

Ormiston Park Academy Curriculum Map (Yrs 7-11)

HT1

HT2

HT3

Department: PSHE

HT4

HT5

Curriculum Leader: MCC

HT6

Year
9

<p><u>Relationships and Sex Education</u></p> <p>Key content:</p> <ul style="list-style-type: none"> ➤ What are the characteristics of a healthy intimate relationship? ➤ Why do people choose to get married or have a civil partnership? ➤ What is sexuality? ➤ What is consent and what are the laws regarding sex? ➤ How can I identify and manage sexual pressure? ➤ What are the ways that we can protect ourselves against unsafe sex (contraception)? (Two lessons) <p>Key Skills:</p> <p>Finding out about healthy intimate relationships.</p> <p>Why people get married and what is a civil partnership.</p> <p>Learning about consent and the laws surrounding it along with identifying sexual pressure.</p> <p>Learning how to protect ourselves against unsafe sex and contraception.</p> <p>DfE statutory wording:</p> <p>What marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</p> <p>The facts about a full range of contraception choices, efficacy, and options available.</p>	<p><u>Relationships and Sex Education</u></p> <p>Key content:</p> <ul style="list-style-type: none"> ➤ What are STIs and how can they be prevented? (Two lessons) ➤ Pregnancy: What are the facts and what are my choices? ➤ What are the challenges of teenage pregnancy? ➤ What roles and responsibilities do parents have? ➤ Relationship break-ups ➤ End of unit assessment <p>Key Skills:</p> <p>Learning how to keep ourselves safe when sexually active.</p> <p>Understanding the facts and choices available for pregnant teenagers and how to gain support, along with parental responsibilities.</p> <p>Finding out why and how pornography can harm viewers and individuals.</p> <p>DfE Statutory Wording-</p> <p>To learn about:</p> <p>They have a choice to delay sex or enjoy intimacy without sex.</p> <p>The facts around pregnancy and miscarriage. That there are choices in relation to pregnancy.</p> <p>How the different sexually transmitted infections (STI's), including HIV/AIDS, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</p> <p>About the prevalence of some STI's, the impact they can have on those who contract them and key facts about treatment.</p>	<p><u>Careers Education</u></p> <p>Preparation for GCSE Options choices</p> <ul style="list-style-type: none"> ➤ What is the difference between a job and a career? ➤ How do my personal strengths and qualities affect my GCSE options choices? ➤ KS4 options choices talk ➤ What are my future aspirations for when I leave school? <p>Employability skills</p> <ul style="list-style-type: none"> ➤ Careers skills: How can I use enterprise skills effectively in the workplace? ➤ What skills do I need to be successful at school and in the workplace? <p>Key Skills:</p> <p>For students to know what a career is and the difference between that and a job</p> <p>To learn that their personal strengths and weaknesses can affect their choices in life and to understand that we all need aspirations and how they help us to succeed.</p> <p>What are enterprise skills and can they support them both in school and work.</p> <p>DfE Statutory Wording-</p> <p>the legal rights and responsibilities regarding equality and that everyone is unique and equal.</p> <p>It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.</p>	<p><u>Mental Health & wellbeing</u></p> <p>Key content:</p> <ul style="list-style-type: none"> ➤ What are fixed and growth mindsets and what are their attributes? ➤ How can we recognise symptoms of depression? ➤ What techniques can we use to cope with stress? ➤ What are mental and physical signs of anxiety and what techniques can we use to manage anxiety? ➤ What is mindfulness? ➤ How can we maintain positive mental health? ➤ End of unit assessment <p>Key Skills:</p> <p>Healthy relationships, learning about how they can recognise the symptoms of stress, anxiety depression.</p> <p>Looking at techniques to enable them to maintain a good positive mental health outlook.</p> <p>DfE Statutory Wording-</p> <p>The aim of teaching pupils about physical and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.</p>	<p><u>Health Education: Drug and Alcohol Education</u></p> <p>Key content:</p> <p>Drug & Alcohol lessons from the PSHE Association:</p> <ul style="list-style-type: none"> ➤ Lesson 1: Exploring attitudes to drugs and drug use ➤ Lesson 2: Drugs, the law and managing risk ➤ Lesson 3: Drugs and their effects: Alcohol and Cannabis ➤ Lesson 4: Managing peer and other influences in relation to substance use <p><u>Health Education</u></p> <ul style="list-style-type: none"> ➤ (2 lessons) What are the different responsible health choices we need to have? ➤ What is the impact of these health choices on others? (Vaccination/immunisation/organ donation, STEM Cells and personal hygiene) <p>End of term assessment</p> <p>Key Skills:</p> <p>Learn about what abuse can have on our bodies, the law and the long-term implications if substance abuse continues.</p> <p>Making responsible health choice to promote wellbeing and finding out what impact it has on others if we fail to look after ourselves.</p> <p>Why are vaccinations, personal hygiene, and organ donations extremely important and how they can support with this.</p> <p>DfE Statutory Wording-</p> <p>The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions</p> <p>the law relating to the supply and possession of illegal substances</p> <p>The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood</p> <p>the physical and psychological consequences of addiction, including alcohol dependency</p> <p>awareness of the dangers of drugs which are prescribed but still present serious health risks</p> <p>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</p>	<p><u>Citizenship Education</u></p> <p>Youth Social Action module: How do I be the change I want to see?</p> <p>To link in with DofE as well as KS3 and KS4 Citizenship Education, this module will either use:</p> <ul style="list-style-type: none"> ➤ First Give ➤ We Schools ➤ WeWill modules <p>New content for Sept 2022.</p> <p>Key Skills:</p>
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Year
8

