what a gang is, how it differs from a group, gang members typically share values, are cohesive and when the philosophy is violence, students will know an example of knife gang culture - <a href="#">Knife crime and gangs   Liverpool John Moores University (ljmu.ac.uk)</a></p> <p>*Consider whether peers could ever influence you to act in a way that you would consider wrong. Looking at the idea of deindividuation, a phenomena when rational &amp; reasonable people get 'swept along' with 'mob behaviour'</p>	<p><b>3.What are gender scripts and how do they differ between males, females, others.</b></p>	
Lesson 2	RL MR IL	<p>What is a Healthy relationship &amp; what are the different stages of a relationship?.</p>	<p>*I recognise what a healthy relationship should look like</p> <p>*I know that I am at different stages of trust and intimacy depending upon the person.</p> <p>*I understand the most effective methods to end a relationship from the Psychology Today research</p>	<p><a href="#">different types and stages of relationships - Search Images (bing.com)</a></p> <p><a href="#">healthy relationships.pptx</a></p>	<p>* Students must know the fundamental qualities that make a healthy relationship. The essence includes... honesty, trust, respect and open communication between partners and they take effort and compromise from both people. There is no imbalance of power. Partners respect each other's independence, can make their own decisions without fear of retribution or retaliation, and share decisions.</p> <p>* Students should know how to connect with others to build healthy relationships, typically communicate, share similar interests and values. Consider why we want/need to connect with others.</p> <p>*Briefly recap on how a romantic relationship differs to a platonic one in both an emotional and physical way</p> <p>*Know typical behaviors associated with meeting somebody we are attracted to for the first time, on a first date, after multiple dates. How do social dynamics change? Including physical boundaries, from basic physical contact to a sexual relationship</p> <p>*Know that mutual trust and respect is key for facilitating changes in relationships.</p> <p>*To explore what happens if there is a jump from one stage of a relationship to another more advanced stage.</p>		<p><a href="#">Dealing with pressures to have underage sex   Modern Studies - L8R Youngers - YouTube</a></p>
Lesson 3	MR IL	<p>How do I know that I'm eating healthily?</p>	<p>*students should know about some eating disorders including anorexia, Bulimia and binge eating.</p>	<p><a href="#">Anorexia   Childline</a></p> <p><a href="#">Bulimia   Childline</a></p>	<p>*To explore how an eating disorder might start.</p> <p>-Signs / symptoms to look for in a friend</p> <p>-How people can recover from eating disorders.</p> <p>-potential risks to the body if you have an eating disorder.</p>		<p><a href="https://youtu.be/d8YfIJ31dcw">https://youtu.be/d8YfIJ31dcw</a></p>

			<p>*They should be equipped with the skills to recognise signs of anorexia, bulimia and binge eating.</p> <p>*They will recognise the consequences associated with each disorder</p> <p>*Students will know how you can help a friend with an eating disorder.</p>				
Lesson 4	D RL IL	Power & relationships Identity when a relationship is not balanced in power How to manage or end unsafe relationships	<p>*I can recognise what an imbalance of power looks like in many of its different forms including controlling, coercive or threatening behaviour, violence or abuse</p> <p>*I know how power imbalance can affect a relationship</p> <p>*I know how to manage and end an unsafe relationship</p>	<p><a href="https://www.marriage.com/blog/10-signs-of-uneven-power-in-relationships-and-how-to-overcome-it">10 Signs of Uneven Power in Relationships and How to Overcome It (marriage.com)</a></p> <p><a href="https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe">https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe</a></p>	<p>*know what equality is in a relationship and what it looks like, students will be able to give examples - no one person or persons dominates the relationship and interactions. This doesn't mean that they share power across all areas or domains of the relationship; rather, on balance, everyone is recognized as being equally powerful.</p> <p>* To know how violation of power could negatively affect a relationship, for example: Damaged intimacy and connection, Frustration, anger, and depression, Feelings of anxiety, fear, and shame, Impaired self-esteem, self-image, and sense of personal value</p> <p>* To know how to manage/survive and safely end such a relationship by... Empowering yourself first, Understand the reasons behind the need for power, Call in outside help etc...</p>		<p><a href="https://www.youtube.com/watch?v=z7t19NWJ85A">https://www.youtube.com/watch?v=z7t19NWJ85A</a> what does masculinity mean to modern men?</p>