				The facts and science relating to allergies, immunisation and vaccination.	
<u>Mental Health & wellbeing</u> Key Content: <i>Dove Self Esteem project</i> Self-confidence and goals Body Image – focus on girls Male body image lesson Comparison with people online (Social Media and Instagram) Emotional literacy: self-awareness End of term Assessment	<u>Health Education: Drugs and Alcohol Education</u> Key Content: Drug & Alcohol lessons from the PSHE Association: ➤ Lesson 1: Understanding drugs (Caffeine) ➤ Lesson 2: Tobacco – risks and influences ➤ Lesson 3: What is vaping? ➤ Lesson 4: Alcohol and risk First Aid Education ➤ How do I treat basic injuries? ➤ How do I save a life (CPR)? ➤ What are defibrillators and when would I use one? ➤ End of term assessment.	<u>Relationships and Sex Education</u> <u>How do I protect myself from exploitation?</u> ➤ Gangs case study: How do I manage risks and stay safe? ➤ How do I stay knife free? ➤ What are county lines? ➤ What is grooming? How does it affect families & the children involved? ➤ What is sexting and how can I keep myself safe? ➤ How can I keep myself safe from harmful online content? ➤ End of unit assessment	<u>Citizenship Education</u> <u>What are human rights?</u> ➤ What are human rights? ➤ What are prejudice, discrimination, and the Equality Act 2010? ➤ What is disability discrimination? ➤ What is racism? ➤ How can teenagers be stereotyped? ➤ What is sexism and gender prejudice? ➤ What is homophobia and how can LGBTQ+ people be discriminated against around the world? ➤ End of unit assessment	<u>Citizenship Education</u> <u>Radicalisation and Extremism</u> ➤ British Values: What is Tolerance? ➤ Who are the main religious and right-wing extremist radical groups? ➤ How do we recognise the features of extremist leadership? ➤ How do radical leaders attract converts? ➤ Extremism: Sharia law in the UK ➤ Case Study: Understanding ISIS ➤ End of term Assessment: Recognising religious Prejudice & discrimination	<u>Economic Education / Citizenship Education</u> Key Content: <u>Managing money 2</u> ➤ How do credit cards and loans work? ➤ How does Income Tax & National Insurance work? ➤ How is tax spent? Public money, funding the UK. <u>Careers Education</u> ➤ What are the features of a successful entrepreneur? ➤ Careers skills: What are the qualities of good teamwork? ➤ Careers skills: How can we have good communication skills? ➤ How can my online presence affect my future? ➤ End of term Assessment
Key Skills: Learning to respect ourselves and have confidence and goals to achieve Why do males and females focus so much on body image and how it leads to eating disorders and mental illness. Finding out about body image and how the media detracts from real life. Being aware of our emotions and how they make us feel? Good or bad self-awareness is essential for our wellbeing DfE Statutory Wording- How to talk about their emotions accurately and sensitively, using appropriate vocabulary Common types of mental ill health (e.g. anxiety and depression) How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health	Key Skills: Dealing & talking about harmful issues when losing someone from a disease Harmful substances Underage sex and the consequences of <u>drugs</u> . <u>Understanding the underline effects of tobacco and vaping</u> <u>Looking at alcohol and the risks it can have on the body and the family.</u> <u>Understanding how to treat basic cuts and injuries, looking at CPR and how a defibrillator can save someone's life and when to use one.