Lesson 5	RL MR IL	sexuality & gender Gender stereotypes	<p>*To explore the impact sexualisation of the media is having on teenagers</p> <p>*To identify the links between body image and the medias influence on it</p> <p>*To evaluate whether shows like Love island teach viewers about morals and ethics</p>	<p><a href="https://www.youtube.com/watch?v=eIQB5kmF8H8">https://www.youtube.com/watch?v=eIQB5kmF8H8</a></p> <p><a href="https://www.youtube.com/watch?v=jcfVWew6Ril">https://www.youtube.com/watch?v=jcfVWew6Ril</a></p> <p><a href="https://www.youtube.com/watch?v=qdpjDPuV_E0">https://www.youtube.com/watch?v=qdpjDPuV_E0</a></p> <p><a href="https://www.youtube.com/watch?v=jnfPPJTQdAk">https://www.youtube.com/watch?v=jnfPPJTQdAk</a></p>	<p>I can describe the impact sexualization of the media is having on society</p> <p>I know what a positive or healthy body image is</p> <p>I can explain why comparing myself to those I see in the media can damage my mental health and self esteem</p>		

Lesson 6	RL MR IL	Emotional pressures to have sex and how to deal with these pressure	<p>*I can recognise the social/psychological pressures associated with having sex</p> <p>*I can recognise how these pressures affect me and coping strategies I have.</p> <p>*I can recognise the situation in the video and see solutions.</p>	<p><a href="#">PSHE KS3 / KS4: Dealing with pressures to have sex - BBC Teach</a></p> <p><a href="#">Sexual Coercion vs. Consent: 19 Scenarios to Consider, What to Do Next (healthline.com)</a></p> <p><a href="https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe">https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe</a></p>	<p>*Know the different types of pressures somebody could be faced with, for example social pressures, psychological manipulation, badgering, guilt trips etc. (see 19 scenarios link)</p> <p>*Know how best to deal with such pressures by considering the video activity and options available to the main character in this story.</p>		<a href="#">PSHE KS3 / KS4: Dealing with pressures to have sex - BBC Teach</a>
	British Values	Year 11 – Term 1	Learning goals	Resources for you to ADAPT:		<b>BIG IDEAS</b>	<b>Video</b>
Lesson 1		What are my options if I am or my partner becomes pregnant?	<p>*Students should be made aware of all options open to them from the early stages of a pregnancy up until 24 weeks or adoption</p> <p>*Students should know the abortion law in the UK and their rights</p> <p>*Students should explore the repercussions of keeping/terminating a life</p>	<a href="#">Abortion (Termination of Pregnancy) (patient.info)</a>			
Lesson 2		What risks are associated with drinking alcohol?	<p>*Students are made aware of the law, alcohol percentages and asked to consider what responsible drinking behaviour looks like.</p> <p>*Students should be aware of the health risk of drinking under age, too much on a regular basis and drinking irresponsibly (too much).</p> <p>*Students should be made aware of the options they have if they are concerned for a friends drinking behaviour.</p>	<a href="#">Teenage drinking   Drinkaware</a>			<p><a href="#">Teen Binge Drinking Takes Dark Turn (youtube.com)</a></p> <p><a href="#">Alcohol - How Alcohol Affects The Body - What Causes A Hangover (youtube.com)</a></p>
Lesson 3		Should cannabis be legalised?	*Students are made aware of the law, different forms of cannabis, including the more recent stronger products that	<a href="#">What Is Cannabis &amp; The Effects on Mental Health   headspace</a>			<a href="#">Bing Videos</a>

			<p>are available and health risks associated with all forms especially stronger forms.</p> <p>*Students should consider whether cannabis smoking can ever be considered a healthy life style choice.</p> <p>What are positives / negatives</p> <p>*Students should be made aware of the options they have if they are concerned for a friends smoking behaviour.</p>				
Lesson 4		'Coming out' – What is the LGBTQ+ community?	<p>*Students will look in more depth at the LGBTQ+ community.</p> <p>*Students will learn about the many spectrums involved</p> <p>*Students will discuss how difficult it could be to 'come out'.</p> <p>*Students will recognise what support can be given to those who do 'come out'</p>	<p><a href="#">Our impact   Stonewall</a></p> <p><a href="#">LGBTQ+ facts and figures   Stonewall</a></p>	<p>*Students should explore the difficulties and challenges somebody in the LGBTQ+ community will experience. <a href="#">LGBTQ+ facts and figures   Stonewall</a></p> <p>*Teachers should explore education, work, home, employment.</p> <p>* Teachers should get students to record these4 challenges in their exercise book as a poster or in collaboration / as a class.</p> <p>*Teacher should explore with the class how people can help make a difference to the lives of people in the LGBTQ+ community.</p>		
Lesson 5	MR IL	Managing anxieties and lifestyle choices	<p>*I can recognise catalysts for anxiety and know how it affects my behaviour, emotions and thoughts,</p> <p>*I know a number of successful coping strategies</p> <p>*Recognising depression (symptoms)</p>	<p><a href="https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe">https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe</a></p>	<p>*Be aware of how seemingly simple things such as diet, exercise, sleep can slowly have a negative impact on our mental health and how things like substances including alcohol and illegal drugs use can have a far greater and more immediate impact. Stress, that the decline in mental health is often a slow one and can be caused by a small/minor aspect of life.</p> <p>*To know that any uncontrollable aspect of life such as loss, family break up or traumatic event should be communicated to the school so we can help, special consideration can sometimes be applied by an exam board. The school can also initiate a CAHM's referral (all adults working at the school can be approached – choose on you trust but they can't keep it a secret).</p> <p>*Explore how students intend to prepare for their GCSE mocks and finals. Techniques are to be shared, which alleviate exam pressure such</p>		

					as, revision timetable, work/ life balance, attending revision sessions at school with friends, having a reward at the end as a motivational tool		
Lesson 6	RL IL	Finances – how to budget inc. mortgages, how they work	*I know the difference between a debit, credit card & an overdraft facility. *I understand what a mortgage is and the difference between fixed, variable, capital and interest only mortgages.	<a href="#">PSHE KS3 / KS4: Financial Literacy - BBC Teach</a>  <a href="#">Child's Trust Fund</a>	*Students should know what a mortgage is and how they can get a mortgage. They should understand the duration of a mortgage and the different mortgage products on offer including interest only, fixed and variable interest rates. *Students should know that interests rates can fall and rise, which can have an impact on the amount the repayments are each month. *Know the difference between a debit and credit card. Explore how paying a credit card on time can build a good credit score. Students should know what a credit score, about how Experian is sometimes used as a tool to monitor it. Students should know the implications of a good / bad credit score.		<a href="#">Mortgages explained UK - YouTube</a>  <a href="#">Credit Card vs. Debit Card Explained In Under 2 Minutes - YouTube</a>  <a href="#">PSHE KS3 / KS4: Coping with financial pressures - BBC Teach</a>
	British Values	Year 11 – Term 2	Learning goals	Resources for you to ADAPT:		<b>BIG IDEAS</b>	<b>Video</b>
Lesson 1	IL	Recognising & managing stress levels Healthy choices Positive impact of healthy eating, sleep, physical exercise	*I can recognise the markers of stress and the impact it has on our behaviour, emotions, ability to think and physical body *I know how to manage stress *I know the positive impact good sleep, exercise, diet can have on life choices	<a href="https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe">https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe</a>	*be able to recognize when they are stressed and recognize how their bodies behave when they are getting to those points so they can develop coping strategies. *know a range of coping strategies *To know why exercise and sleep are such important factors to 'get right'	<b>1.What is coercive behavior and what are the consequences for exhibiting it in a relationship?</b>  <b>2.What types of online behavior is criminalized?</b>  <b>3.What causes anxiety and what are the best strategies for dealing with it?</b>	<a href="https://www.youtube.com/watch?v=G8b7yZapkl">https://www.youtube.com/watch?v=G8b7yZapkl</a>  <a href="https://www.youtube.com/watch?v=1L6HB97lbrQ&amp;feature=youtu.be&amp;fbclid=IwAR04foo6b5Hc32dYA6ANh1rhZtBAanHNhXHdPS9gg4ziaTaqLr6QiwqsP0">https://www.youtube.com/watch?v=1L6HB97lbrQ&amp;feature=youtu.be&amp;fbclid=IwAR04foo6b5Hc32dYA6ANh1rhZtBAanHNhXHdPS9gg4ziaTaqLr6QiwqsP0</a>
Lesson 2	RL	The role the media plays in presenting unrealistic expectations of sex and relationships	*I can describe the impact of sexualisation of the media is having on society *I can explain why comparing my sexual relationships to those I seen in the media can	<a href="#">Teacher Briefing - Addressing Pornography through PSHE Education 0.pdf (cht.nhs.uk)</a>	The media can sometime present a superficial/even glamorized insight into what a sexual relationship can be like. The purpose of sex isn't always for recreational purposes and for a couple attempting for a baby, it could potentially be quite stressful. This is rarely portrayed.		