</u> How to keep yourself safe Information on addiction Coping strategies DfE Statutory Wording- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions the law relating to the supply and possession of illegal substances the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood	Key skills: <u>Students to learn about gangs and how to stay safe, finding out about the risks that is involved in becoming a gang member.</u> <u>To know how and why to stay knife free</u> <u>To understand what are county lines and what they stand for.</u> <u>Grooming how it affects the families and the children involved and what can they do to stop it happening.</u> <u>They need to learn about sexting and the implications it can have on the persons involved which involves keeping ourselves safe online.</u> <u>DfE Statutory wording:</u> <u>How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</u> <u>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty or removing potentially compromising material placed online.</u> <u>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</u> <u>Banking and credit cards</u> <u>Interest rates and debt</u> <u>What we get for the tax and national insurance payments</u> <u>How to budget and why?</u> <u>Saving where to keep our money.</u>	Key Skills: Understanding respect for others Different types of contraception and why it is needed. Understanding why we should not show others pictures of an inappropriate nature. <u>Learning how not to catch STIs</u> and what <u>human rights are and why they are so important.</u> Learning about <u>the equality act 2010 along with prejudice and discrimination and how it affects people and the laws surrounding it. including racism</u> <u>What is it to be stereotyped</u> <u>violent relationships</u> and how it can be aimed at teenagers and why. <u>Learning about sexism and gender prejudice and what is homophobia and how people from the LGBTQ+ community are discriminated against around the world</u> <u>to support family.</u> DfE Statutory Wording- <u>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</u> <u>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</u> <u>the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour based violence and FGM, and how these can affect current and future relationships</u>	<u>Key Skills:</u> <u>To learn about tolerance and the main religious groups and who are the extremist radical groups how to recognise how the extremist leadership works and how they radicalise people. Looking at sharia law and understanding ISIS and what they represent.</u> <u>Statutory wording:</u> Extremism is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Prevention means reducing or eliminating the risk of individuals becoming involved in terrorism. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups	Key Skills: <u>Banking and credit cards</u> <u>Interest rates and debt</u> <u>What we get for the tax and national insurance payments</u> <u>How to budget and why?</u> <u>Saving where to keep our money.</u> Finding out what makes an entrepreneur, identifying what qualities are needed with communication and teamwork skills and why we need to watch what we put on social media, as it could be detrimental in the future DfE statutory guidance: Learning about, prejudice, stereotyping, why disabilities are not always visible. Reactions towards homophobia, criminalisation, and decriminalisation Portrayal in the media, positive & negative Keeping safe, identifying warning signs. Changes we can make to resolve environmental issues, learn to respect our environment and work towards keeping Earth safe. DfE Statutory Wording- The functions and uses of money, the importance and practice of budgeting, and managing risk.

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the physical and psychological consequences of addiction, including alcohol dependency

awareness of the dangers of drugs which are prescribed but still present serious health risks

the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so



Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services and how public money is raised and spent.

<u>Relationships and Sex Education</u>	
Key Content:	
<u>Who am I now?</u>	
<ul style="list-style-type: none">➤ Transition: How life different as a secondary school student.➤ What is my identity?➤ What are my personal values and beliefs?	
<u>What are positive relationships?</u>	
<ul style="list-style-type: none">➤ Different types of families➤ Genuine friendships and toxic ones➤ Bullying and Banter, what is it?➤ Romance, love new feelings and teen relationships (Consent)➤ How can we keep safe and build positive relationships?	
Key Skills:	
What is a toxic friendship? Learning who to trust and share life problems	
Same sex families, one-parent families what are these.	
Feelings, learning to live with upset if relationships break down, new feelings and how to deal with them	
What to do when faced with a bully, is this ok? Banter is it ok to put up with it. What should we do about it?	
Dealing with conflict looking at dental health and why it is so important, also sleep, why do we need a good sleep regime.	
DfE Statutory Wording-	
That there are different types of committed, stable relationships.	
How these relationships might contribute to human happiness and their importance for bringing up children	
what marriage is*, including its legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony	

<u>Health and wellbeing</u>	
Key content:	
<u>How do I stay healthy?</u>	
<ul style="list-style-type: none">➤ What is a healthy lifestyle?➤ How can I keep to a balanced diet?➤ How do I know I am eating healthily?➤ What is the big deal about energy drinks?➤ How can I commit to a healthy lifestyle? (exercise)➤ Sleep (rise above) why is it necessary to have a good sleep pattern?➤ Why do I need to look after my teeth and what are the implications of this?	
Key Skills:	
Food intake	
Labels	
Nutrition	
Exercise	
Caffeine	
Addiction	
Harmful substances	
Effects on the body	
DfE Statutory Wording-	
Students should learn, the importance of sufficient good quality sleep for good health and that lack of sleep can affect weight, mood and ability to learn.	
They should know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	
How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	

<u>Health and wellbeing</u>	
Key content:	
<u>How can I understand the physical and emotional changes of puberty?</u>	
<ul style="list-style-type: none">➤ How can we keep good mental health & recognise symptoms of depression?➤ Emotional literacy: how can I control my anger?➤ Emotional literacy: importance of self esteem➤ Puberty, what can I expect: what's normal & why does it happen?➤ Periods the menstrual cycle & PMS what do I need to know?➤ Personal hygiene, why is it so important?➤ FGM what is it? why is it so serious & what can we all do to help?➤ Assessment	
Key Skills:	
Mental illnesses	
Issues with feelings	
Coming of age,	
Teenage issues	
Cycles	
Monthly timings	
FGM what is it?	
DfE Statutory Wording-	
key facts about puberty, the changing adolescent body and menstrual wellbeing	
the main changes which take place in males and females, and the implications for emotional and physical health	
DfE Statutory Wording-	
How to talk about their emotions accurately and sensitively, using appropriate vocabulary	
That happiness is linked to being connected to others	
How to recognise the early signs of mental wellbeing concerns	

<u>Living in the wider world</u>	
Key content:	
<u>How do I stay safe?</u>	
<ul style="list-style-type: none">➤ What is Risk?➤ Road Safety➤ Rail Safety➤ Water Safety➤ Intro to keeping safe online➤ How to prevent online bullying➤ End of unit assessment	
New content for September 2022	
Key Skills:	
Learning about risk, keeping ourselves safe around everyday activities, such as on the road, Rail and around water. What do we need to know and how can we keep us and others away from danger?	
What can be done to safeguard yourself, who can help and support in cyberbullying	
Learning about how to keep safe, trusting and respecting others	
Respect for others	
Keeping safe online, safeguarding ourselves from outside influences	
DfE Statutory Wording-	
The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online	
How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours	

<u>Citizenship Education</u>	
Key content:	
<u>What are British values?</u>	
<ul style="list-style-type: none">➤ What does it mean to be a British Citizen?➤ What is Democracy?➤ How does the British Political system operate?➤ Why is Britain a multicultural society?➤ How does the system of Law operate in the UK?➤ Assessment	
New content for September 2022	
Key Skills:	
Learning what it is to be a British Citizen and finding out how democracy works, and the British Political system operates, who makes the laws and how we live in a multicultural society, learning to live alongside others from a different culture.	
DfE statutory wording-	
The development of the political system of democratic government in the UK, including the roles of citizens, Parliament, and the Monarchy.	
The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.	
Diverse national, regional, religious, and ethical identities in the UK and the need for mutual respect and understanding.	