			<p>damage my mental health and self esteem.</p> <p>* I know what a safe, consensual sexual relationship looks like</p>		<p>*explore the impact of viewing different types of relationships in the media – how does film, including pornography portray a sexual relationship?</p> <p>*explore how students can make effective choices about the content they view and resist pressure to watch something they don't want to</p> <p>*Know how managing peer influence, and understand how age ratings can influence safer choices around the media they consume.</p>		
Lesson 3	RL	Intimate relationships – The role the media plays in presenting unrealistic expectations of sex and relationships	<p>*I can describe the impact of sexualisation of the media is having on society</p> <p>*I can explain why comparing my sexual relationships to those I seen in the media can damage my mental health and self esteem.</p> <p>* I know what a safe, consensual sexual relationship looks like</p>	<p><a href="#">Teacher Briefing - Addressing Pornography through PSHE Education 0. pdf (cht.nhs.uk)</a></p>	<p>The media can sometime present a superficial/even glamorized insight into what a sexual relationship can be like. The purpose of sex isn't always for recreational purposes and for a couple attempting for a baby, it could potentially be quite stressful. This is rarely portrayed.</p> <p>*explore the impact of viewing different types of relationships in the media – how does film, including pornography portray a sexual relationship?</p> <p>*explore how students can make effective choices about the content they view and resist pressure to watch something they don't want to</p> <p>*Know how managing peer influence, and understand how age ratings can influence safer choices around the media they consume.</p>		
Lesson 4	IL	Keeping yourself/ others safe in an emergency situation	<p>*I know how to give somebody first Aid for basic common injuries</p> <p>*To increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p> <p>*I understand the CPR process</p> <p>*I know where the nearest defibrillator is in my school and local community and could use it in an emergency.</p>	<p><a href="#">normal_60474ec831876.pptx (live.com)</a></p> <p><a href="https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe">https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe</a></p> <p><a href="#">TRY AND ACQUIRE training manikins</a></p>	<p>•to know how to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime</p> <p>*Understand the importance of life saving techniques. (See video for guidance)</p> <ul style="list-style-type: none"> <li>• Understand how to open the airway and check for breathing (See video for guidance)</li> <li>• Know how to place a casualty in the recovery position.</li> </ul>		<p><a href="#">CPR in Action   A 3D look inside the body - YouTube</a></p> <p><a href="#">Cardiopulmonary resuscitation (CPR): Simple steps to save a life - First Aid Training video - YouTube</a></p> <p><a href="#">Cops Use CPR To</a></p>

							<a href="#">Save Man Electrocutted In His Pool   Rescue Cam   A&amp;E - YouTube</a>  CPR guidance video if you have acquired dolls <a href="#">How to do CPR on an Adult (Ages 12 and Older) - YouTube</a>
Lesson 5	MR IL	Managing anxieties and lifestyle choices	<p>*I can recognise catalysts for anxiety and know how it affects my behaviour, emotions and thoughts,</p> <p>*I know a number of successful coping strategies</p> <p>*Knowing my anxiety 'triggers' has enabled me to identify a career path.</p>	<a href="https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe">https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe</a>	<p>*Be aware of how seemingly simple things such as diet, exercise, sleep can slowly have a negative impact on our mental health and how things like substances including alcohol and illegal drugs use can have a far greater and more immediate impact. Stress, that the decline in mental health is often a slow one and can be caused by a small/minor aspect of life.</p> <p>*To know that any uncontrollable aspect of life such as loss, family break up or traumatic event should be communicated to the school so we can help, special consideration can sometimes be applied by an exam board. The school can also initiate a CAHM's referral (all adults working at the school can be approached – choose on you trust but they can't keep it a secret).</p> <p>*Explore how students intend to prepare for their GCSE mocks and finals. Techniques are to be shared, which alleviate exam pressure such as, revision timetable, work/ life balance, attending revision sessions at school with friends, having a reward at the end as a motivational tool</p>		<a href="#">THE CHOICE (Short Animated Movie) - YouTube</a>