<u>Economic Education / Citizenship Education</u>	
Key Content:	
<u>Managing money 1</u>	
<ul style="list-style-type: none">➤ What is the difference between financial wants and needs?➤ What is budgeting?➤ How can I create a personal budgeting plan?➤ What are savings, loans and interest rates?➤ What are financial products?➤ What are different kinds of financial transactions?➤ What is ethical banking?➤ Assessment.	
key Skills:	
Financial introduction	
Budgeting	
Banking process	
Personal accounts	
Credit cards and debit cards	
What is a budget plan and why is it needed?	
DfE Statutory Wording-	
The functions and uses of money, the importance and practice of budgeting and managing risk.	
Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services and how public money is raised and spent	

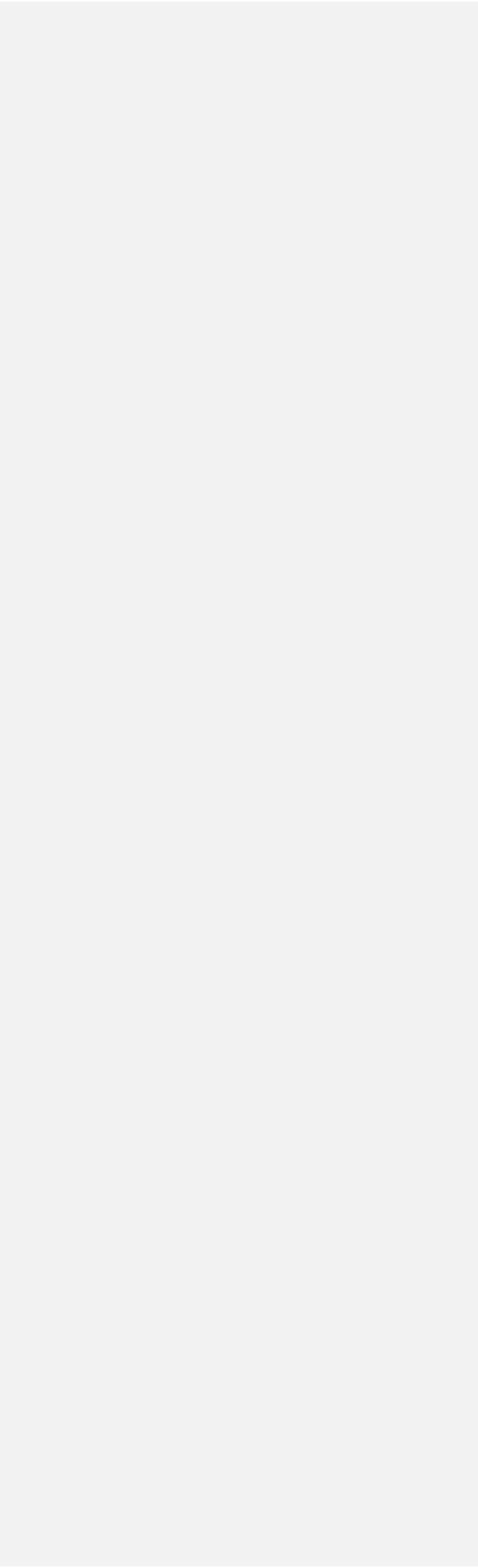
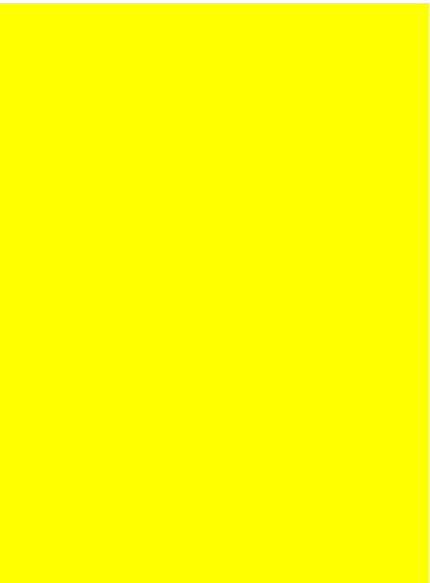
why marriage is an important relationship choice for many couples and why it must be freely entered into

the characteristics and legal status of other types of long-term relationships

the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship

Common types of mental ill health (e.g. anxiety and depression)