Lesson 6	IL	Protected characteristics	<p>*I know what The Equality Act 2010 says about: Age , Disability, Gender re-assignment</p>	<a href="https://5edd40c8cd1a8.site123.me/choose-your-">https://5edd40c8cd1a8.site123.me/choose-your-</a>	<p>*What protected characteristics are</p> <p>*what the equality Act says and have the ability to summarize the essence of it</p>		

			<p>Race, Religion or belief, Marriage or civil partnership, Sex, Sexual orientation, Pregnancy and maternity</p> <p>*I understand that there are 9 protected characteristics</p> <p>*I know that they are designed to protect people from discrimination.</p>	<a href="https://www.5edd40c8cd1a8.site/choose-your-subject-lesson-by-lesson-resources/pshe">subject-lesson-by-lesson-resources/pshe</a>	<p>*know the different types of discrimination and how the law has changed to ensure equality.</p>		
	British Values	Year 11– Term 3	Learning goals	Resources for you to ADAPT:	Core Knowledge – students need to...	BIG IDEAS	Video
Lesson 1	RL ML IL	Power & relationships Identity when a relationship is not balanced in power How to manage or end unsafe relationships	<p>*I can recognise what an imbalance of power looks like in many of its different forms including controlling, coercive or threatening behaviour, violence or abuse</p> <p>*I know how power imbalance can effect a relationship</p> <p>*I know how to manage and end an unsafe relationship</p>	<p><a href="https://www.marriage.com/blog/10-signs-of-uneven-power-in-relationships-and-how-to-overcome-it">10 Signs of Uneven Power in Relationships and How to Overcome It (marriage.com)</a></p> <p><a href="https://www.5edd40c8cd1a8.site/choose-your-subject-lesson-by-lesson-resources/pshe">https://5edd40c8cd1a8.site/choose-your-subject-lesson-by-lesson-resources/pshe</a></p>	<p>*know what equality is in a relationship and what it looks like, students will be able to give examples - no one person or persons dominates the relationship and interactions. This doesn't mean that they share power across all areas or domains of the relationship; rather, on balance, everyone is recognized as being equally powerful.</p> <p>* To know how violation of power could negatively effect a relationship, for example: Damaged intimacy and connection, Frustration, anger, and depression, Feelings of anxiety, fear, and shame, Impaired self-esteem, self-image, and sense of personal value</p> <p>* To know how to manage/survive and safely end such a relationship by... Empowering yourself first, Understand the reasons behind the need for power, Call in outside help etc...</p>		<a href="https://youtu.be/uMQTHUDd7po">https://youtu.be/uMQTHUDd7po</a>
Lesson 2	TCR MR IL	Relationship, parenting when and why	<p>*I know what a healthy, loving relationship looks like.</p> <p>*I can recognise the challenges associated with a teenage pregnancy.</p> <p>*I can recognise the difference between a coercive, abusive relationship and love</p> <p>*I know the role of a parent</p>	<p><a href="https://www.relationshipsafety.org.uk/">Relationship Safety (pshe-association.org.uk)</a></p> <p><a href="https://www.5edd40c8cd1a8.site/choose-your-subject-lesson-by-lesson-resources/pshe">https://5edd40c8cd1a8.site/choose-your-subject-lesson-by-lesson-resources/pshe</a></p>	<p>*understand the responsibilities linked with parenthood and these responsibilities can temporarily impede on sense of identity (mother), belonging (groups and communities may be harder to meet with), self worth, education etc....</p> <p>*Understand why some people choose to delay having a child.</p> <p>*understand the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy</p>		

					*know about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice	
Lesson 3	IL	Recognising & managing stress levels Healthy choices Positive impact of healthy eating, sleep, physical exercise	*I can recognise the markers of stress and the impact it has on our behaviour, emotions, ability to think and physical body *I know how to manage stress *I know the positive impact good sleep, exercise, diet can have on life choices	<a href="https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe">https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe</a>	*be able to recognize when they are stressed and recognize how their bodies behave when they are getting to those points so they can develop coping strategies. *know a range of coping strategies *To know why exercise and sleep are such important factors to 'get right'	
Lesson 4	IL	Homophobia and Aids	*I know what homophobia is. *I know the different impacts it can have on the LGBTQ+ community and know the statistics *I understand how I can help address the issue.	<a href="https://www.beintheknow.org/understanding-hiv-epidemic/context/homophobia-and-hiv">https://www.beintheknow.org/understanding-hiv-epidemic/context/homophobia-and-hiv</a>  <a href="https://www.healthyschoolscp.org.uk">LGBTQ+ - Healthy Schools (healthyschoolscp.org.uk)</a>	*know that homophobia stops many lesbian, gay, bisexual, trans and intersex (LGBTI) people from accessing HIV and sexual health services. *It can also lead to mental health issues and social isolation, which can increase the risks LGBTI people take with their health. *Know that addressing homophobia needs a two-fold approach: tackling homophobic laws like the criminalisation of same-sex activity, and changing the way individuals and societies treat LGBTI people.	
Lesson 5	RL MR IL	Dealing with pressure in relationships, coercion, rape, consent laws	*I understand the requirements for consent *I know the law in relation to consent, sexual assault and rape *I understand the vital importance of consent.	<a href="#">Resources – Safe4Me</a>  <a href="https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe">https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe</a>	*Understand what types of pressures might put strain on a relationship. E.g. sexual activity without consent. *Explore that sexual activity without consent within marriage has been criminalized as has emotional abuse. *know the difference/similarities between non-consensual sex (within marriage) and rape	<a href="#">Tea Consent (Clean) - YouTube</a>
Lesson 6	TCR MR IL	Having children Contraception, fertility, feelings about having children.	*I can name a wide range of contraception methods * I understand how at least 5 different types of contraception methods work *I know where I can access further reliable information on this topic	<a href="#">Contraception - Reproduction and fertility - AQA Synergy - GCSE Combined Science Revision - AQA Synergy - BBC Bitesize</a>  <a href="#">Resources – Safe4Me</a>  <a href="https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe">https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe</a>	* Know the benefits and risks of hormonal contraception *Understand what non-hormonal contraception is *Explore the benefits and risks of non-hormonal contraception	

Additional material							
Lesson 1	RL MR IL	Intimate relationships – Relationship stages The role the media plays in unrealistic expectations of sex and relationships Safe sexual relationships	*I can describe the impact of sexualisation of the media is having on society *I can explain why comparing my sexual relationships to those I seen in the media can damage my mental health and self esteem. * I know what a safe sexual relationship looks like	<a href="#">Teacher Briefing - Addressing Pornography through PSHE Education 0.pdf (cht.nhs.uk)</a>	*Know what an intimate relationship is *Know that a relationship naturally progresses through different stages *Know how sex is portrayed in the media and the role it plays in sexualization.	<b>1.What is coercion, Forced Marriages, Hate crimes and what links these things together?</b>	
Lesson 2	MR IL	Diverse relationships Challenges involved in “coming out” Media-stereotyping people and relationships	*I can recognise the difficulties with coming and can discuss historical, religious pressures	<a href="https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe">https://5edd40c8cd1a8.site123.me/choose-your-subject-lesson-by-lesson-resources/pshe</a>	*To know what is meant by diverse relationships in contemporary society. Including hetero, homo, pan sexual. Consider are we more / less accepting of diversity? What did society do to people who were not heterosexual? *know how difficult it can be to come out and the implications that could have on different groups of people. *know that the media will frequently present a stereotypical image of people who have different sexual persuasions.	<b>2.What is equality? Can you describe what that looks like in a relationship? Can you explain what it shouldn't look like?</b>	
						<b>3.How does porn compare to 'real life' relationships?</b>	