How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health



	HT1	HT1	HT2	HT2	HT3	HT3
Year 10	Relationships and Sex Education (RSE) Coercive and abusive relationships <ul style="list-style-type: none">• Disrespect Nobody: What is teenage relationship abuse?• Disrespect Nobody: Consent• Alice Ruggles Trust: Identifying unhealthy relationship behaviours• Alice Ruggles Trust: Managing unwanted attention	Relationships and Sex Education (RSE) Coercive and abusive relationships <ul style="list-style-type: none">• Disrespect Nobody: Sharing sexual images• NSPCC: Making Sense of Relationships: What are the potential impacts of viewing pornography?• Something’s not right: Relationship rights and reporting abuse	Health Education How do I make the best decisions for my physical and mental health? <ul style="list-style-type: none">• How do I keep optimum health through my diet, exercise and sleep?• Rise Above: How can I have a balanced approach to the time I spend online and what I see, do and admire on social media?• What services can I access to help me stay physically and emotionally healthy?	Health Education How do I make the best decisions for my physical and mental health? <ul style="list-style-type: none">• The NHS: An introduction to organ and tissue donation• Teenage Cancer Trust: What is cancer?• How do I recognise the symptoms of Sepsis and Meningitis and what should I do if I think someone has contracted them?• What are eating disorders and how can I seek support?	Health Education Drug and Alcohol Education <ul style="list-style-type: none">• PSHE Association: Drugs and Alcohol Education Lesson 1 - Substance use and assessing risk• PSHE Association: Drugs and Alcohol Education Lesson 2 - Substance use and managing influence• PSHE Association: Drugs and Alcohol Education Lesson 3 - Help seeking and sources of support	Health Education <ul style="list-style-type: none">• How can I increase my confidence in performing emergency first aid and lifesaving skills?• PSHE Association: Fertility and pregnancy choices – Lesson 1 Fertility and routes to parenthood• PSHE Association: Fertility and pregnancy choices – Lesson 2 Pregnancy outcomes• PSHE Association: Fertility and pregnancy choices – Lesson 3 Pregnancy choices: abortion
DfE statutory content	<p>Key Skills: To learn about what abuse in teenage relationships and consent what does this mean? What are the implications if consent is not given. Identifying healthy and unhealthy relationships and behaviours that might occur. Knowing how to manage unwanted attention and what to do about it. who to talk to and where to get help.</p> <p>DfE Statutory wording: Determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in other’s relationships) how to seek help or advice, including reporting concerns about others if needed. To know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p>	<p>Key Skills: Understanding the consequences of sharing sexual images and the outcomes this could have on someone, and others around them. The impact of viewing pornography and how it affects the brain and the behaviour of some individuals, along with the impact it has on all relationships. Knowing what is abuse, where to find out about support and information to enable abuse to stop behaviour from happening.</p> <p>DfE statutory wording: Learning about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others negatively affect how they behave towards sexual partners. Children should be made aware of how to raise their concerns or make a report and how any report will be handled.</p>	<p>Key Skills: Students need to understand how to stay healthy. Looking at food, exercise and the importance of sleep. Thinking about the implications of a poor diet. To find out what services can be accessed to help to keep physically and emotionally healthy. They also need to learn about time spent online and effects it has on the brain, what do they enjoy and use on social media, learning to balance online and real-life experiences.</p> <p>DfE statutory wording: Learning about the characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this. The risks associated with an inactive lifestyle (including obesity) What constitutes a healthy diet. The characteristics of a poor diet and risks associated with unhealthy eating. The benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others mental and physical wellbeing.</p>	<p>Key Skills: To learn and understand about organ and tissue donation, what it involves and the impact it could have on a family. Letting others know their wishes if the time ever came to them or their loved ones. What is cancer? Students need to be aware that this can affect anyone, some cases can be treated successfully, others not so. How it can affect the wellbeing of individuals, those that are suffering and those that are not. To learn about identifying the symptoms of Sepsis and Meningitis, what to look for, how to know what to do in a situation if they know of someone who may show the signs of coming down with the illness. Where to gain support if suffering from an eating disorder, what options are available.</p> <p>DfE statutory Wording: Pupils should be taught how to judge when they or someone they know, needs support and where they can seek help if they have concerns. How to talk about their emotions accurately and sensitively, using appropriate vocabulary. About the science relating to blood, organ and stem cell donation. How to maintain healthy eating and the links between a poor diet and health risks including tooth decay and cancer. The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.</p>	<p>Key Skills: Students need to learn about the impact of drugs and alcohol, the risks, and managing outside influences involved in using and selling. Knowing where to get support and finding out what sources are available to help with addiction.</p> <p>DfE Statutory Wording: The facts about legal and illegal harmful substances and associated risks, including the link between drug use and the associated risks, including the link to serious mental health conditions.</p>	<p>Key Skills: To understand and be able to use key basic skills in giving first aid and what to do and be able to use lifesaving skills. To understand fertility issues and pregnancy choices, what is involved in parenthood, the outcomes and the choices that are available to wanted and unwanted pregnancies.</p> <p>DfE Statutory wording: Basic training for common injurie, life saving skills, including how to administer CPR, the purpose of defibrillators and when one may be needed. The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause. That there are choices in relation of pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption and where to get futher help.)</p>
Year 11	Careers Education How do I make my best next steps? <ul style="list-style-type: none">• What are my choices for when I leave Ormiston Park Academy?• Speaker: South Essex College• Speaker: Palmers College• Speaker: Havering College• Speaker: Harris / Ockendon Sixth Form• Speaker: Apprenticeship• Support with college/apprenticeship applications	Careers / Economic Education <ul style="list-style-type: none">• Barclays Lifeskills: Financial Risk and Security• CIFAS: How can I understand fraud?• CIFAS: Online Fraud• CIFAS: Money Mules	Careers / Economic Education <ul style="list-style-type: none">• CIFAS: Social Engineering• Barclays Lifeskills: Borrowing money• PSHE Association and GambleAware: Lesson 1 - How can we manage risk?• PSHE Association and GambleAware: Lesson 2 - How can we manage impulses and influences to gamble?	Health Education How do I safeguard my mental health? <ul style="list-style-type: none">• PSHE Association: Mental and Emotional Health – Lesson 1 – New Challenges• PSHE Association: Mental and Emotional Health – Lesson 2 – Reframing negative thinking• PSHE Association: Mental and Emotional Health – Lesson 2 – Reframing negative thinking• PSHE Association: Mental and Emotional Health – Lesson 3 – Recognising mental ill-health and when to get help	Fill in’s if needed and exams not taking place: <ul style="list-style-type: none">• How can we manage grief and bereavement?• What are employers looking for in a CV?• How can we successfully Prepare for work experiences?	
	<p>Key Skills: This will allow students to reflect on what they would like to do one they leave school. It will enable them to be able to make constructive plans and map out their future.</p> <p>DfE Statutory wording:</p>	<p>Key Skills: To understand what is meant by financial risk and having security. Learning about FRAUD and what this means to them, what could happen and how-to safe guard themselves from this happening. Finding out what money mules are and how they operate.</p>	<p>Key Skills: To learn about how to borrow money and the implications of not paying it back. Looking at gambling, how easy it is to get into, what happens when it becomes an addiction? Who can they go to for help and guidance? How to manage risk with money what does this mean? This involves impulses to go out and</p>	<p>Key Skills: Looking at mental health and challenges they face, using positive vibes and ignoring the negative issues around them, find ways of thinking how to move forward and be resilient, have a positive mental attitude finding out how not to be negative. Recognising when help is needed and where to get the support from.</p>		

	<p>It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and changes. This integrated, whole school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.</p>	<p>DFE Statutory wording: Teaching should equip pupils with the knowledge to explore political and social issues, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.</p>	<p>spend money on anything that they desire, without a thought of how it is going to be paid back etc....</p> <p>DFE Statutory wording: The national curriculum for citizenship at Key stages 3 and 4 aims to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society.</p>	<p>Speaking to others and building positive relationships.</p> <p>DFE Statutory wording: How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues that arise online)</p>		
	<p>Half terms 1A, 2A, and 3A are all PSHE lessons.</p> <p>Half terms 1B, 2B and 3B are RE lessons.</p>					